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**TOTAL QUALITY MANAGEMENT IN ENGLISH LANGUAGE
TEACHING: A CASE STUDY IN TURKISH HIGHER
EDUCATION**

GÜLTEN HERGÜNER

DOCTOR OF PHILOSOPHY

THE UNIVERSITY OF ASTON IN BIRMINGHAM

MAY 1995

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The need to improve the management of language learning organizations in the light of the trend toward mass higher education and of the use of English as a world language was the starting point of this thesis.

The thesis aims to assess the relevance, adequacy and the relative success of Total Quality Management (TQM) as a management philosophy. Taking this empirical evidence a TQM-oriented management project in a Turkish Higher Education context, the thesis observes the consequences of a change of organizational culture, with specific reference to teachers' attitudes towards management. Both qualitative and quantitative devices are employed to plot change and the value of these devices for identifying such is considered.

The main focus of the thesis is the Soft S's (Shared Values, Style, Staff, and Skills) of an organization rather than the Hard S's (System, Structure, Strategy). The thesis is not concerned with the teaching and learning processes, though the PDCA cycle (the Action Research Cycle) did play a part in the project for both teachers and the researcher involved in this study of organizational development.

Both before the management project was launched, and at the end of the research period, the external measurement devices (Harrison's Culture Specification Device and Hofstede's VSM) were used to describe the culture of the Centre. During the management project, internal measurement devices were used to record the change including middle-management style change (the researcher in this case). The time period chosen for this study was between September 1991 and June 1994. During this period, each device was administered twice within a specific time period, ranging from a year to 32 months.

At the end of the data collection period, the management project and the devices were assessed.

In conclusion, it is found that the implementation of TQM concepts in language learning organizations at tertiary level is possible and that those devices used can record the possible culture change experienced in such organizations.

Key Words: TQM
 ELT
 Organizational culture
 Educational management
 Action research

**TO MY FAMILY,
WITH MY LOVE.**

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LIST OF CONTENTS

	ABBREVIATIONS	11
	LIST OF TABLES	12
	LIST OF FIGURES	14
	PREFACE	
	A.Origins	15
	B.Overview of the Thesis	19
	C.Glossary	20
I.	INTRODUCTION	
I.A	INTRODUCTION	23
I.B	THE ISSUE OF QUALITY VERSUS QUANTITY	25
I.B.1.	The quality versus quantity issue in Turkey	27
I.C.	MANAGEMENT OF EDUCATION	29
I.C.1.	Definition of Organizational Culture- A Specification For the Universities	32
I.D.	THE RESEARCH QUESTIONS	38
I.E.	RATIONALE BEHIND THE RESEARCH	38
I.E.1.	The Situation in English Language Teaching	45
I.F.	THE SPECIFIC MANAGEMENT ISSUE	48
I.G.	THE SPECIFIC RESEARCH ISSUE	50
I.H.	PURPOSE AND THE METHODOLOGY OF THE RESEARCH	52
I.J.	SCOPE OF THE STUDY	54
I.K.	POTENTIAL AREAS OF METHODOLOGICAL DIFFICULTY	55
II.	BACKGROUND TO THIS STUDY	
II.A	BACKGROUND TO MANAGEMENT IN HIGHER EDUCATION	57
II.A.1.	An Overview Of Management In Higher Education	57
II.A.2	TQM and its Implementation in Education	65
II.A.3	TQM in Higher Education	69
II.A.4	Implementation of TQM In English Language Teaching	73
II.B	SITUATIONAL BACKGROUND	77
II.B.1	Education System in Turkey	77
II.B.2	Higher Education in Turkey	7 8
II.B.2.a.	Administrative Structure in Turkish Higher Education	80
II.B.2.b.	Enrolment Conditions to the Universities	84
II.C.	LANGUAGE TEACHING IN TURKEY	84
II.C.1.	Background for the Preparatory Schools	86
II.D.	THE UNIVERSITY OF CUKUROVA	91
II.D.1.	History of the University	92
II.D.2.	Language Situation Before This Decision Before the Language Center (YADIM)	94
II.D.3.	Establishment of the Language Center (YADIM)	96
II.D.3.a	Objectives and the Structure of the Language Center (YADIM)	96
II.D.3.b	Students	97
II.D.3.c	Teachers	98
II.E.	TQM IN TURKEY	99

III.ACTION RESEARCH:DESIGNING AND IMPLEMENTING ORGANIZATIONAL CHANGE

III.A.	INTRODUCTION	101
III.B	IMPLEMENTATION OF TQM CONCEPTS AS A CHANGE PROCESS	103
III.C	THE TECHNIQUES USED FOR IMPLEMENTATION	104
III.D	INTERVENTION IN THE SCHOOL CULTURE BY IMPLEMENTING TQM CONCEPTS	107
III.D.1.	Transition	107
III.D.2.	The Initial Plan	109
III.D.3.	Concepts Used for Implementation	110
III.D.3.a.	Top Management Commitment	111
III.D.3.b.	Change In Management Style	113
III.D.3.c.	Customer Identification	115
III.D.3.d.	Change in Organizational Structure	119
III.D.3.e.	Team Orientation	125
III.D.3.e.1.	Formation of Working Groups	127
III.D.3.e.2.	Formation of QIT	127
III.D.3.e.3.	Testing Team	128
III.D.3.e.3.(a).	Participation Scoring System Team	130
III.D.3.e.4.	We Care	133
III.D.3.e.5.	LIT (Library Improvement Team)	133
III.D.3.f.	Staff Development	133
III.D.3.g.	Continuous Feedback	142
III.D.3.g.1.	Students	144
III.D.3.g.2.	Teachers	145
III.D.3.h.	Appraisal	146

IV.ACTION RESEARCH: MONITORING AND EVALUATING PROCESSES

IV.A.	INTRODUCTION	147
IV.B.	THE RESEARCHER'S ACCEPTANCE OF THE DUAL ROLE	150
IV.C.	EXTERNAL MEASUREMENT DEVICES OF CULTURE CHANGE	154
IV.C.1.	Harrison's Culture Specification Device	154
IV.C.1.a.	The Power (Club) Culture	155
IV.C.1.b.	The Role Culture	155
IV.C.1.c.	The Task (Achievement) Culture	156
IV.C.1.d.	The Person (Existential) Culture	156
IV.C.2.	Hofstede's Value Survey Module	158
IV.C.2.a.	Power Distance Index	160
IV.C.2.b.	Uncertainty-Avoidance	161
IV.C.2.c.	Individualism	161
IV.C.2.d.	Masculinity-Femininity	161
IV.C.2.e.	The Replications of The Hofstede Survey	162
IV.C.3.	The Reason Why These Devices Chosen	164
IV.D.	INTERNAL MEASUREMENT DEVICES	166
IV.D.1.	Alternative Mornings and Focused Interviews	167
IV.D.1.a.	Alternative Mornings	168
IV.D.1.b.	The Actual Implementations of the Alternative Mornings	172
IV.D.1.c.	Focused Interviews	174
IV.D.1.d.	The Actual Implementations of the Focused Interviews	176
IV.E.	CONTRIBUTIONS OF TEACHERS RESEARCH	177

IV.F.	FEEDBACK ON DAILY MANAGEMENT	179
IV.F.1.	Questionnaire to the Teachers	179
IV.F.2.	Questionnaire to the Students	179
IV.F.3.	Improving the Means of Information Devices	180
IV.G.	DIARIES FOR THE INDIVIDUAL LEVEL	180
IV.G.1.	Students' Diaries	183
IV.G.2.	Teachers' Diaries	184
IV.G.3.	Researcher's Diary	184

V.ACTION RESEARCH: EMPIRICAL EVIDENCE

V.A.	INTRODUCTION	186
V.B.	SUBJECTS OF THE RESEARCH	186
V.C.	THE RESEARCHER' DUAL ROLE	187
V.C.1.	Analysis of the Researcher's Diary	189
V.C.2.	The Assessment of the Researcher by the Teaching Staff	192
V.D.	EXTERNAL MEASUREMENT DEVICES FOR CULTURE CHANGE	199
V.D.1.	Harrison's Culture Specification Device	199
V.D.2.	Hofstede's Value Survey Module	200
V.E.	INTERNAL MEASUREMENT DEVICES FOR CULTURE CHANGE	216
V.E.1.	Alternative Mornings and Focused Interviews	216
V.E.1.a.	The Analysis of The Alternative Mornings and the Interviews	216
V.E.1.b.	The Outcome of the Alternative Mornings	219
V.E.1.c.	The Outcome of the Focused Interviews	223
V.F.	CONTRIBUTIONS OF TEACHERS' RESEARCH	233
V.F.1.	Project I:Equipping Teachers With Research	233
V.F.2.	Project II:Teachers' Perceptions of the System in YADIM	234
V.G.	FEEDBACK ON DAILY MANAGEMENT	237
V.G.1.	Organizational Needs Questionnaire	237
V.G.2.	Questionnaire to The Students	240
V.G.3.	IMPROVING THE MEANS OF INFORMATION DEVICES	246
v.G.3.a.	Informational Devices	246
V.G.3.a.(1)	Teachers' Pamphlet	246
V.G.3.a.(2)	Students' Pamphlet	248
V.G.3.a.(3)	Notices	248
V.H.	DIARIES AT THE INDIVIDUAL LEVEL	250
V.H.1.	Analysis of the Diaries	250
V.H.2.	Students' Diaries	253
V.H.3.	Teachers' Diaries	261
V.H.4.	Researcher's Diary	264

VI.ASSESSMENT OF THE MANAGEMENT PROJECT AND OF THE CULTURE CHANGE EVALUATION DEVICES

VI.A.	The Management Project:Assessment of the Progress	268
VI.A.1.	The Situation at the End of 1993-1994 Academic Year	268
VI.A.1.a.	Accepting the Idea of Being at the Beginning of the Process	270
VI.A.1.b.	Top Management Commitment	271
VI.A.1.c.	The Style of the Manager	272
VI.A.1.d.	The Description of Customer	272

VI.A.1.e.Change in the Organizational Structure	273
VI.A.1.f.Team Orientation	274
VI.A.1.g.Staff Development	275
VI.A.1.h.Different Ways for Appraising People	276
VI.A.1.i.Feedback on Daily Management	277
VI.A.1.j.The Improvement of the Management Team	277
VI.B. STRENGTHS AND WEAKNESSES OF THE DEVICES USED FOR EVALUATION OF CULTURE CHANGE	277
VI.B.1. Ease of Administration	277
VI.B.1.a Harrison's Culture Specification Device	278
VI.B.1.b Hofstede's VSM	278
VI.B.1.c.Alternative Mornings	279
VI.B.1.d.Focus Interviews	280
VI.B.1.e.Questionnaire to the Students	280
VI.B.1.f.Questionnaire to the Teachers	281
VI.B.1.g.Diaries	281
VI.B.2. The Method of Analysis and Time Involvement in the Administration and Analysis	282
VI.B.2.a Harrison's Culture Specification Device	282
VI.B.2.b Hofstede's VSM	283
VI.B.2.c.Alternative Mornings	283
VI.B.2.d.Focus Interviews	284
VI.B.2.e.Questionnaire to the Students	284
VI.B.2.f.Questionnaire to the Teachers	285
VI.B.2.f.Diaries	285
VI.C. THE ACCEPTABILITY OF THE DEVICES BY THE SUBJECTS	286
VI.D. THE ROLE OF THE RESEARCHER	287
VI.E. CONCLUSIVENESS OF RESULTS	288
VI.F. JUDGEMENT ABOUT THE TYPES OF DEVICES	292
VII. CONCLUSION	
VII.1. INTRODUCTION	294
VII.2. THE MANAGEMENT ISSUE	295
VII.3. THE RESEARCH ISSUE	298
VII.4. EFFECTIVENESS OF THE DEVICES	299
VII.5. THE DEFECTS AND LIMITATIONS OF THE IMPLEMENTATION	301
VII.6. SUGGESTIONS FOR FUTURE RESEARCH	302
VII.7. THE IMPLICATIONS FOR THE MANAGEMENT OF ELT	304
VIII. REFERENCES	307
IX. APPENDICES	
Appendix II.1.Educational System in Turkey	326
Appendix II.2.Departments that YADIM Serves	327
Appendix III.1.Procedures for Testing	328
Appendix III.2.Procedures for WE CARE	336
Appendix II.3.Content of Meetings for Launching TQM Concepts	338
Appendix III.4.Orientation Programme for Staff Development	344
Appendix III.5.Appraisal form	349
Appendix IV.1. Questionnaire About YADIM	350
Appendix IV.2.Organizational Needs Questionnaire	352
Appendix IV.3.Harrison's Questionnaire	355

Appendix IV.4.Hofstede's Questionnaire	358
Appendix V.1.The Results of Organizational Needs Questionnaire	365
Appendix V.2.The Results Of Hofstede's Questionnaire	366
Appendix V.3.The Results of Students'Questionnaire	370
Appendix V.4.Collated Answers of open ended questions in Students' Questionnaire	371
Appendix V.5.Examples of different Announcements	374
Appendix VI.1.Deming's 14 Points and Bonstingl's 4 Pillars	398
Appendix VI.2.Department's Language Specifications	399

ABBREVIATIONS

UAI	Uncertainty Avoidance Index
7S'S	System, Strategy, Structure, Style, Staff, Skill, and Shared Values
ELT	English Language Teaching
ESP	English for Specific Purposes
HE	Higher Education
IDV	Individualism
LIT	Library Improvement Team
MAS	Masculinity Index
PDCA	Plan, Do, Check, and Act Cycle.
PDI	Power Distance Index
PSS	Participation Scoring System
OD	Organizational Development
ONQ	Organizational Needs Questionnaire
QC	Quality Circles
QIT	Quality Improvement Team
QM	Quality Management
QQ	Questions
SD	Staff Development
SS	Students
SWOT	SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis
TQM	Total Quality Management
TT	Teachers
YADIM	Yabancı Diller Öğretimi ve Araştırma Merkezi (Foreign Languages Centre
YÖK	Yüksek Öğretim Kurumu (Higher Education Council)

LIST OF TABLES

TABLE I.1	The SWOT Analysis Carried out in 1991, August	49
TABLE II.1	Number of Students in Turkey in 1993	78
TABLE II.2	Number of University Lecturers and students/lecturers ratio	78
TABLE II.3	Number of Programmes Offered with English medium of instruction as the 30% of all courses	91
TABLE II.4	Number of Academic and Administrative Staff at the University of Cukurova in 1993-1994	92
TABLE II.5	Total Number of Students and the New Entrance in 1992-1993 of Cukurova in 1993-1994	93
TABLE II.6	Number of Students at YADIM	98
TABLE II.7	Number of Teachers at YADIM	99
TABLE III.1	Calendar for the Study	102
TABLE III.2	Correlation Between Deming PDCA and Kemmis & McTaggart Action Research/ PDCA Cycles	105
TABLE III.3	Not All Groups are Teams: How to tell the Difference	126
TABLE III.4	Training needs for Staff	138
TABLE IV.1	Hofstede's findings for Turkey	165
TABLE IV.2	The aims of the 'alternative mornings' and the focused interviews	167
TABLE V.1	The Sub-areas of researcher's reflection about herself	190
TABLE V.2	Average Scores Obtained as The Representation Of YADIM Culture	200
TABLE V.3	PDI, IDV and MAS results for YADIM	202
TABLE V.4	The difference between November 1992 and June 1994 concerning of the Desired manager type	203
TABLE V.5	The difference between November 1992 and June 1994 concerning the present manager type	204
TABLE V.6	How frequently the Subordiantes Feel Afraid about Expressing Disagreement with their superiors.	204
TABLE V.7	The difference between how frequently teachers felt tense at work in YADIM	211
TABLE V.8	Teachers' Concern of Continuing to work in YADIM	212
TABLE V.9.	The results of TT's Desire of working in a well-defined job situation and their satisfaction of the freedom they have for adopting their way to the job	214
TABLE V.10	The Issues of Alternative Mornings in 1992-1993	221
TABLE V.11	The Issues of Alternative Mornings in 1993-1994	222
TABLE V.12	TT's Perceptions related to the profession	224
TABLE V.13	TT's View of Their Job in YADIM	225

TABLE V.14	Interviewees' Perceptions About YADIM as an organization	226
TABLE V.15	Being a teacher as a concept	228
TABLE V.16	YADIM as an organization	229
TABLE V.17	Teachers' View of their job in YADIM	230
TABLE V.18	The areas that teachers mentioned for organizational needs questionnaire PART 3	239
TABLE V.19	The number and the kind of Notices on the Bulletin Board	249
TABLE V.20	The general areas mentioned in SS' diaries in 1992-1993	253
TABLE V.21	The general areas mentioned in students' diaries in 1994	254
TABLE V.22	The recurring 6 categories in 1992-1993 specified by SS diary keepers	255
TABLE V.23	The recurring 6 categories in specified by student diary keepers 1993-1994	256
TABLE V.24	The specific issues mentioned under the 6 major recurring issues	258
TABLE V.25	The outcome of teachers' diaries for the first term of the years concerned	262
TABLE V.26	The Outcome of teachers' diaries for the second term of the years concerned	263
TABLE V.27	The outcome of researcher's diary	264
TABLE VII.1	The SWOT Analysis Carried Out in 1994 July	296

LIST OF FIGURES

FIGURE I.1	The Relationship of Time and Difficulty of Change	42
FIGURE II.1	The Evolution of TQM	66
FIGURE II.2	The structure of HE System in Turkey	81
FIGURE II.3	Organizational Structure of the Universities	83
FIGURE III.1	The Customers of a state university	116
FIGURE III.2	The Customers of YADIM	116
FIGURE III.3	Presentation of Layers of Customers of YADIM	118
FIGURE III.4	Previous Organizational Chart of YADIM	120
FIGURE III.5	Present Representation of the organization of YADIM	123
FIGURE III.6	Sources of complaints about Testing	129
FIGURE III.7	Sources of Problems related to accurate information for new students	131
FIGURE III.8	Sources of problem for the library	134
FIGURE III.9	Teacher development Scheme in YADIM	136
FIGURE III.10	Staff Development Scheme in YADIM in 1994	136
FIGURE IV.1	Framework for Research Methods	151
FIGURE V.1	The Purposes and analysis of the researcher's diary	188
FIGURE V.2	Results of Question 1 of ONQ	193
FIGURE V.3	Results of Question 2 of ONQ	193
FIGURE V.4	Results of Question 3 of ONQ	194
FIGURE V.5	Results of Question 4 of ONQ	194
FIGURE V.6	Results of Question 5 of ONQ	195
FIGURE V.7	Results of Question 6 of ONQ	195
FIGURE V.8	Results of Question 7 of ONQ	196
FIGURE V.9	Results of Question 8a of ONQ	196
FIGURE V.10	Results of Question 8b of ONQ	197
FIGURE V.11	Results of Question 8c of ONQ	197
FIGURE V.12	Results of Question 9 of ONQ	198
FIGURE V.13	Results of Question 1 for IDV	206
FIGURE V.14	Results of Question 4 for IDV	207
FIGURE V.15	Results of Question 8 for IDV and MAS	208
FIGURE V.16	Results of Question 13 for IDV	228
FIGURE V.17	Results of Question 6 for MAS	209
FIGURE V.18	Results of Question 11 for MAS	210
FIGURE V.19	Results of Question 14 for MAS	211
FIGURE V.20.	Framework for the analysis of the alternative mornings and focused interviews	218

PREFACE

"One who talks into the future facing the past has no control over where he is going" (Ackoff, 1975).

A.ORIGINS

Rapid technological change, especially in the computer world, and the extensive use of media are making the world a global village. This reality has led more people to learn other skills and at the same time other languages. Their reason is generally meeting the requirements of the new realities of the world i.e an ecological worldview, knowledge-based societies, the growth and specialization of knowledge (Brownell, 1992; Drucker, 1989), upside-down thinking (Handy, 1991). This means more demand for schooling and education. For the last three or four decades, ever more people have participated in secondary schools and the number of the students in further and higher education has increased. Since the governments of both developed and developing countries supported this trend the discussion of quality and quantity has been brought to the forefront. The reason for this is that governments want educational institutions to increase the quality of education they provide, as well as pursuing the increase in numbers. These discussions have not caused any change in the interest in learning languages. On the contrary, English, especially, has become a world commodity. The quality versus quantity issue continues to reach down into the language departments and colleges with regard to the needs of the students and also to the development/training of the teachers.

Furthermore, with increased student numbers, concern has focused on the effectiveness of the service that the schools and centres provide.

This research, as a case study, will serve to illuminate the debate from the organizational point of view and its search for meeting the requirements of the future. It will seek to identify practical consequences for user-supported language centres at tertiary level.

The research stemmed from the professional situation of the researcher. The researcher experienced a top down change in her working situation. This change has turned out to be an outstanding opportunity for subsequent research, taking the changes she had experienced as a starting point. The researcher, originally started as a novice teacher, and was then appointed to a managerial post, a development which has happened to teachers all around the world (Blackie 1990; Handy, 1991; Hitt, 1990). In a very short while, she found herself dealing with the day-to-day running of the Centre and consulting research findings on how to be more effective. The post is in a user-supported, newly established language centre (hereafter YADIM) at a university in Southern Turkey (Çukurova). The main aim of YADIM is to prepare the new intakes, both undergraduates and graduates, for their faculty where they are required to take at least 30% of their courses in English.

The origins of this research lie in investigations to find and implement an existing managerial model for language schools appropriate to the situation of YADIM. The researcher, being in a developing country, thought that she

might not be aware of models elsewhere in the area of English Language Teaching (hereafter ELT). Surprisingly enough, she found that there were almost no existing models though she was looking for one tested and verified that could be easily adopted. Moreover research in ELT in this area seems to have been non-existent though there are optional courses on Management in ELT and special interest groups in international organisations such as IATEFL and TESOL.

So the investigations moved from ELT to management and education in schools and higher education. These led the researcher to see schools and higher educational institutions as organizations (Dill, 1982; Handy & Aitken 1985) and open systems, moreover as soft systems.

Since standardization of the examinations within the YADIM was a continuous, crucial and very hot issue, the implementation of the international standards systems (ISO9000; BS5750) seemed suitable and also supported by McKeown (1991) for language teaching to increase the efficiency and the effectiveness of YADIM though they are designed for industry. It seemed the most relevant way to solve the existing problem i.e. finding a model for the establishment of the managerial structure of YADIM.

But the probable fallacies of that system were realised when both McKinsey's seven S's (Pascale and Athos, 1986; Peters and Waterman, 1986) and the Total Quality Management (hereafter TQM) approaches were examined as a consequence. ISO9000 or BS5750 cover only one aspect of the whole approach, that is, only the system one of the Seven S's in McKinsey's framework. It is also an external and formal

system which does not necessarily involve internalized change, which is what is expected to be happening in organizations under TQM. Moreover, the organizations that implement TQM successfully used this system only as a step to initiate practices for TQM. At the same time, the beliefs and attitudes of Turkish language teachers, the existing structure of the university, the degree system in Turkey and the contingency factors related to the specific language centre are very important. The possible dangers of ISO9000/BS5750, which is designed for industry, might bring into education have also been confirmed in the mean time by Sallis (1993) and Barnett (1992).

Within this context, as a part of her post as an academic assistant director, the researcher had to endeavour to increase awareness in both herself and her colleagues of being part of a larger organization. Also, the researcher needed to adopt collaborative approaches to give the service the university demanded.

The concepts of learning and education are constantly being revised, the rate of change in the world is rapid and the trend is towards changing the concept of being a teacher. Knowing this and observing what was happening in the Centre and aware of its strengths and weaknesses, the researcher decided to study the management of ELT in the context of YADIM. What should be implemented in order to be adaptable to changes in an everchanging world was the main question when this study started.

What is described in this thesis is the story of how these efforts were tried and transformed in the context of

a learning organization. It is a story of a journey which represents paradigm changes within people including the researcher from being dependent to becoming independent in order to be truly interdependent.

B.OVERVIEW OF THE THESIS

This thesis starts unconventionally with a preface which states the origins of the study. Chapter I, as an introduction to the whole thesis states why management in ELT is so crucial and why, where management in ELT is concerned, TQM fits best as the basic management philosophy relating to the issue of the quality versus quantity problem in mass education age. It argues that organizational culture change is a prerequisite for successful TQM implementation and this change ought to be measured as attempting to map out the process. This chapter also defines organizational culture as a derivative of national culture and while also specifies the research approach that the researcher has for the research. The research itself is an action research project which occurs at macro and micro levels at the same time. The researcher aimed to investigate the case study organization at a macro level and herself at the micro level.

Chapter II sets the general and specific field for the study. It provides an overview of the history and of the models of educational management as well as the detailed explanation of the specific field under investigation, which is the implementation of TQM concepts in a language centre (YADIM) in a Turkish University .

Chapters III and IV have been separated though they were totally interlocked throughout the research. Since this study is based on totally action research, the action and the research proceeded together. The reason for separating the two in the thesis was for the sake of clarity.

In Chapter III, the researcher aims to explain the design and implementation of the changes throughout the case study organization as a management project. In chapter IV, she presents the specific devices used for observing, plotting and evaluating the probable change in the organization through implementation of the concepts explained in chapter III. Chapter IV explains the reasons, purposes and the way these devices were used.

The following chapter, chapter V, presents the analysis, the interpretation of the data for each individual device. It shows the extent of change achieved, as measured in the various ways made possible of the devices.

Chapter VI aims to evaluate the whole project both as a management project - the attempt to induce culture change in the organization in implementing TQM principles - and as the assessment of the devices for measuring the change.

In conclusion the researcher aimed to explain the results of the findings, issues, what has been achieved and recommendations both for creating better language centres and for future research.

C.GLOSSARY

This section aims to clarify the operational definitions of some specific terminology for this thesis in three

different groups; Higher education, Implementation of the management model and the research methods.

ANALYTICAL TOOLS OF TQM: When the analytical tools of TQM are mentioned; brainstorming, problem selection, cause and effect diagrams, data collection, Pareto analysis, graphs and histograms and management presentations are understood. The very basic techniques of TQM used in this study are Brainstorming, Problem Selection by Fishbone diagrams, and data collection. The techniques about the data analysis were not attempted to be taught since the teachers were very much involved in the basic and advanced research methods.

The advanced techniques as the Nominal group technique, Why and Why Diagram, How and How diagram Force field analysis, Satisfaction Control Charts Value Analysis for quality, were not used during the implementation period.

AREA COORDINATORS are teachers who are the members of the Central and Administrative Boards of the Centre. There are four of them appointed by the Board. They are responsible of coordinating the functioning of the following areas: Staff Development, Syllabus Development and Implementation, Measurement and Evaluation and Material Development and Evaluation.

EDUCATIONAL MANAGEMENT/EDUCATIONAL ADMINISTRATION: These two terms were used interchangeably throughout this study since educational administration is used in North America and educational management in Britain without any different meaning.

HIGHER EDUCATIONAL COUNCIL (YÖK): The highest decision making body for the universities which is working centrally. Universities function in relation with this institution.

KAIZEN: Kaizen means continuing improvement in personal, social and working life and used in this meaning for this study. When it is applied to working life, it means continuing improvement involving everybody from managers to workers (Imai, 1986).

LEARNING ORGANIZATIONS: are the type of organizations that could meet the requirements of the new realities of the unprecedented transformation of the world that is continually expanding its capacity to create its future and also involved in types of learning that enhances our capacity to create (Segne, 1992).

LEVEL COORDINATORS: are the teachers who were responsible of managing the information flow between the teachers who are teaching at specific levels of students and the management.

ÖSYM (Centre for Students' Placement): The only nation-wide centre which runs the university Entrance exams and the procedures for the placement of the students in Turkey.

PREPARATORY SCHOOLS: The schools, or the Language Centres, as in the case for this study, that offer one-year intensive language courses to the newly admitted students who are placed basing on their choices at a university where the medium of instruction is English (at least 30% of the courses) (See Chapter II).

QUALITY CIRCLES (QC): QC is a means of providing opportunity for employee participation. The members of these groups are voluntary and from the same work place. The members meet during their working hours and are welcomed to provide solutions to the problems

QUALITY SYSTEMS embrace QM practices. These systems are defined as the 'organizational structure, responsibilities, procedures, processes and resources for implementing quality management' (Dale and Plunkett, 1992). For ensuring the implementation, three levels of documentation are which is hierarchical in nature, are used. These are:

1. quality manual - provides a concise summary of the quality management policy and quality system
2. procedures manual- describes how the system functions
3. work instructions, specifications and detailed methods (Dale and Cooper, 1992; 175).

TEAM LEADERS are the appointed teachers who managed the material flow and the problems with the materials during in 1991-1992 in YADIM. This term changed meaning after 1991-1992 and represents the chosen leaders of QIT.

SOURCES OF VARIATION-SPECIAL AND COMMON: Variation in a process is accepted to be neutral and believed to be controlled. There are two sources of variation in all processes. *Special* variation is due to an assignable and specific cause and *common* variations are present in all parts of a process, in a department, or a whole company, and can create high costs and low productivity and quality. Deming (Deming, 1986; Gitlow and Gitlow, 1989; Naive, 1990) believes that as much as 94% of all system variations are caused by common sources, as hasty design of parts, failure to know the capabilities of processes, poor instructions, poor supervision, and etc.

Elimination of special causes of variations can be corrected by operating personal but common causes require the attention of management.

CHAPTER I.INTRODUCTION

"Education is society's investment in the future"

(Myron Tribus,1991)

"Knowledge is the heart of higher education."

(Peter Scott, 1989)

"Excellent schools are,...,the product of good management" because "Whatever mistakes occur, two thirds to four fifths of responsibility rests with management".

(Cyril Poster and DR. E. Deming, 1979)

I.A.INTRODUCTION

The rapidity of change in the world, especially in the areas of ecological awareness, the growth and elaboration of knowledge, and the emergence of the knowledge-based society, bring the cruciality of transformations in institutions as well as people to the forefront (Brownell,1992;; Drucker, 1990; Handy,1994,1991). The predictions for the future of the world and what education will and/or should offer are challenging. The changes that the world will likely face are doubling of the human life span in developing countries, the successful completion of the human genome project, the loss of most of the world's tropical forests, worsening of greenhouse effect coupled with ozone depletion, the development of nanotechnology, the possible decline in power of the sovereign nation-state, changing work pattern, attacks on democracy and the spread of 'informatics' (Beare and Slaughter,1993; Groombrigde et al;1981). In seeking to address these changing demands of society, educational institutions are bound to change how they try to meet the needs of the future societies they are in. Education has been in this changing environment since 1945 as a result of both

the successes and the deficiencies of universal mass education in the context of the worldwide transformation (Brownell, 1992) but

[T]he problems in education ,..., have no lasting or satisfactory solutions while schools operate out of the framework which has determined their *raison d'être* for the past two hundred years. Education does not need fine-tuning, or more of the same; rather fundamental assumptions about schools have to be revised (Beare and Slaughter, 1993;1).

This brings the necessity of leaders changing paradigms in order to create the necessary transformation in educational organizations (Murgatroyd, 1992). The Higher Education (hereafter HE) institutions also

must draw on their existing traditions, especially the extra-mural tradition, and join in partnership with other bodies to meet new needs (Groombridge et. al. 1981;1).

At the same time, as a result of demographic changes, both student demand and employment needs have grown. The need and efforts of governments for increasing the school participation rate in some developed countries and in Europe raise the issue of quality versus quantity (Ball, 1989; Brownell, 1992; Beare and Slaughter, 1994; Drucker, 1990; Handy, 1991; Kairamo, 1989; Riley, 1994). This issue brings discussions about transformations and the requirements of these transformations about quality, continuous education and continuous adaptability. Achieving quality whilst increasing quantity has become the challenge facing HE during the 1990s. Efforts for improving the quality of education have been on the agenda of both the economically developed and the developing nations of the world (Ball, 1990, 1984; Ball &

Eggins,1989; Brownell,1992; Kairamo,1989). As Cameron and Tschirhart (1992) stated, since the close of the 1980s and the beginning of the 1990s, the environments of colleges and universities are also increasingly characterized by turbulence, competitiveness, lean resources, unpredictability and periodic decline.

I.B.THE ISSUE OF QUALITY VERSUS QUANTITY

During the last decade, in developed countries, it was observed that there is an increase in the number of people in HE and further education as a consequence of the situation described above. There are also government initiatives for increasing the number of people in education. This brings the concern for quality in education to the forefront, since it is being claimed that standards are being deliberately sacrificed on the altar of equal educational opportunities (Ball,1989; Kairamo, 1989). Although no-one seems to be able to agree on what quality in HE actually means, the UK and Australian Governments want to be sure that quality is recognized, encouraged, assessed and rewarded (Ball,1990; CVCP, 1992; Maslen,1992; WHITE PAPER,1991), HE has faced the problem of trying to ensure expansion -to meet demographic, social and economic requirements - without loss of quality. The British government made statements on how to continue expansion of opportunity for new students while sustaining and enhancing quality as the 'central challenge' for higher education in 1991. The White Paper of 1991 provided the context for these changes in British Higher Education (Pratt, 1991). At the same time the US

universities were initiating different processes in order to ensure and document quality.

Since quality and equality are not identical but interrelated (Riley, 1994), this issue has become rather controversial because of the changing meaning of "quality" and the tensions existing between quality and equality. Riley (1994) in distinguishing quality from equality states that *"quality is about levels and standards: equality about power and resources (13)"*. Although people claimed that standards are falling, young people in today's Europe receive more years of schooling in better schools than earlier generations (Kairamo, 1989). Kairamo also states that

standards are probably rising but not as fast as the expectations of modern, technologically advanced companies hard pressed by international competition (69).

At the same time, Ball (1990) states that

[Q]uality may refer to quality of the student's educational experience, to the quality of the student's ability and attainment (at entry to or exit from HE) and to the 'value added' during the process of HE (4).

Both of them believe that "more will mean different" (Ball,1990; Kairamo, 1989) as the expanding system of HE offers tailored courses to a wider range of students who have different abilities and motivation.

In Ball's opinion, those who say 'more means worse' select a particular quality measure of ability and/or attainment, though quality could refer to added value or fitness for purpose, (Ball,1990; 1985). Within this discussion, Brownell (1992) sees the fundamental question with regard to the improvement of quality when the 'new

realities' or requirements of the worldwide transformation have been met, as whether to set up

[Q]uality Control solutions [which] improve efficiency and the effectiveness of what is being done without disturbing its basic features. Design solutions... fundamentally alter the organization of systems themselves (Brownell, 1992; 44)

In Beare and Slaughter's (1993) and Brownell's (1992) opinions, education has to confront a design change, in Deming's sense (Walton, 1985), when such extraordinary transformations are considered. More crucially they are interested in the direction towards which the design change for the implementation of the quality is headed. Brownell identifies the first challenge as identifying the transformations, the new realities, the new requirements. And the second challenge is how to relate these requirements of Quality and Equality to education (and specifically to the programmes of Language Learning and use). The issue of improving the quality of language teaching and learning has increased in importance with the availability of multi-media world-wide computer networks impacting upon the daily life of the learners.

I.B.1.THE QUALITY VERSUS QUANTITY ISSUE IN TURKEY

The same issue is also on the agenda for Turkey but with different angles. In parallel with the demographic changes, the number of students who want to be in HE are increasing. The students are placed by University Selection and Placement Centre (ÖSYM) as a result of a two-steps exam since the number of students universities can accept is less than the half of the total applicants. Government initiatives, in this respect, for increasing the number of universities while not

providing enough support for the university academic staff and technology through the years, has added to the quality issue in the Turkish context. However, the Sixth National Five-Year-Plan (1990-1994) specified the aims and roles of the universities for the future and stated that the focus of HE had to be on quality rather than quantity of the graduates (DPT,1989). Although the government announced that the amount of resources allocated to education was more than the resources allocated to the services relating to security and the military, the increase in the amount was not as rapid as the increasing demand for education. Only 6% of the whole Gross National Product was for education in 1993 though it was 4.1% in 1991 and 5.4% in 1992 but the number of universities were increased from 27 to 54 in 1993 by Parliament decision (DPT,1992; 1993). This decision heated the quality and quantity issue though it has been on the agenda since the establishment of Higher Educational Council (hereafter YÖK) in 1980. As a result of this, universities try to adopt different ways of delivering their education despite the constraints that YÖK brings. For example, the University of Çukurova decided to change the medium of instruction into English in order to ensure quality, but the decision was also very open to criticism. The rationale behind it was to improve the student profile, and, consequently, the prospects for the graduates by increasing the number of who were employed in the first 6 months after graduation.

I.C.MANAGEMENT OF EDUCATION

As the issues of the transformations in the world and the change in the *raison d'être* of education come to the surface, the need for the management of these changes in education becomes more crucial. There used to be a lack of interest in management of schools and HE institutions but since the challenge to deal with the fast growing changes of society has risen, this need has become more apparent. Basically, the growing interest in management of schools and HE in many countries can be largely attributed to the increasingly turbulent environment in which the schools function. In North America, there has been a longstanding concern but in Europe and in Britain and in the Third World countries there has been much less interest in this domain. The reasons for that might be generally parallel with cultural differences in attitude towards management in general (Hoyle & McMahon, 1986) though it is also believed that HE institutions, as academic communities, have to manage themselves as organizations (Dill, 1982). With market forces during the 1980s, HE institutions experienced the importance of management and how management and market forces affect the governance and cultures of HE institutions as important concepts in the changing culture of HE (Miller, 1995).

To overcome the changes that the educational organizations were bound to experience over the last two decades, there have certainly been many prescriptions i.e proposals centring on themes such as one-minute managing, participative management, entrepreneurial, matrix management, management by objectives, quality circles,

excellence, Theory Z, transformational leadership, and customer service, though they did not refer to college and university organizations until the end of 1980s. The investigation of these theories has generally been in a business context, and empirical evidence regarding HE institutions and educational administration is limited (Cameron and Tschirhart, 1992; Hitt 1990), although, from Taylor and Weber on, business implementation methods provide approaches for educational implementations (Bonstingl, 1992a; Getzel, et al, 1968; West-Burnham and Bush, 1994).

At the same time, managerial positions in these systems are held by the teachers and faculty members who have not had any training in management. Moreover, none was required. Only recently are some of the head teachers in the schools and HE as heads of colleges sent on training courses after they have been appointed to their posts (Handy and Aitken, 1985; Hitt, 1990). Experience and certain qualities -generally undefined -have been regarded as enough for some one to be promoted to a post. Moreover, teachers have managed their classes well, which was taken as an indication of their capability of managing schools (Handy, 1991).

The trend in the management of universities is clearly towards the adoption of the tools of management originally developed in the business sector. Under pressure to survive, academic institutions in the United States, have adopted the management techniques of market-based businesses. However, at the same time, these techniques are starting to be criticized by the business community (Dill, 1982). Therefore,

by adopting these techniques HE institutions are already late because in theory they have to be meeting the challenge of preparing the students for the future, that is for the business.

This debate is closely associated with the efforts to implement TQM in HE institutions. Though British and American governments have not explicitly advocated TQM, the pressures and emphasis on quality together with the funding policies based on greater efficiency have drawn attention to the TQM approach. In many cases, the introduction of TQM in HE is a response to a crisis of a financial, organisational, or social kind. No matter what the original impulse, TQM is concerned essentially with changes in attitudes within institutions with the initiation of changing the organizational culture (Williams, P., 1993) because TQM is the managerial philosophy that requires paradigm change.

While attempting to provide definitions of TQM, the researcher found that each of the constituent terms also has variety of their definitions. Management refers to working with and through people to achieve organizational goals and referred to either as an art or a science. Quality, in Juran's (1988) terms is fitness for purpose, in Deming's (1986) terms, satisfaction of the customers' needs and in Crosby's (1980) terms, conformance to customer needs. The term has caused all sorts of arguments about standards, equality, quality assurance etc since "people differ about quality" (Pirsig, 1989; 224). And is seen as total referring not only to the participation and consensus of everybody in

the organization, but also encompassing all the aspects of work, and continuously which seems utopia in daily life.

As can be seen, TQM is more than a methodology to be followed to reach an end, but is creating a paradigm change, focusing on human beings themselves and on human values.

From this perspective, each of these constituent concepts of TQM has been defined for the case study management project and its concomitant process of change. The following explanations -but not definitions- for the understanding of TQM in this study may be given:

TOTAL means reaching the possible involvement of everybody in the organization; QUALITY is for continuously improving the ongoing processes within the organization; and MANAGEMENT stands for the body responsible for the 94% of the problems that occurred in the system.

These three explanations inevitably imply a paradigm change for everybody involved in the organizations which is represented as a change in attitudes, values and beliefs within the organization and raises in the question of what organizational culture means for organizations and HE institutions in particular.

I.C.1.DEFINITION OF ORGANIZATIONAL CULTURE - A SPECIFICATION FOR THE UNIVERSITIES

*Minds are cultural achievements. People aren't born with them. They are born with brains. the main task of education is to convert the brains into minds.
(Eisner quoted in Brownell,1992)*

Organizational and school culture has been defined by many experts. Schein (1987) and Ouchi (1981) Ouchi and Wilkins,1989; 1990) especially are cited frequently. Organizational culture is generally referred to people's

having shared beliefs, values and assumptions among themselves within the working environment. The cultural variances between organizations are also determined by national elements which are distinctive for every nation. Whatever is undertaken by the organizations, the cultural variances between and among the nations may be dominant factors (Hofstede, 1991).

CULTURE in general, has been defined by Hofstede as "the collective programming of the mind which distinguishes the members of one group or category of people from another". Consequently 'organizational culture' is holistic, historically determined, related to things like rituals and symbols, socially structured, created and preserved by the group of people who together form the organization, soft and difficult to change (ibid).

ORGANIZATIONAL CULTURE is a set of processes that binds together members of an organization based upon the shared and relatively enduring pattern of basic values, beliefs, and assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration. (Hofstede, 1991; Lawson, et.al 1992; Schein, 1987).

As Ouchi (1983) states

'A large organization is a bit like each of us'. Just as we have beliefs, attitudes, objectives and habits that make us unique, so an organization as I have called it. Some individuals have consistent, integrated personalities, and others struggle with internal conflicts. Some individuals hold in common some broadly accepted beliefs, while others do not. Organizations span a similar range of corporate cultures or personalities (132).

In universities, as value-rational organizations, "members have an absolute belief in the values of the organization for their own sake, independent of values' prospects for success" (Dill, 1982;308). As Handy (1986) states, consent in the organization is the main issue. When there is a conflict between the professional commitment and bureaucratic role, priority is given to the members' pursuit of knowledge, but not the overall organization as in other organizations (Satow in Dill, 1982). The culture of academic organizations is regarded as much more complex than that of other organizations though the area of organizational culture has been neglected in the discussions of academic management.

Systems of belief, or ideologies, enter in academic institutions at least three different levels:

- a.the culture of the academic enterprise;
- b.the culture of the academic profession at large;
- c.the culture or distinctive ideologies of the academic disciplines (Dill, 1982).

Barnett (1990) also points out the lack of attention given to internal culture of HE institutions though these institutions have been given the aim of transmitting the culture of its host society. In addressing the internal culture of HE, he suggested two different levels from those levels above. First of them is the idea of culture that has application in relation to the academic community. Claims related to this were looked into by Becher (1989). The other is the level of process of HE itself. In his opinion, the academic culture is

[T]he unquestioned stock (of dominant ideas, concepts, theories, research practices) bestows personal identity and sustains the community as a community. Consequently, those on the inside recognize each other as one of themselves. The recognition takes several forms, including modes of communication (Barnett,1990;97).

For Segne (1992), the act of communication itself shapes the culture of the community since

language programs the subconscious. The effects of language are especially subtle because language appears not so much to affect the content of the subconscious but the way the subconscious organizes and structures the content it holds (366).

Concerning the second level, Segne (ibid) draws our attention to the fact that

all learning involves an interplay of the conscious mind and the subconscious that result in training the subconscious (365)...Cultures program the subconsciousBeliefs also program the subconscious(366)

Given this complexity, 'changing the culture or creating culture in a HE organization through the implementation of TQM principles is a major challenge though it was promoted by Atkinson (1990) and Drennan (1992). Sinclair and Collins (1993) discuss the way that the proponents of culture change envisage and promote culture change, as if organizations have cultures that exist in isolation of society and that can be changed in the desirable way by the use sophisticated TQM tools. At the same time,

failure to consider the problem of understanding culture properly when attempting to move towards TQM practices at work has led to a culture trap for management (ibid,20)

because the key factor for success is the commitment of management to any form of change.

In this respect, the managerial problem observed in this research is how to turn educational organizations into learning organizations to meet the future requirements of the students with the assistance of the staff. The effects of the implementation of the chosen management philosophy on the organizational culture, the attitudes of the staff and the style of the managers is the main problem of this research. The research is embedded in the management problem. Specifically this investigation leads the researcher into mapping the implementation of TQM in a language centre in a university, and measuring the culture change by means of various qualitative and quantitative devices. The devices are also critically assessed as tools for the measurement of culture change in an organization, in this case study, YADIM, an educational organization providing service English teaching within a large Turkish university.

Before considering the issues tackled in this study, it would be valuable to outline an analytical system, THE SEVEN S'S (7 S's), which has been adapted to facilitate the understanding of organizations. The 7 S's framework developed by Mc Kinsey and Peters and Waterman (1986) was characterised by a relation of linkages between the elements. The 7 S's are conceived as HARD and SOFT sides of TQM (Atkinson,1990; Doidge and Whitchurch, 1993; Handy,1993; Wilkinson,1992; Pascale and Athos,1986; Peters and Waterman,1986).

HARD S's are the ones which are related with the non human side of the organizations and are considered as obligatory ones. These are :

- STRATEGY:** a plan or course of action to reach identified goals and decide on the key tasks, and the constituencies that serve these goals;
- STRUCTURE:** a characterisation of the institutional management chart which covers functions, the type of structure, lines of accountability;
- SYSTEMS:** procedures and processes monitoring and ensuring efficient and effective operations;

For this study, **Strategy** is embedded in the definition of TQM, which is continuous improvement; finding the most appropriate **Structure** has become one of the main purposes of the management project; and **Systems** is providing the necessary processes for the whole procedure.

SOFT S's are the representatives of the human side of the organizations though they are often considered optional in contrast to the Hard S's.

- STAFF:** personnel categories within any institution eg academics, managers, administrators, support functional specialists
- STYLE:** characterisation of key managers behaviour in achieving the institution's goals leading the cultural style of the people and relating to institution;
- SKILLS:** distinctive capabilities of key personnel or the institution as a whole. (This also covers the training and developing them in the competencies required);
- SHARED VALUES:** the common set of beliefs, significant meanings or guiding concepts that an institution imbues in its members. This set of beliefs is also relevant within the larger organization not only in the specific institution.

The hard S's mentioned above can only be brought to fruition in this study through the **Staff** who are young and enthusiastic as well as open to change. The **Skills** that staff

probably need will be provided at international standards that can make the organization more compatible in its environment. The **Style** of management will constitute the way how **Systems, Strategy, Structure, Skills and Staff** are realized in practice.

The guiding principle of **Shared Values** is the *raison d'être* of the centre, (i.e. shared by all: higher management, lecturers, students, YADIM).

I.D.THE RESEARCH QUESTIONS

The environmental issues outlined above, together with those raised in the research literature (explored below), and the practical and day-to-day problems of the researcher's own educational organization, YADIM at the University of Çukurova (See Chapter II) led her to identify the following research questions:

1. Whether it is possible to implement TQM Concepts in a user-supported Language Centre at University Level in the Turkish context or not. This question is the central concern of the management project depicted in this study.
2. If it is possible, will implementation cause any culture change, as required by TQM or not?
3. And how will it be possible to determine whether there has been such a change or not?

I.E.RATIONALE BEHIND THE RESEARCH QUESTIONS

It has been realised by many educational institutions especially in the HE sector, that they have to provide a very good service in order to conform to the needs of the students. This has meant better management of these institutions, in which management had not been the main

concern for years. The major studies specifying the world's leading companies, which came up with results consisting of different aspects, have a major impact on research in educational administration (Beare et.al, 1992). These studies proved that companies could not cope with the complexities of post-industrial era if they did not focus on the human sides of the organization (Pascale and Athos, 1986; Peters and Waterman, 1986). Pascal and Athos (1986) specify that the style of a manager generally compounds with national cultural differences and exemplify this claim by illustrating the difference between American and Japanese managers. Ouchi (1981) describes the same issue from the organizational point of view and specifies similar differences among companies. Moreover, he links the same issue to the educational context (Wilkins and Ouchi, 1989; 1990) and sociological context (Ouchi, 1990). At the same time, by identifying the seven elements of successful organizations (as seen above), Peters and Waterman (1989) concluded that the companies who care for the Soft sides of the organizations -that is, Shared Value, Style, Staff and Skills- are the most successful ones. These outcomes and the difficulty in implementing them are certainly relevant for the educational organizations (Beare et, al 1992; Tribus; 1988).

Until the 1970s, educational administration was dominated by the metaphors of the organisation as a machine and the organisation as a living organism. When we look at the hierarchy of systems, they may be ordered in nine levels of complexity: 1.static frameworks, 2.dynamic systems with predetermined motions, 3.closed-loop control or cybernetic

systems, 4.homeostatic, self controlling systems, 5.the living plant, 6.the animal, 7.man, 8.human organizations and society, 9.transcendental systems (Von Bertalanffy cited in Hofstede, 1980). Man at level 7 is less complex than his object; the human organization(ibid).

Within the history of educational management, reaching down to the micro culture of school organisations starting from the perceived idea of schools as static entities and later schools as social systems; took a long time in administrative science (Beare, et.al., 1989). The study of organisational culture is accepted as the third strand of thinking, after organisations as static entities and organisations as dynamic entities. The debates emerging after 1970s have required school organisations to ensure the development of modern methods of educational management despite the administrative constraints, the lack of administrative and financial autonomy and the non-deployment possibilities of staff (ibid).

Researchers who have carried out studies in the areas of educational administration have noted the lack of empirical evidence in the soft sides of organisations (Beare, et.al.,1992; Cameron and Tschirhart,1992; Hitt, 1990; Ribbens and Greenfield, 1993; West-Burnham & Bush, 1994). Conventional surveys of schools based on analytical frameworks of theory movement do exist but qualitative research on the staff contribution to organizational improvement or organizational culture especially in HE, is limited.

Researching educational organizations
is not like studying a cadaver, because

their most significant aspects - their dynamism, which constitutes their lovingness or soul - are often overlooked if one uses a tight analytical framework (Beare et al, 1992; 28)

For this reason, the phenomenology debate after 1975 concentrates on the uniqueness of time and place rather than on making the organisational world conform to sets of rules in presupposed new methods, and establishes a different conceptual framework for inquiry (ibid, 28). Greenfield, who opened up this debate

sought to develop a systematic view of social reality as a human invention, in opposition to the systems scientific perspective of social reality as a natural system (Ribbens and Greenfield, 1993; 299).

Greenfield (1993) states that

[O]rganizations are definitions of social reality....Organizations are mechanisms for transforming our desires into social realities. But the transforming mechanism lies within the individuals. It is found in individuals striving to change their demands or beliefs into definitions of reality that others must regard as valid and accept as limitations to their actions (17).

This complexity derives from the belief systems and personal constructs of individuals (Kelly, 1991) that are reflected in their actions. Any change or innovation may be the reason of the individuals' reaction in relation to their constructs and belief systems. The way they react to a particular change and/or innovation is largely the interface between their constructs and the particular change, mainly managerial, in concern. Besides, the time involved in change also becomes crucial. Many managers, without being involved themselves, expect staff to shift their values and

beliefs as a result of a one-of-training session which they consider as innovation. It is unrealistic to expect people change their constructs and belief systems in the short run. At the same time, readiness for change is closely related with people's openness to change. While feelings may change and have changed relatively rapidly, speed of change reduces as deeper personality levels are affected and indeed it may be questionable whether values are susceptible to change in the mature personality at all (See Figure I.1).

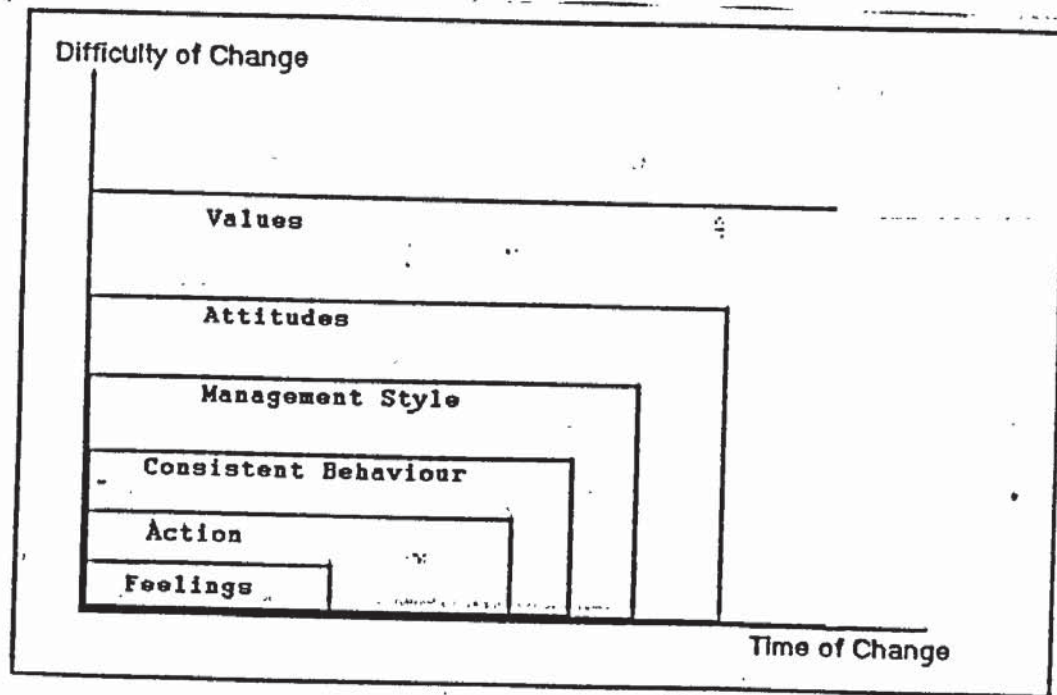


Figure I.1. The relation between time and difficulty of change (Originally developed by Atkinson, 1990; 47 and named "Fear of Being Open")

A recent qualitative study of teachers' perceptions of management in schools attempted to identify the perceptions of staff about the process of management in the schools and

indicate issues which may require attention (Hitt, 1990). The research evidence supports the notion of personality having influence on the management process in schools, and the social situation having influence on behaviour when training is limited. However, as that research indicates, it seems likely that the personality of the managers and those managed has a strong influence on the management process and only training for all involved can help to improve the effect which personality has on the management process. Hitt (ibid) states, based on his research outcomes, that it will take time to involve all agencies of education to make contributions to the management process because of existing attitudes, some of which quite rightly urge caution. He also states that it seems important to involve the wider community in decision making in the education service in longer term. What Beare and Slaughter (1993) and Handy (1994, 1993) suggest for schools corresponds with what Hitt (1990) perceived as difficult in the short term. Though Hitt carried out this research in schools, what he perceived as future research has become a necessity of the present, a requirement of both schools and HE under the circumstances of changes mentioned about. These necessities cover the development of personal awareness and staff development of teachers at all levels to raise their understanding and awareness of the management theory and processes which are recognised in the TQM approach, whether applied to secondary schools or to HE institutions. Basically, these aspects were already summarised by Tribus (1977) who later became the guru of TQM in education. In discussing engineering education, he

draws attention to "continuous education for continuous adaptability" and to the idea of thinking about the educational system as a "total system". For this, he stated the primary needs as: adaptability; autonomy within teams; autonomy in the use and acquisition of knowledge; being able to be interdependent; and an understanding of how knowledge is acquired, developed, and brought to bear by the people who are actually carrying out the task; creating activity carried out in an autonomous way; learning to find a problem, as contrasted to dealing with "given" problems; and linking education to experience by paying attention to both the real world of education and the real world in which the educationalist find themselves. Despite believing in these, Tribus also specified the four barriers to these changes: Institutional, Organizational, Personal, Economic. These barriers suggest how long-term, complex, never-ending and challenging the improvement in the quality of education can be. It involves intellectual, economic, social, cultural and political demands (Brownell,1992). It has also been discussed how such changes relate to established forms of collegiality, professionalism and bureaucratic administrative cultures (Miller, 1995).

In 1993, when existing case studies of TQM implementation were scrutinized for the purposes of this study, as Williams,P (1993) observed, two possible models emerged: The Power Model, which views TQM as a management tool to increase productivity and cut down waste; and The Quality Model, which means developing people and their professional manners. The model chosen in this project is

the latter, directed at the improvement of quality in the sense of achieving staff to its best of their potential and to the satisfaction of the customer.

Finally, in Williams' opinion, a full assessment of the contribution of the TQM movement to education need 5 years (Williams G. 1993 ;Williams P.1993). Until now, the case studies show why one should adopt TQM and how to adopt TQM, and according to Williams (1993)

there are now enough schemes to make assessment possible in due course. And there are enough crises, frustrations and fears to provide fertile ground for its [TQM's] development (375).

A critical assessment of the pioneers' implementations was already carried out at the end of their fifth year by Seymour and Collet(1991) in the US.

For many years, these issues have been a specific concern of language education, since learners' needs and strategies and negotiated syllabi have also been the concern of linguists and language teachers for the last two decades.

I.E.1.THE SITUATION IN ENGLISH LANGUAGE TEACHING

Language education, during the last two decades, becomes even more crucial through the changes in societies mentioned above, but especially through the advent of the information age. This latter development and the efforts of English language speaking countries have made English one of the most important commodities of the world, as it is used as the world's lingua franca (Naisbitt and Aburdent, 1990; Phillipson, 1992). Moreover, estimating the number of speakers of a language (including English) is very complicated (Putseys, 1993). The estimates of English

speakers around the world includes from 310 million as a first language and 300 million as a second language, which the number of speakers as a Foreign Language varies from 100 to 300 million, though the last estimate is very approximate (The English-Speaking Union correspondence through inter-library, January 1995; Delpech, 1994; Mc Callen, 1989). When the rapid increase in the number of learners involved in learning the language and the number of people involved giving this service, that is facilitating the learning, is investigated over the last two decades, the scope of the ELT business can easily be guessed (McCallen, 1991). While the necessity for better practical management policies is being discussed, the need to create a new field of research into the Management of Language Teaching institutions (McKelvie, 1994) has become an issue in HE institutions.

Just as Blakie (1990a; 1990b) specified management of ELT as one of the 7 issues of ELT in 1990, Barlow (1994) states that the requirement for management in ELT is more easily accepted generally in Higher and further education since ELT institutions are more commercially oriented than other educational institutions (Blackie, 1989a; 1989b). However, most of the literature published in ELT management has been directly related to Overseas Project Management, which is totally a different field from the concerns of the present research.

As far as language teaching and learning are concerned, what Hirons (1992) advocates is relevant. He states:

If the language learning theories and specifically the communicative principles are in reality universals of human behaviour, they can be equally

well applied to educational management and lie at the heart of TQM (10).

This has also been suggested and seen as essential for curriculum development for language learning by Reeves (1991;1993). Moreover, it is possible for those of us who arrived in management positions via language classrooms to see the communicative approach in language learning as having its application in management.

When the researcher started this project, besides not finding any instances of any management model as the equivalent of the communicative model in language teaching and learning in the context of Management of ELT, the managers of ELT -almost all of them originally teachers - were arguing about whether it is necessary to go to other disciplines for help. As Holliday (1990) notes

...until something can be expressed conceptually, in terms that can be communicated precisely, and has achieved the status of a discipline or a technology, it can not be reported, researched or developed...(87).

Until the beginning of the 1990s, the literature of ELT management had focused on the management of overseas projects. Robinson (1988), for example, claimed that the scope of ELT management was in large-scale projects in tertiary level education in various part of the world, in in-company language training - mainly in Britain and Europe, and in industrial and vocational language training for immigrants. She hoped that

the next move, in these days of tighter budgets and in ever more competitive search for new materials, is toward development of the role of the manager (155).

This led the researcher to focus on the research questions specified above within the context the specific management problem described below.

I.F.THE SPECIFIC MANAGEMENT ISSUE

As Checkland (1981) states, there are two kinds of problems, structured and unstructured. The first can be explicitly stated in language, whereas the latter is

"manifest in a feeling of uneasiness, but which cannot be explicitly stated without this appearing to oversimplify the situation "(154).

Since YADIM was newly-created and all the technological equipment had been provided thanks to the contribution of a national and worldwide industrial company, while a bilateral project to support it was signed with the British Government with regard to supplying the know-how, there should not have been any problems, according to the higher management.

This was also the view of many of the staff working in the Language Centre, since everybody hoped that the establishment of YADIM would magically sort out almost all the problems that those people had experienced before. Though the possible feeling of uneasiness about the organization, the communication system and the academic side of YADIM were not explicitly stated, there was a potential possibility of problems emerging. So the researcher carried out a SWOT analysis to support decisions for future actions (See.Table I.1), because YADIM should know at once of its strengths, weaknesses, the threats and its opportunities. After the SWOT analysis, it became clear that this study would concern

itself with Checkland's second type of problem, the unstructured problem.

TABLE I.1.The SWOT analysis carried out in August 1991

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> -USER SUPPORTED -HAVING PEOPLE OPEN TO CHANGE -PREVIOUS RESEARCH -SUPPORT FROM HIGHER MANAGEMENT -DIRECTOR FROM ELT AREA 	<ul style="list-style-type: none"> -ACADEMIC WEAKNESSES -STUDENTS' BACKGROUND -TEACHERS' BACKGROUND -NOT HAVING DETAILED RESEARCH STAFF/ STUDENTS RATIO -INSUFFICIENT SEGMENTATION IN SYLLABUS DESIGN -NO SPECIFICATION OF THE TARGET COMMUNITY -MIX OF MODELS FROM OTHER UNIVERSITIES -LACK OF RECOGNITION OF ELT AS A DISCIPLINE -MANAGEMENT WEAKNESSES -NO MANAGERS FROM THE MANAGEMENT AREA -NO CONTROL OVER BUDGET -INFREQUENT INTERFACE WITH OTHER FACULTIES NO COMMON STAFFROOM ORGANIZATIONS NOT BEING A REAL CUSTOMER DRIVEN MARKET
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> -HAVING A TEAM OF RESEARCHERS -CENTRAL BOARD -OPPORTUNITIES FOR THE TRAINING OF STAFF OPPORTUNITIES FOR IMPLEMENTING NEW IDEAS -NOT BEING VERY LONG ESTABLISHED 	<ul style="list-style-type: none"> -DISSATISFIED LECTURERS AT FACULTIES (WITH THE PERFORMANCE OF STUDENTS) -DISSATISFIED STUDENTS -INCREASING NUMBER OF STUDENTS -INSUFFICIENT LINKS WITH THE DEPARTMENTS

Problems that were identified by the researcher at the beginning of the 1990-1991 academic year, as a start to this research were:

- 1.the lack of written and approved information, such as objectives, promulgations, etc. both for the staff and the students;
2. the unawareness of teachers of their place in a complex organization;
3. the lack of senior managers' formal training in management, except for the director;

4. the senior managers thought of themselves as teachers and that they would learn management "on-the-job" (which could be considered both as an advantage and disadvantage);
5. the lack of established management structures for English Language Teaching (ELT) (Johnston, 1989);
6. the lack of any scientific evidence of the success of the language centres in the other Turkish universities with good reputation;
7. the resistance of teachers and students to adapting to the necessities of working within a system;
8. the lack of clarity in the established organizational structure;
9. some teachers' feeling that working as a part of the organization would threaten their creativity and individuality.

When these problems were identified, it was clear that these should be regarded as important issues in the life of the organization. Hence the implementation of the management project, ie the implementation of TQM concepts within the Centre, aimed at the improving the Centre both academically and administratively.

I.G.THE SPECIFIC RESEARCH ISSUE

Since YADIM is a newly-created organization and all problems have to be tackled over a number of years with the help of the staff, and since the researcher believes that such a dynamic system is compatible with rapid change in the world (language learning being directly related to the customer's needs), TQM with an emphasis on KAIZEN i.e continuing improvement (see Glossary) would appear to be an

ideal approach for solving the management problem. The reason for the emphasis on Kaizen is that Kaizen ideally follows as soon as innovation is initiated (Imai, 1986). If the establishment of YADIM and its initiation to functioning are accepted as an innovation in this context, the following steps for its improvement (i.e. this study) is KAIZEN. This leads YADIM to become a learning organizations and the main objective becomes not to maintain the status quo.

Another reason is that educational organizations work with and for people and the service they give is generally not definable for many people. So the input of people becomes crucial in this context. As the researcher believes that any system can work given the input of participating and cooperative people, and that even the best systems can be totally out of control as a result of the uncooperativeness of people, she decided to use the 7S's as guiding concepts but based the implementation of the project on the human side of the organization, in other words on the soft S's (Staff, Style and Skills and the Shared Values) (Pascal and Athos, 1986). This was despite the general tendency in business to focus on the three hard S's (Structure, System and Strategy) (See above).

Ideally, it was expected that through the implementation of TQM concepts, YADIM would meet the requirements of the faculties, establish quality standards in evaluation, and through this process meet the expectations of both the students and faculties, as well as those of the teaching staff through their active involvement in work related research projects.

Assessing the effects of the implementation of the chosen model as related to the organizational culture, and mapping the change in it, especially the attitudes of the staff and the style of the managers are the main concerns of this study. Specifically this investigation led the researcher to record and assess the implementation of TQM in a university language centre by measuring culture change, using a variety of qualitative and quantitative devices. The relative efficacy of these measurement devices is a further concern of the study, alongside the measurement of change itself.

Having decided to try and measure culture change resulting from the introduction of TQM concepts, the researcher's first challenge was to specify the existing culture of the Centre. Since national and even regional cultures do matter in management for political, sociological, psychological reasons, and since language teachers are often regarded as different from other professionals and teachers, this was in itself a complex matter.

I.H.THE PURPOSE AND THE METHODOLOGY OF THE RESEARCH

In summary, the aims in this case study are:

1.to plot the relevance, adequacy and the relative success of the management techniques concerned (i.e. TQM) in the process of organizational change in higher education with special reference to a language learning in an English for Specific Purposes (ESP) context

2.to observe the implications of the management project for the change of culture in YADIM at different levels. This will be dealt with in an embedded fashion since the possible changes occur at the same time and are interwoven with each other.

3.to observe the possible change in the values and attitudes of people

4.to test the value of the devices used at different levels for recording change in the organization.

5.to contribute to the methodology of management in education and specifically to management in ELT.

The researcher aims to reach these objectives through action research at the macro level of organizational improvement and at the micro level of individuals' development, mainly at the researcher herself and of the teachers although not all of them consciously viewed themselves as part of an action research project. Action research, which has been dominant both in the disciplines of management and education, is defined as a collaborative and critical inquiry by academics and managers themselves - not detached researchers - into their own practices and the problems created by the clients (See Chapter II). It supports a professional development through five levels of inquiry: questioning, group reflection, action, evaluation and improved practice, and it can have impacts on institutions' development by the facilitation of senior managers (Carr & Kemmis,1983; Gummesson,1991; Jones,1987; Kemmins & Mc Taggart, 1982; Somekh,1993; Zuber-Skerritt, 1992).

As a result of the investigation of these five aspects, the researcher aims to assess the relative success of the TQM methodology implemented, by observing and monitoring the project for its effectiveness.

I.J.SCOPE OF THE STUDY

During the implementation of the management project, the emphasis was on human resources. In other words the Soft S's (Shared Values, Style, Staff and Skills) were the main concern of the researcher, as already stated.

Both the implementation and the study were carried out in YADIM (see chapter II). The university itself, the University of Cukurova, as a larger system is not investigated or questioned, though the researcher is aware of the interdependence of systems within an organisation.

Action research was used as a process of self-examination by the researcher as a member of the organization and as the agent of managerial change. It was not used in the conventional sense in ELT, that is the reflective development of teachers in the language classroom.

One of the main reasons for converting the medium of instruction from Turkish to English was the expectation of a change of students' profile. This expectation was not included within the scope of study since it is related to the university's higher management policy and decision making, (which focuses on the organization itself).

For the management project, according to the original plan, another researcher from YADIM was to carry out research based needs analysis, which is one of the most neglected areas in language teaching within the TQM concept, but no results have as yet been reported. For this reason, this study has not covered any aspects of the students' needs analysis stage.

The research outcomes do not have any connection with the development or/and assessment of the bilateral Anglo-Turkish project that was initiated at the time of YADIM's creation though the impact of that project on this research was inevitable.

I.K.POTENTIAL AREAS OF METHODOLOGICAL DIFFICULTY

Since the researcher was implementing the organisational change and at the same time planning to use effective devices to measure the change and to test the relevancy and approach of TQM in a service industry like higher education, the scope of the study seems large.

Secondly, being the academic assistant director and the researcher at the same time could be a drawback because people involved in the research may have an inclination to show the desired behaviour, which may or may not be natural.

Moreover, the researcher had three different roles as well as her researcher roles during this study: as the assistant director, as the trainer and also as the implementor.

As culture change, if achieved, is a very slow process, the outcome may not be striking within the limited time span of this study, but trends may be identified.

Here it should be emphasised again that the organization that has been experiencing the change through TQM is the Language Centre not the whole institution.

Finally, it should be noted that, the changes that were announced by YÖK (see chapter II) at the end of 1993-1994 academic year and that would be relevant for the 1994-1995 academic year were not included in this study.

CHAPTER II. BACKGROUND TO THIS STUDY

This chapter aims to cover trends and theories in educational management in order to clarify the specific management model chosen for the management project. At the same time, it gives background to the management of education in Turkey and explores the administrative structure of higher education in Turkey in general, and detailed information about the Language Centre concerned. Besides those, the management trends specific to ELT are also reviewed.

II.A. BACKGROUND TO MANAGEMENT IN EDUCATION

II.A.1. AN OVERVIEW OF MANAGEMENT IN HIGHER EDUCATION

The outcome of the turbulent changes that affect HE institutions becomes more apparent when the lack of interest in management of schools and HE institutions is taken into consideration. In North America, there has been a longstanding concern but in Europe, in Britain and in the Third world countries there has been much less interest in this domain for different reasons. The reasons given are generally parallel to cultural differences in attitude towards management in general (Hoyle, 1986). It is also accepted that though HE institutions are academic communities, they have to manage themselves as organizations (Dill, 1982) but until the end of 1970s the educational administrators focused their research on analytical frameworks (Beare, et al, 1992).

However, with the change in school functions, there has been a steady growth of concern with school management in Europe and Britain over the past two decades rather than

management in HE. The concern in universities is certainly more recent than that and especially related to the changes in the last decade. At the same time, there has not been a persistent belief in the necessity of management models in HE institutions. Rather it was thought there was no need to implement theories of organization or management models in HE. Despite this fact, they do educate the people who will make organizations successful. The roots of this attitude might be that the conception of the production process of most academic institutions is still largely conceived in terms of individual students although the institutions have become large, complex organizations with hundreds of faculty members and thousands of students (Dill, 1982). Moreover, the cultures of disciplines and the established patterns of universities has become dominant in top down attempts of management for change (Miller, 1995).

It is agreed that there is not one all-embracing universally applicable theory of management (Bush, 1986; Bush and West-Burnham, 1994; Dill, 1992; Gray, 1980). This multiplicity of theoretical approaches led to many of the models tested out in business management being adapted to education (Dill, 1992; Owen, 1981). The earliest efforts for solving organizational problems and issues in education focused on classical concepts which emphasize hierarchical control, the separation of management functions between lower and higher levels. Roughly, Taylorism, which is dependent on a power structure and designed for unskilled workers as well as being hierarchical, had a direct impact on the organization of schools (Bonstingl, 1992a, 1992b; Davies,

1981; Holt, 1993) in 1920s. At the turn of the century, the mass education movement in the US took as its model the American factory, (i.e. Henry Ford's Assembly line processes), complete with the philosophy of management (Bonstigl, 1992a; 1992b). Leadership and decision-making approaches developed in the Second World War but had relatively little depth of impact on educational studies (Davies, 1981).

Before the 1950's research in educational administration (as it is called in North America) or educational management (as it is called in Britain) was involved in status quo studies of current problems of administration. By the mid-1950's research in educational management began to conceptualize schools as social systems. So increasing attention was devoted to understanding the relationship among the characteristics of organizational structure, the personality and the needs of individual in organizations and behaviour on the job, methods of studying and assessing power, leadership studies generally concerned with tasks and people (Beare et al. 1992; Getzel, et al.1968; Iannoccone, 1969).

The history of educational administration has been marked by conferences. In 1954, the National Conference of Professors of Educational Administration in Denver, Colorado was held with three visiting lecturers of behavioural sciences. As a reflection of the criticisms about the shortcomings in research methodology, theory movement started. Theory movement, which established educational administration as a field

envisaged the development of a general theory of human behaviour, within which the theory of administrative behaviour in educational contexts would be a subset (Ribbens, and Greenfield, 1993;229)

This model provided analytical models though it had been too narrowly based (Beare, et. al. 1992). Towards the end of the 1960s doubts about the theory movement were being voiced by Griffiths and others. By this time two more important conferences were held. The International Intervisitation Programme (IPP) conference was held in Bristol in 1974. The conference was landmarked by Greenfield's paper on phenomenology in which he questioned the theory movement. In The Colombus conference in 1975, since there was an increase in the courses offered and people involved, there was a considerable sophistication in educational administration (Beare et. al 1992 and Ribbens and Greenfield, 1993).

Since the 1960s, colleges and universities have experimented with a variety of management innovations in response to demands for accountability, changing student clienteles, an uncertain funding and changing organizational theories. Innovations designed to help institutions adapt in a competitive climate include campus governance reforms; programming, corporate planning, and budgeting systems; nonprofit-marketing; strategic planning; and outcome assessment. This was the emergence of culture as a new root metaphor for administrative theory and recognition of the power of organisational language (Beare, et.al.1992; Glover 1993). This led education to meet the demands for continuous improvement of quality in 1980s.

At the beginning of 1980s, the mainstream of the organizational thought in which educationalist were interested was contingency theory. The theory accepted that there is no one best way to organize; the optimum form of the organizational structure would depend on the number of contingencies. The goals, the type of tasks, the extent and the nature of the technology required and the kinds of people employed are among the contingencies that must be considered with the designing and administrating of the organization.

With the emphasis on human input, the contingencies and the need to meet the rapid transformation of the world, the contemporary management models become more focused on the abilities of the most valuable asset of organizations: i.e people, while the Seven assets (i.e. Shared Values, System, Structure, Strategy, Skill, Staff, and Style) were encompassed interdependently in other words Human Resources in schools has become crucial for management (Davies et.al.,1990). In the 1990s a new cycle of management innovation in Higher Education is emerging from recent industrial successes in increasing organizational effectiveness and efficiency through excellent schools and later through TQM.

This historical strand of educational management has also provided us with the theories of educational management. Since the nature of educational management has not embraced one single theory, all theories in use have something to say (Bush,1986; Bush and West-Burnham,1994). The characteristics of five major theories of educational management are presented below with their weaknesses. The three major

characteristics of the theories of educational management are their tendency to be normative, selective and often based on observation of practice in educational institutions. **Formal Models** that are associated with Weber are mainly hierarchical in structure, goal-oriented, and based on rational decision-making processes. Their underestimation of the individual, the probable achievement of goals, their top-down character, and their nature of appropriacy for the stable situations were the main weaknesses. Structural, systems, rational, hierarchical models are different representations of formal models. The formal models have been the widespread theory in educational organizations for a long time (Bush, 1986; Bush and West-Burnham, 1994). **Democratic Models** known as collegial models also emerged in contrast to formal models. They also assume authority of expertise as important and decisions are reached by consensus. These models stress a common sets of values shared by the members. Despite encouraging the participation of teachers in decision making, these models are highly normative and idealistic. The weaknesses presented are the possible confusion of descriptive and normative approaches, the difficulty to sustain in view of the accountability of the Principal to the external stake holders and the period needed for decision making (Bush, 1986). Also, there were reservations about the possible top down attempts to establish collegial models.

Political Models focus on group activity rather than the school or the college and are concerned with the interest groups. Conflict is desired and goals are assumed to be ambiguous. Decision making is a complex process and based on

bargaining and negotiation. There is little attention to the institutional level, and there is the possibility of neglecting the standards aspects or the organization. There is too much emphasis on conflict and also they may be regarded as unattractive since they raise issues of values. **Subjective Models** focus on the beliefs and perceptions of individual members of organizations rather than the institution itself. They are concerned with meanings placed on events by the individual members of organizations. The structure is a product of human interaction rather than something prefixed. This model brought a different approach perceiving organizations and the individuals roles in them. (Bush, 1986; 1994; Gray, 1990, 1980; Greenfield, 1990;) The neglect of institutions and the institutional goals, focus of the individual meanings and the underestimation of the significance of common professional background of teachers are regarded as the main weak points of these models. These models, besides failing to explain the similarities between schools, provide no guidelines for managerial action beyond acknowledging its legitimacy. **Ambiguity Models** stress uncertainty and complexity of organizations. They tended to describe organizations as a loose collection of changing ideas rather than a consistent structure. These models describe the participation of the members of organizations as fluid participation and the impact of technology as unclear. The main weaknesses of ambiguity models are the difficulty to reconciling them with customary structures and processes. The staff generally understand and accept the broad aims of education rather than having clear goals (Bush,

1986, 1994). Ambiguity Models introduced the concept of loose-coupling (Weick, 1990), organized-anarchies, garbage-can decision processes into educational management (Cohen and March, 1983).

The comparison of these five models was provided by Bush (1986) under six elements of management which are: level and process at which goals are determined; relationship between goals and decisions; nature of decision process; nature of the structure; links with the environment and the style of leadership. In order to explain these, he also explains how different the management of educational organizations are from the management of other organizations.

As Bush (Bush and West-Burnham, 1994) states, these models are uni-dimensional and there were attempts to synthesise two or more theories for broader pictures of educational management. These over-arching theories (of Enderud and Davies and Morgan) stress incorporating ambiguity, political, collegial and bureaucratic theories. Subjective theory is not featured explicitly in these two syntheses.

In the 1990s, the new cycle of management innovation provided by the concept of quality, leadership and customer orientation brings grounded theory into the theoretical perspectives of educational management (Bush & West-Burnham, 1994) in which subjective theory, in the opinion of this study, would find more emphasis through the synthesis of theoretical models. During the same years, the introductory texts about launching and managing quality in schools have

appeared (Bonstingl, 1992b; West-Burnham, 1993) besides the numerous articles on both side of the Atlantic.

II.A.2. TQM AND ITS IMPLEMENTATION IN EDUCATION

The trend in the management of universities and schools is clearly towards the adoption of the tools of management originally developed in the business sector (Dill 1992). Total Quality Management (TQM) is one of them. Though the definition of TQM changes among the different gurus and organizations, the word by word definition is preferred in this study as stated in Chapter I.

After the Second World War, the increased effectiveness of Japan in producing quality goods under the guidance of some American consultants such as Deming and Juran, and their capture of the large market share especially in the automobile industry in the United States and Europe, attracted the attention of the organizations in the manufacturing world. Organizations had to go through a number of phases or stages in their process of quality improvement. The enabling process which facilitated progress along the TQM journey starts from inspection activities, (Level 1) moves to Quality Control (QC-Level 2) and to Quality Assurance (QA-Level 3) levels. This enables an organisation to reach the Total Quality Management (TQM-Level 4) philosophy (Dale and Cooper, 1992; Dale and Plunkett, 1990) (See Figure II.1). This journey from detection to prevention requires not only the use of a set of quality management tools and techniques but also the development of a new operating philosophy and approach, which requires a change in management style (Dale and

Cooper, 1993) as professed by Deming (1986), Crosby (1980), Ghobadian & Speller (1994), Feigbaum (1983), Juran (1988;1994;1993), Ishikawa (1985), and Taguchi,(1989). Though the ways and strategies that the gurus advised are changeable, "TQM links three major themes (Japanization, Human Resource Management



FIGURE II:1.Evolution of TQM (Sources: Dale and Plunkett, 1990;Dale and Cooper,1992; 17)

and excellence) of management in 1980s" (Wilkinson, 1992). It is an umbrella term covering all improvement activities including Statistical Process Control, Quality Circles (hereafter QC), Customer Care, Just In Time, Quality Assurance, Taguchi Methods, etc (Atkinson, 1990). Moreover TQM, which may be considered the third revolutionary wave

after the industrial and computing revolutions in Wilkinson's terms, brings in the following principles for its successful implementation:

1. Focusing on meeting customer expectations
2. Fitness for purpose or conformance to requirements
3. Understanding the philosophy of the cycle of continuous improvement i.e. Kaizen
4. Changing the culture of the organization by
 - a) Structuring for never-ending improvement, ie improving the system;
 - b) Top management commitment i.e. supervising never-ending improvement;
 - c) Responsiveness to changing circumstances i.e. creating a learning organization
 - d) Long term commitment
 - e) Style change of top and middle managers
- ..Overlapping responsibility
- ..Team orientation
- ..Need for a strategic approach
- ..A cohesive system of interconnected processes. (Atkinson, 1990; Crosby, 1980; Dale et.al. 1990, 1993; Deming, 1982; Doidge and Whitchurch, 1993; Drennan, 1992; Imai, 1986; Juran, 1988; Witt, 1992; Wilkinson, 1992).

During the early 1950s, the American gurus like W.E. Deming with his management philosophy of quality; Juran with his planning and quality cost cycles; and Feigenbaum with Total Quality Control shaped the top down approach in quality management. The Japanese, during the late 1950s, focused on simple techniques, team work with the works of Ishikawa (1985), who, explored the QC and Company Wide Quality and Taguchi (1989) who introduced the minimum phototyping. The years after the 1970s and during 1980s can be called the New Age since the concept of quality spread to large groups with the contribution of Crosby, Peters and Moller (Bendell, 1990). The basic topics in which those gurus focus are zero defects, Right First Time, customer focus and the personal quality.

Since the philosophy is process and people oriented and the main requirement is continuous improvement of the staff at all levels and shared by almost all gurus (Ghobadian and Speller, 1994) the service industries could not stay away from this trend. The late 1980s, the continuous improvement movement, ended with many efforts to extend the quality concepts from manufacturing industries into the service sector, including defense, government and education, as was stated at the beginning.

In education, the TQM approach has shown similarities to its implementation in industry. In the 1980s QC were introduced in some colleges in the US in order to improve administration and education with specific non-academic and academic employees (McMillen, 1985; Hunnicutt, 1987). This corresponded with the period just after American industrialists had introduced QC as a solution to their problems. But as reported in these cases and by Hill (1991) and Fabi (1992) QC did not work in North America and Britain (Hunnicutt, 1987) because of the lack of the transition between cultures which needed to be made because of the non-assimilation of QCs into the existing organizational power structures (Brennan, 1988). Adaptation is required both in industry and in education as TQM manifests and requires culture change. The change of culture through implementation of both QC and TQM to the schools is getting recognition and frameworks are provided for schools also (Murgatroyd and Morgan, 1993; Murgatroyd, 1992) as well as the necessity self-development and empowerment of teachers for

organizational development of schools (Bayne-Jardine and Holly, 1994).

II.A.3.TQM IN HIGHER EDUCATION

As Dill (1992) states, despite the lack of literature about the core function of teaching and its application, there is a developing literature on quality management, and its application to academic institutions. Though there is no direct reference to quality in the history of either American (ibid) or European education in the sense of the Quality concept in TQM, the idea of quality is not new. Traditionally, quality in education has been interpreted fairly narrowly and as an obsolete concept and sometimes immeasurable. When it was measured, quality rankings were conducted as in the initial decade of the 20th century (Dill, 1992; Le magazine 1994). The new concept is the adaptation of industrial quality philosophy to the problems encountered in schools and classrooms (Rinehart, 1993). But Dill (1992) claimed that the research on program and institutional reputation in the older paradigm that Greenfield (Ribbens and Greenfield, 1993) named the natural system and that is based "primarily on ex post facto analyses of secondary data, provides a very limited understanding of how quality of education can be improved" (Dill, 1992). In contrast to this, quality as in the sense of TQM is measured through "the absence of errors" and this is the perspective on quality that is beginning to appear in the literature of Higher Education under the term TQM (Sherr and Teeter, 1991; Seymour, 1991).

In education, both at secondary and tertiary levels the concept of TQM has been proposed by a number of reformers as a solution to chronic problems in both administrative and academic affairs (Bonstingl 1992a, 1992b; Brownell,1992; Crawford, 1991; Dill,1992; Tribus,1993,1990,1988). Dill (1992) has reviewed the whole issue pragmatically with the focus on academic quality, also by introducing a framework for academic quality management.

Crawford (1991) working on conceptualization of possible implementations of TQM in education provided a framework which shows the relationship between the corporate planning process and the quality initiatives of a university. But Tribus (1993) states there is no blueprint for introducing TQM approach to any organization. When it is observed how TQM is being adopted in educational situations as an operational philosophy, it can be observed by the researcher out of the literature that models and frameworks are generally developed according to the situations of the specific schools, as could be seen below in the case examples of The University of Wisconsin, University of Oregon and The University of Aston in Birmingham.

Saunders and Walker (1991) identify the major issues to be addressed in introducing TQM into an university in Australia. They examined differences, similarities and suggested possible conclusions about the methodology for implementing TQM in universities. In their opinion, the less clarity of aims in the universities, the variety of customers and their different needs, the loose management structure, and the nature of academic work have the potential to

constrain the implementation of TQM. The greatest challenge, as they conclude, is

to identify the appropriate management structure that will encourage quality improvement in the light of shared goals without inhibiting the diversity, innovation and creativity that there are the essence of a university : a place of learning (Saunders and Walker, 1991;102).

In the UK, the government initiated the ways for seeking evidence of assurance that there is fitness for purpose in education. The Higher Education Leadership was active through CVCP's publication of a "Green Paper on TQM" (Crawford, 1991) and Committee of Directors of Polytechnic (CDP) developing approaches to guidance and codes of practice, programme reviews, performance indicators, staff appraisal, staff development, academic and corporate plans and quality audit (Fisher, 1993). As far as the case examples of TQM implementation is concerned in the UK, there are four examples that indicate the diverse nature of institutional activity. 1) The University of Aston whose strategic plans for long term success during a decade of change brought about in British Higher Education (ibid) and has a drip feed approach to the implementation of TQM (Clayton, 1993a; 1993b) though whose style of management is questioned by the academics (Miller, 1995; Walford, 1987). 2) University of Wolverhampton whose principles of TQM are set with the BS5750 Quality Manual and 'the Corporate Code of Practice' with all the other supporting documentation, while it is waiting for a BS5750 certification (Doherty, 1993; Fisher, 1993). 3) South Bank University has started its journey in 1991 including the definition of quality, TQM management structure and role; concepts and principles of TQM and quality characteristics.

Departments also have 34 customer/supplier work groups negotiating Quality Service Agreements (Geddes 1993; Fisher, 1993) 4)East Birmingham College¹ whose philosophy was in practice after receiving the BS5750 certification in the early 1990s (Fisher, 1993).

In the USA, when the case examples are considered, it is difficult to identify them because the 22 core groups of pioneering colleges and universities or units within those institutions started experimenting with TQM philosophy and the procedures in the late 1980s. Seymour (1991) designed a three-section survey to generate a comprehensive, critical assessment of these TQM initiatives in Higher Education. University of Wisconsin's way of TQM comprised four components: Quality management team planning; daily management by teams; inter-team integration of activities; inter-institutional integration which is a five year plan (Doidge and Whitchurch, 1993). Delaware County Community College began implementing TQM in 1986 with a threefold strategy which is called the DCCC Plan: use of the principles to improve administrative systems and processes; to develop a TQM curriculum to teach TQ; to implement TQM throughout the teaching and learning process for encouraging teachers and faculty to use the principles in which they have had the greatest difficulty. These three steps plan were designed to take up to 10 years to implement (deCosmo & Parker, 1993; deCosmo et.al. 1992). Fox Valley Technical College has

¹East Birmingham College is a further educational institution and funded differently from the other institutions mentioned in Britain. The reason for its inclusion here is becoming the one of the outstanding examples of the philosophy after receiving the external standards certification.

succeeded in its TQM initiatives by using the Crosby model with a 5 year long plan (Spanbauer, 1992). The University of Oregon began its adventure, for the realization of its vision and for its continued survival in the market place, in TQM in 1989. The 9 phases they deployed were based on a 5 year plan. These phases are 1.explainig TQM; 2.establishing a pilot study team; 3.defining customer needs; 4. adopting the breakthrough planning process which covers the steps of defining the mission; understanding customers, identifying the presidents' critical processes, stating university's Vision, identifying priority breakthrough items; 5.Performing breakthrough planning in divisions; 6.performing daily management teams; 7.initiating cross-functional TQM; 8.implementing cross functional TQM: 9.setting up reporting, recognition and award systems (Coate 1993;1991).

In Europe, the developments in the TQM movement appear in the joint European Projects. The most visible output of these developments is the European Community Course Credit Transfer Scheme that requires participating universities to be clear about input requirements and to ensure consistent quality outputs (Le Magazine, 1994).

II.A.4.IMPLEMENTATION OF TQM IN ENGLISH LANGUAGE TEACHING

With the increase in the number of students, and the changes in the trends of language learning during the last decade it has been realized that the language schools should have a close look at how they answer the needs of the students for they are becoming large organizations in the fast changing world.

According to the Economist Intelligence Unit Report (McCallen, 1989), the number of schools and universities offering services in language learning has increased in parallel to the number of people who are engaged in the learning and teaching process. When English is taken into account, this increase seems to be very visible since one fifth of the world population whether native and non-native speakers, is engaged in learning English. The scope of the language learning industry encompasses the teaching of language, the supply of teachers and teaching aids, the provision of study locations and examination settings, the design of courses, and teacher training.

Inevitably, this demanding market for language learning and the large scope for providing this service require language schools and language centres to organize their own activities in the same manner as other business centres in spite of their differences.

Where management in ELT is concerned, state of the art publications based specifically in this area are limited to the articles by White (1987) and Kennedy (1989; 1988 and 1983), originally written for teacher development, the monograph on Management of ELT by White et.al. (1991) and the work of special interest groups of international teachers' associations. That is why this study will hopefully contribute to the conceptualization of the Management of ELT.

Since 1991, the number of studies and publications on the management of ELT has increased, though studies are generally at the level of MA/MSc projects and dissertations

or research projects and publications are generally in the form of articles and reports.

According to Connel (1990) "the essence of ELT management is,..., the management of teachers", because it is their success that will create, enhance, or destroy the reputation of an institution and its management which inhibits the underlying philosophy of TQM. He states that there can be no fixed model for an ELT organizational structure because some forms of structure, suggested in organizational behaviour literature can be artificial for these situations.

In Hong Kong, the Institute of Language in Education held an international conference on *Maintaining Quality in Language Teaching and Learning* in 1991. In this conference, TQM principles are cited in the context of curriculum issues (Reeves, 1992), and in the context of language learning principles and in the context of classroom and teaching related areas despite Dill's statement (1992) of the lack of literature in the core functions of teaching in general education. Hirons (1992) argues that the communicative approach which underlies effective language learning and the humanistic approach, lies at the heart of TQM principles. When we think of modern theories of language learning, the most crucial aspects appear as the humanistic focus and requirements such as needs analysis, needs assessment, learning theories, involvement, learner centred curricula etc. In a way, there is an affinity between the modern theories of language learning and the spirit of TQM. As far as language teaching is concerned, though there are cases

where TQM concepts are being implemented, no research results have been obtained by 1992 (Reeves, 1992), though in researcher's knowledge private language schools in Britain like the Bell schools and International House have been implementing TQM but the outcomes have not been published yet. In the same category Academy International has been using the Deming approach for its implementation over the last three year. And the British Council also started to implement the concepts both at the organizational and language courses level.

II.B.SITUATIONAL BACKGROUND

This section aims to set the stage for the empirical part of the study by highlighting the specific contextual factors in Turkish Higher education which contributed to the shape of this research. At the same time the situation of TQM in Turkey is overviewed.

Turkey with a population of 61.110 million (1994 census) (Source: Official Gazette 30th October 1994) with its geostrategic position is a European, Mediterranean, Balkan and Middle Eastern country all at once. The many cultural, social and legal reforms occurring between 1923 when the Turkish Republic was proclaimed and 1936 indicate the far reaching changes which transformed the multinational Ottoman empire to a nation state, Turkey.

In 1994, Turkey as a member of NATO (since 1952) and The Council of Europe (since 1949) has had relations with Europe as a deliberate choice of identity but the relationship with the European Union remains the most problematic.

II.B.1.EDUCATION SYSTEM IN TURKEY

The Ministry of Education is the sole authority in organizing and administering education except for higher education.

Pre-school education is provided for children below compulsory age, and primary school education is for the basic compulsory training period of 5 years for children between the ages of 6 to 14. Secondary education lasts 6 years in two cycles as: middle schools and lycees. Secondary education also covers the vocational and technical education (see

appendix II.1). The numbers of students at different levels are show in Table II.1.

TABLE II.1. Numbers of Students in Turkey in 1993

LEVELS OF SCHOOLS	ACTUAL NUMBER OF STUDENTS
Pre-School Level	175 200
Primary school level	6 943 976
Secondary School Level	2 629 981

SOURCE: Official Gazette (30th Oct. 1994)

II.B.2. HIGHER EDUCATION IN TURKEY

HE institutions in Turkey are founded and administered by the state with the exception of three foundation universities. The outcome of the research in 1968, carried out by the State Planning Office, concerning which criteria should be met for the establishment of the universities in Turkey proved ineffective in the face of the demographic and other rapid changes, the numbers of the universities increasing to 57 in 1993.

In 1994, only 18% of the total population were high school graduates. In the same year, the total number of students in HE institutions was 1 035 765. The numbers of lecturers and the ss /lecturers ratio is shown in table II.2.

TABLE II.2. Number of University Lecturers
And Students/ Lecturers ratio in 1993
(basing on 1,035,765 students in HE institutions).

NUMBERS OF UNIVERSITY LECTURERS	NUMBERS	RATIO (%)
Number of Senior Lecturers	13 621	43.2
Number of Lecturers	41 411	14.2

SOURCE: Official Gazette (30th Oct 1994)

Historically, higher education in Turkey is generally referred to under two periods of time before the Republic starting in 1605 and after the Republic starting in 1923.

The period after the Republic started with the first meeting of the National Educational Council held in 1921 under the leadership of Atatürk. With this meeting, the educational policy of the Republic started to be shaped until educational reforms were declared in 1928. Increasing the literacy rate, elimination of the dualism between religious and secular education and the acceptance of the Latin alphabet were the stepping stones for re-organizing the entire system of education. During the restructuring of the higher education system, the Darülfünun¹ was then renamed as Istanbul University in 1933.

In 1946, the new university law started to function. The most important aspect of this law was the introduction of administrative roles and the authority of those roles within the universities. The terms rector, dean and boards were first introduced by this law. From 1946 to 1980, Turkish universities had autonomy and enjoyed academic freedom. Starting from 1973, the government declared the need for a reform in the system and showed efforts to form a central governing body for the universities despite the limitations in the Constitution. In the end, a serious attempt by the government to reorganize and centralize the university system found expression in the 1982 constitution, which was accepted after the military coup in 1980. In 1981, despite the extensive protests of academics, students and writers; the most controversial body, the Higher Educational Council (YÖK) was set up by law in 1981. It has control over curricula, budgetary affairs, dress codes and the appointment

¹ The name of the university during the Ottoman period.

of university administrators and faculty members. Though the establishment of the system caused serious damage to the academic life of Turkish universities because many academics who were fired in 1982 and others resigned in protest; The Council is still, however, in power. Despite the efforts for modifications within the authority and system of YÖK, the universities are still under a very top down and hierarchical management system.

II.B.2.a.Administrative Structure in Turkish Higher Education

The university-based higher education system is studied at two levels: at the level of the various planning and supervisory bodies and at individual university level.

As seen in Figure II.2 the higher bodies consist of the YÖK, Higher Educational Supervisory Board and The Student Selection and Placement Centre (ÖSYM). The Turkish Universities Rectors Committee and the Interuniversity Board have only advisory functions. Details about the formation, selection and duties of these bodies are not within the scope of this study; information can be obtained from the document published by UNESCO (CEPES; 1980).

The organizational structure of the individual universities is given in Figure II.3. All universities except the foundations ones are organized along the same lines and are subject to the same basic legislation concerning higher education.

The university as the principal higher education institution possesses scientific autonomy and a public legal personality. It is responsible for carrying out high level educational activities, scientific research and publication.

Structure of the Higher Education System



It is made up of faculties, institutes, schools of higher education, conservatoires, two-year vocational and teacher training schools, and centres for applied work and research. YADIM which is the focus of this study is one of those applied work and research centres in a university.

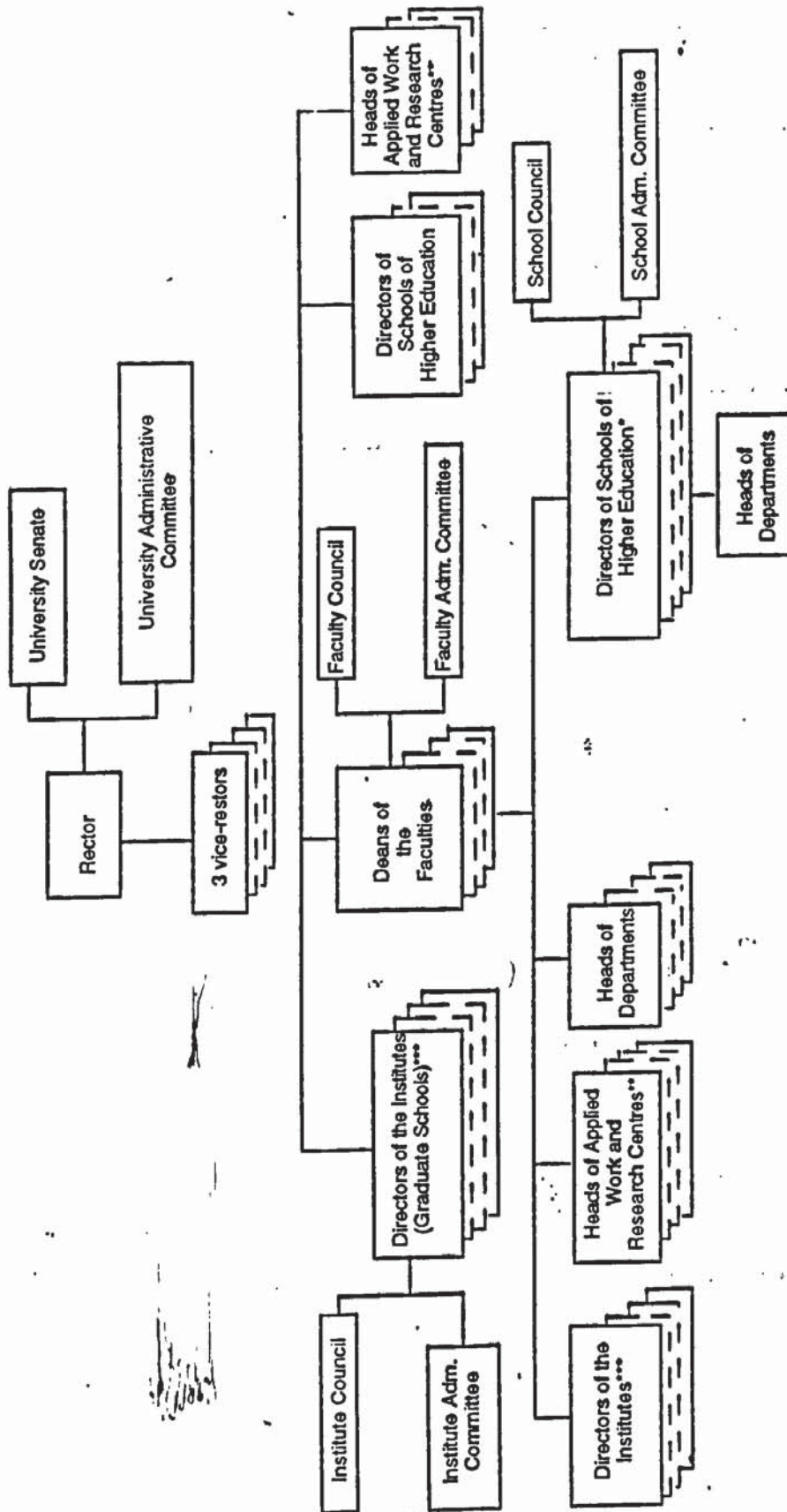
The rector, the Senate, and the university Administrative Board are responsible for the running of the university. The rector is appointed for a period of five years by the President from among the four candidates, proposed by the YÖK. The senate, consists of the rector (as chairman), the vice rectors, the dean of each faculty, a representative of each faculty elected by the faculty boards and the directors of the institutes and schools of higher education affiliated to the Office of the Rector. Though YADIM is affiliated to the Rector's Office, it is not represented in the Senate. The Senate, which is the academic organ of the university, meets at least twice a year, once at the beginning, and once at the end of each academic year.

The university academic board, which assists the rector in his administrative duties, consists of the deans and three full professors who are selected by the senate for a period of four years.

The faculties are run under the responsibility of the dean, faculty council and the faculty administrative board. The administration of institutes and higher schools are the responsibility of the director institute/higher school councils and institute/higher school administrative boards.

FIGURE II.3.

Organizational Structure of the Universities



- * In general, Schools of Higher Education are affiliated with the Faculties. In some cases, however, such schools may be directly attached to the rectorate of a university.
- ** Applied work and research centres may be attached to the rectorate or to a faculty.
- *** Institutes may also be attached to the rectorate or to faculties. On the other hand, all Institutes do not necessarily have graduate education programmes.

II.B.2.b.Enrolment Conditions to the Universities

From 1964 on, access to higher education has been organized through a centrally organized selection examination which has become two steps since 1979 carried out by ÖSYM. The students are placed in the departments of universities as a result of the second phase of the university entrance examination and the students' preferences made earlier and gave to the Centre. Only the department of Arts and Crafts and of Physical Education, both in the Faculty of Education, accept students with a special proficiency test which is held after the first phase of the National University Entrance examination.

II.C.LANGUAGE TEACHING IN TURKEY

At present Foreign Language Learning in Turkey is carried out at universities, all state and private secondary schools, private language schools, foreign cultural embassies, private or state courses or by private tutoring; and by the radio and TV broadcasting and by personal efforts.

The importance of language teaching has always been recognized throughout history and intensive language learning for the purpose of learning other subjects in that language has always been on the agenda of Turkey since 13th century (Demircan, 1988). The language that was taught and used as a medium of instruction at Medreses² was Arabic during the early and mid periods of Ottomans; then French after 1773 with the introduction of reforms to the Empire. After the foundation of the Republic, although the focus changed

² Muslim theological school at secondary level

completely from the foreign language to the mother tongue; the situation of teaching by translation or lecturing in a foreign language had not changed at all when Istanbul University was set up in 1933. It was German at that time with the German lecturers who escaped from the War threats. After 1954, with the Marshall Plan and the influence of the USA, it became English (ibid).

In all these schools, the aim of teaching in different languages was to have the students read and understand the textbooks and other sources written in the lingua franca of the era. Arabic was used due to the influence of Islam. French was used because of Turkish Reformists who were educated in France and who introduced the changes in 18th century. German was used because the lecturers who escaped from the pre war Germany started to teach in Istanbul University. The situation of those faculties was similar to some of today's secondary and higher education institutions which have French, German or English as the medium of instruction.

The focus of language teaching was changed completely from the foreign language to the mother tongue by Atatürk in 1928 after the establishment of the Republic..With the overall change in the education system, some changes affected foreign language teaching. The main one was: Abolishing the teaching of any foreign language as medium of instruction including Arabic and Persian in 1927 by ending dualist education (or binary system),that is, all religious schools -medreses and churches- had to stop their education function.

By the establishment of Robert College, as a University,

in 1912 and of the Middle East Technical University in 1954 - both American, however, teaching in the foreign language was institutionalised (Demircan, 1988). With the establishment of these universities, teaching was either accompanied by translation, or lecturing carried out in a foreign language. Students were required to receive a year of language training in advance for that reason. In 1981, in accordance with the Higher Education Law, number 2547 item 49, some departments and faculties in other universities started to teach in English. At the same time, as English has become a lingua franca, some other state universities (about seven) and a private one have adopted the same policy of for offering their courses in English. These universities mainly specify their reasons for offering their courses in English as preparing the students for the future, as 80% of the literature, is being published in English. The courses to be delivered in a foreign language are specified by YÖK for the University level and the auditing of those are carried by the same bodies. The aims of the foreign language teaching and teaching in the foreign language were specified by the promulgations published by the official gazette in 1984 no 18378.

II.C.1.BACKGROUND FOR THE PREPARATORY SCHOOLS

Just after the establishment of the Republic in 1927, the schools under the churches had to close their primary sections and for this reason started their "Hazırlik i.e.preparatory year " programmes before the secondary school. This brought a year or a two-year of language education before the normal programme started. This scheme

was also used for some of the state colleges. Robert College and Galatasaray (the French Lycee), which were to become dominant in educational life started their activity around 1875's while the trends for offering the education in Turkish institutions by the intellectuals of Tanzimat (known as Young Turks in history) were going on. After that, as mentioned above, two American universities came into being. At the same time education in Istanbul University had been going on in German. After that the preparatory schools for some secondary schools and some universities were become formal institutions by law.

This trend brings with it the necessity of a certain level of language proficiency in order to follow the courses offered in English. Since only a very small percentage of students have the language proficiency specified by the internal standards of each university, these universities offer intensive language courses to the students at their language schools or so called preparatory schools. The students on these programmes are expected to reach an exit level - specified by the preparatory school - and are assessed by an examination. If they succeed in the examination, they have the right to attend the freshman year of their faculty.

Syllabi at these schools at university level are not specific. Until 1988, there were no study on this topic and the main reason for this was the lack of education or training of the recruited staff in these areas, both as teachers and administrators. The syllabi in the schools that teach in the foreign language have generally been based on

the contents of the books in use in the faculties. The ones that have preparatory year programmes have been a bit more cautious but the syllabi prepared were a collocation of the published books (Demircan, 1988) simply because they could not allocate human resources to write new syllabi or only recruit specialised people for dealing with the syllabus design and material production. Over many years, the syllabi of these schools and all activities in these schools were designed, assessed and evaluated by the language specialists, i.e. the teachers of those schools. Many of those programmes - over 30 years - were pursued and thousands of students learnt the language - according to specified criteria - and then followed their courses in their faculties.

The staff of these language schools are generally the graduates of Literature, Linguistics, Philology and Language Teaching departments. For many years the language proficiency of the teachers has been the basic criterion for the appointment to the posts. More recently, the assessment of professional criteria has also become important.

According to the researcher's observation and knowledge, these schools generally follow the trends in modern language learning theories and methodologies for their language programmes. Almost always, there has been a place for English for Academic Purposes (EAP) and English for Specific Purposes (ESP) components in those programmes besides the high proportions of general English components. Certainly, there have been many studies carried out in different areas such as: need analysis/assessment, the effectiveness of the

courses, the materials production for specific courses and inclusion of ESP courses, generally after the 1980s.

At the same time, there has been a discussion about what preparatory schools should teach and how much ESP should they teach and these questions would have led to the re-definition of ESP in many cases. Basically, again in the researcher's opinion, the effectiveness of the language programmes, the ESP programmes and their contents, the tests, the evaluation of these programmes and the need analyses were discussed before the missions or the *raison d'être*s of these schools were shared by the staff explicitly. Generally many research projects were conducted in all these areas from the perspective of language specialists, including their assumptions.

The *raison d'être* of these language schools is to prepare the students for their faculties and enable them to follow the courses delivered in English. So these schools exist as a servicing department for the other faculties of the universities. They exist neither for survival English nor for learning English as an end in itself. The statement of the guiding principle explicitly helps the mission of the school, the role of the teachers and students and the place of the school in the university. This will help the performance level of the students. This will also unquestionably help the level of students who go to the faculties and the satisfaction of the staff in those faculties which are generally reflected in the level of students' English. Whatever language learning theory or whichever best material the schools have used, if it does not

meet what the faculties want, it could create a complaining and dissatisfied group, ready to accuse the language school of being inadequate or not being able to teach the students well.

Management in these schools or centres is different from the other department and faculties at universities since all the management structure are bound to be hierarchical according to the degrees held by the staff. But the staff of these schools are the lecturers appointed by the Rectorate. They have the same degrees, and generally not required to have different degrees from the research assistants. The number of staff of these schools are generally more than the other departments in the universities. The implementation of the hierarchy in those departments and faculties is not applicable to these schools. For that reason both the management structure and the implementation of management in these schools are generally different from the other faculties and departments.

The increasing numbers of the preparatory schools in HE institutions and converting the medium of instruction of the 30% of whole courses to English brought in queries and discussions about the efficiency of those courses as well as the use of native language (See Table II.3 with specific reference to University of Çukurova) Akünel (1993) examined the social, political and economic variables which are likely to influence the success or failure of using a foreign language (English in this case) as the medium of instruction in the Turkish context. This is also related with the

worldwide discussion of English being the lingua franca³.

TABLE II.3.The Number of Programmes Offered in English as the 30% of All Courses

YEARS	TOTAL NUMBER	ÇUKUROVA
1985	21	1
1990	29	10
1993	64	18

(Source: Interuniversity Board Report, 1993)

II.D.THE UNIVERSITY OF ÇUKUROVA

The University of Çukurova in Adana is becoming one of the most important universities in the Middle East especially in the fields of agriculture and medicine and also to a lesser degree in social sciences and languages. As the former and present Rectors state it is conceived for the 2000s and all investment has been done accordingly. (Speeches of the Rectors, Özsan,M. and Özfahinoğlu). The reasons for this are: 1)Adana is the fourth largest city and an important industrial and agricultural centre. It also is very near to the Middle East countries which have a potential student body.

2)The main campus, with a developed area of 2000 hectares, is situated above the Seyhan Dam and its lake. It is 10 kilometres northwest from the city itself. A medical complex, library, sport facilities, administrative, research and teaching units are located on this main campus, as are university social facilities and residences for both the students and the staff.

³See Phillipson , R. (1992) and World Englishes Symposium edited by Karchu on Linguistic Imperialism (1993) for an extended discussion on Language Imperialism and in relation to Turkey.

3) Its management style is intended like humanist and student-oriented. As the Rector quoted from Emerson in his speech for the 20th anniversary of the University, "education starts with respect for students" (Özfahinoğlu, 1993).

II.D.1.HISTORY OF THE UNIVERSITY

The university was established in 1973, when the Faculty of Agriculture and the Faculty of Medicine, both of which had been the departments of other universities previously, joined. During that year, the faculty of Science and Letters was also established. In 1982, by the Higher Educational Law, the university took its latest form, comprising seven faculties and three institutes.

The university has 10,222 undergraduate students in seven faculties and three institutes. Table II.4 shows the staff numbers and Table II.5 shows the number of graduate and undergraduate students in different faculties and institutes.

TABLE II.4. Number of Academics and Administrative Staff in 1993 and 1994 at the Çukurova University

	1993	1994 OCTOBER
PROFESSORS	169	183
ASSOCIATE PROFESSORS	106	107
ASSISTANT PROFESSORS	168	196
EXPERTS	84	47
RESEARCH ASSISTANTS	463	523
LECTURERS*	99	123
INSTRUCTORS	39	73
TRANSLATOR	1	1
TOTAL	1,129	1253
STUDENT/STAFF RATIO	12.35%	
ADMINISTRATIVE & SUPPORT STAFF*	2,600	2,700

*YADIM numbers are included. (Source: Çukurova University Personnel Affairs Database)

TABLE II.5. Total Number of Students and The New Entrants in 1992-1993 University of Çukurova

	New Recruits in 1993-1994	MALE	FEMALE	TOTAL
FACULTIES				
EDUCATION	446	1140	1020	2160
<u>SCIENCE & LETTERS</u>	231	659	641	1300
<u>ECONOMICS & ADMINISTRATION</u>	256	947	496	1443
<u>ENGINEERING</u>	279	951	210	1161
SEA PRODUCTS	59	114	85	199
MEDICINE	274	1160	621	1781
AGRICULTURE	590	1701	1050	2751
TOTAL		6672	4123	10,795
INSTITUTES				
<u>APPLIED SCIENCES</u>		980	496	1,479
<u>SOCIAL SCIENCES</u>		41	65	409
<u>PUBLIC HEALTH</u>		229	180	106
TOTAL		1250	741	1,991
HIGHER SCHOOLS				1,959
GRAND TOTAL				14,745

*YADIM have the students of faculties and institutes underlined on the chart.

**The university has 1703 students (476 female and 1227 male) at its higher schools outside the campus. These students are not indicated on the chart.

***Also in 1992-1993 academic year, with a decision of YÖK the University accepted 646 more students to be educated between 3pm to 9 pm and 243 of them started YADIM.

****The specific departments and the number of students are specified in Appendix 2.
(Source: Çukurova University Registry Database)

Enrolment conditions and Governing Bodies of the University are the same as for the other universities in Turkey. Like the other universities in Turkey, the University is guided by the national government through YÖK (refer II.B), and represented on the Interuniversity Board. As described above, the university has its Senate and the Administrative Board, under the direction of Rector and three assistant rectors. The administrative services are carried by the General Secretary who serves as the head of the services.

Since the university would like to be an outstanding university (Özsan, M. Former Rector in one of his speeches, 1992), it realized the increasing demand for effective language education and the needs to implement some measures to achieve this. So, in 1990, the Senate of the University decided to convert the medium of instruction into English and to introduce it over a period of years, English is a medium of instruction in at least 30% of the courses in all faculties, which has led to a new feature among the universities apart from Bosphourus and Middle East Technical Universities which offer all of the courses in English. Çukurova University was one of the first universities who offer 30% of its courses in English in some programmes starting in 1985. The number of similar programmes can be seen in Table II.3 above.

II.D.2.CHANGE OF LANGUAGE SITUATION BEFORE THE LANGUAGE CENTRE (YADIM)

The Faculty of Economics and the Administrative Sciences had been offering a preparatory year programme since 1978. Until 1982, they had a small number students but it

increased rapidly after the changes experienced at universities in Turkey. Before the Centre started, the total number of language teachers at that time was 18. Nine of those teachers were teaching an intensive course for academic purposes to about 200 students including the Social Sciences graduate students. They had been working as a team with the dean of the faculty. The teachers who had been teaching from the beginning were quite experienced and the number of the teachers required every year was low. So it was easy to adapt them to the team work situation.

The Institute of Applied Sciences was offering a preparatory programme also. They started with two teachers and increased the number to eight within the year. The main problem that the teachers had was that almost all of them were very new and the structure also was very new. Moreover they had to teach graduate students coming from a variety of departments of the university (Hergüner, 1990).

Apart from the ELT department in The Faculty of Education, every department of every faculty was offering a language programme called service-English which had to be offered within curriculum designed by YÖK. Therefore each faculty had one or two language teachers working for their students.

Within the organization, the language teachers were under a division called Foreign Languages Division which is a part of Rectorate (refer to the Figure II.3). According to the needs teachers are appointed to the specific departments of faculties. The timetabling of those courses which were really non-pedagogical was done by the faculties because of

their priority for the departmental courses. However teachers were on their own for their planning of the course, the teaching, assessing, etc. Certainly, what the teachers had been doing differed. The variety ranged from a very limited language input to the specific research done for the needs of the students. But all this was very much dependent on the initiative of the teacher himself/herself.

II.D.3.ESTABLISHMENT OF THE LANGUAGE CENTRE (YADIM)

In order to teach English to the students, it was necessary to give an intensive-one-year language program i.e. the preparatory year. For this reason, the following steps were taken by the University between 1988 and 1990 February:

- 1.The official establishment of YADIM as a part of the Rectorate

- 2.The construction and equipping of a building

- 3.The implementation phase of a project aimed at improving English language standards, arranged by the British and Turkish governments.

- 4.Recruitment of new and existing staff to YADIM

II.D.3.a.OBJECTIVES AND THE STRUCTURE OF THE LANGUAGE CENTRE

The University Senate specified the objectives of YADIM in 1990 as follows: The objective of the Centre is

- a) to bring the students enrolled in programs, at least thirty percent of which is carried out in English, to a level at which they can both understand the courses in English and follow scientific and technological developments from the publications in English and contribute to international meetings and discussions.

- b) to do research in the field of English Language Teaching and Learning and to apply the results obtained in order to improve the work of the Centre.

(translated from the YADIM Promulgations, 1990)

Within these promulgations, the structure of YADIM is also specified. YADIM has two boards i.e. the Central Board which is the highest decision making body. The members of the Central Board are the representatives of each faculty and institute that have students at YADIM, together with the members of the Administrative Board. The Administrative Board, which has the coordinators of the specific teaching areas of the Centre, takes care of the day-to-day running of the Centre. YADIM is run by these two Boards and the Director. The Director is the chairperson of the two boards and the two assistant directors are the advisory members of the two boards (See Chapter III).

During this study, there happened to be changes in the promulgations regarding the time period, exams, etc. in the light of the changes decreed by YÖK and the procedures of work in YADIM had to be modified accordingly.

II.D.3.b. STUDENTS

The Centre provides services for

- a) three Institutes of Social, Applied, and Public Health Sciences which offer postgraduate courses in 23 departments to approximately 300 graduate students.
- b) three faculties: Engineering, Science and Letters, and Economics and Administrative Sciences which offer courses in 8 departments to approximately 500 undergraduate students

The time students can expect to spend at the Centre is different for graduates and undergraduates. As is stated in the promulgations, one academic year for the graduates and two academic years for the undergraduates if they cannot reach the exit standard at the end of the first academic year.

(See appendix II.2 for the detailed numbers of the students for each department)

TABLE II.6. The Numbers of Students at YADIM

	1990-91	1991-92	1992-93	1993-94
UNDERGRADUATES	488	664	640	561*
GRADUATES	260	236	437	283**
TOTAL	765	900	1077	844

*These numbers exclude the students who attend the classes between 3 pm and 9 pm.

**The departments of the graduate students are shown in the appendix II.2

II.D.3.c. TEACHERS

During the recruitment of the staff for YADIM, the following changes took place:

- The English teaching staff of the Faculty of Administration and Economics, and the Institute of Applied and Social Sciences, where independent preparatory year programmes were given, became members of YADIM
- At the same time, some teachers who had finished their masters degrees in English Language Teaching, and who had been teaching in other faculties that send their students to YADIM also became members.
- The 1990-1991 academic year began with 33 full time teachers, which clearly was not enough for the program. So, at the beginning of that academic year, the centre appointed 20 newly qualified part-time teachers. At that time it was not possible to recruit full-time teachers.
- Overall, more than half of the teachers at YADIM were teaching at The University of Çukurova for the first time.

TABLE II.7.Number Of Teachers At YADIM

	1990-91	1991-92	1992-93	1993-94
FULL-TIME	30	55	58	63
PART-TIME	22	8	1	9
TOTAL	52	63	59	71

(Source: YADIM Database)

During these four years 12 of the full time teachers left YADIM for different reasons.

The specific situational background to the field of this case study was explained in detail above but it is also necessary to perceive the present situation of TQM in Turkey.

II.E.TQM IN TURKEY

TQM is being placed on the agenda in Turkey of private joint ventures with the world's leading companies like Toyota, Bridgestone, Renault and the travel and holiday chains, they are in a situation of following the changes and innovations in the world.

In the last three years, The Turkish Society for Quality (Kal-Der) and The Society of Businessmen (TÜSIAD) started to promote TQM. The national congress for the quality has been held since 1991. The congress in the 1991 was designed for the exploration of the concept, in 1992 and 1993, the quality congress had the subtitles of possibilities in service industry and communication & the media consecutively. The first National Quality Award was given in 1992 to BRISA , a tyre factory, with the contributions of Turkish Society of Quality. This occurred 43 years after Japan, 8 years the US; 1 (one) year after Europe (Komili, 1993).

The Total Quality Management Research Committee has already published the Turkish Perspective of TQM in 1994

although they have not reviewed the situation of education. The periodical that Kal-Der publishes dedicated one issue to Education but all articles -except one- included was related with TQM training.

It is unfortunate that the state universities in Turkey are excluded from this quality trend. The reason for this exclusion is that universities do not consider implementing the TQM, pointing out red tape as a reason. Universities applying TQM abroad however take into consideration not only their day-to-day functioning and management styles as a whole but also discuss the quality of the courses. ⁴

As aimed at the beginning of this chapter, the overall scene of TQM in educational management and specific situation for this case study are set. The next chapter would illuminate how the management project was launched, and improved.

⁴ The inclusion of TQM as a course in the syllabuses of engineering departments of some faculties is not the concern here.

CHAPTER III. ACTION RESEARCH: DESIGNING AND IMPLEMENTING ORGANIZATIONAL CHANGE

Ellen Eagle Chaffee has observed that "Quality is a verb, not a noun". As such , TQM is not a passive descriptive term but an energetic activity.
(Sherr and Teeter, 1992)

III.A.INTRODUCTION

Chapters III and IV aim at explaining the undertaken research. Since the design and implementation of change in the organization and the monitoring and evaluating of this process were embedded, it was decided to explain these processes separately as shown in Table III.1. Chapter III aims to cover the management issues whereas the research issues are explained in Chapter IV.

The main aim of this chapter is to explain the implementation of the TQM oriented management project in the context specified above. This is not only simply looking at the organization as the harmonisation of seven S's (see Chapter I) but focusing on the Soft S's in order to facilitate the transformation of the culture.

This part covers the journey of implementation of which only started three years ago in a user-supported language school in Turkey for the betterment of organisational culture.

When it was decided to implement the TQM concepts in YADIM, as reviewed in the preceding chapters, the steps that the guru's of TQM suggested and the steps that other universities have undertaken were investigated. Apart from the implementations in higher education in the UK the USA

TABLE III.1. Calendar for the Study

1990-1991	THE ESTABLISHMENT OF YADIM		
	MANAGEMENT ISSUES		RESEARCH ISSUES
1991-1992	TRANSITION YEAR		SEARCH FOR MANAGEMENT MODELS
<p>AUGUST SEPTEMBER NOVEMBER</p> <p>JANUARY FEBRUARY MARCH APRIL-MAY</p> <p>JUNE-SEPT</p>	<p>Initial plan Presentation to the director Launching some changes in the system</p> <p>Briefing to Higher Management</p> <p>Outcome presented to Rector</p> <p>Betterment efforts for next term Revision of the management project according to existing realities</p>		<p>Research proposal Implementation of Harrison's Device Researcher's start for diary keeping Talks with the deans Feasibility of the plan Outcome of the talks with deans Collection of anecdotal data Assessing the feasibility of the initial plan Asking for the copyright of Hofstede's Questionnaire</p>
1992-1993	MORE REALISTIC PLANS		IMPROVEMENT ON THE RESEARCH
<p>SEPTEMBER</p> <p>NOVEMBER DECEMBER</p> <p>JANUARY FEBRUARY</p> <p>MARCH</p> <p>APRIL MAY</p>	<p>Revising the organization (small groups) Forming the Testing team Briefing to Higher Management Testing procedures in use</p> <p>Feedback meetings with individual TT for SS' questionnaire results Meeting for the general feedback of the SS' questionnaire (board and TT) Meetings for the specific issues raised by TT Recognition of TT</p>		<p>Two SS started keeping diary</p> <p>Administration of the Hofstede's VSM First representation of YADIM's new organization Questionnaire to SS</p> <p>Alternative mornings (awareness) Other SS start diary keeping Focus interviews (awareness)</p> <p>Awareness raising Organizational Needs questionnaire</p>
1993-1994	MORE PLANNING		COMPLETING THE TIME CYCLE
<p>SEPTEMBER</p> <p>OCTOBER NOVEMBER DECEMBER</p> <p>JANUARY FEBRUARY MARCH APRIL MAY</p> <p>JUNE</p>	<p>Consultation file; SD sessions; We Care; Briefing to the SS LIT Briefing to the higher management</p>		<p>TT's diary keeping</p> <p>SS' start diary keeping Administration of SS' questionnaire Administration of Harrison's Questionnaire Alternative Mornings Focus Interviews Organizational Needs Questionnaire</p> <p>Administration of Hofstede's VSM</p>

(Ball, 1990; Ball and Eggins, 1989; Bonstingl, 1992; Clayton, 1993a; 1993b; Hubbard, 1993; Loder, 1990; Spaunbauer, 1992), European and Australian (Chin and Chye, 1992; Harris and Bird, 1991; Saunders and Walker, 1991) implementations and the Japanese view point (Desjardins and Obara, 1993; Jones and Villines, 1987) in implementing TQM to schools is also investigated. Though careful planning of a framework is suggested in almost all implementations, the main guideline for this school is accepting continuous improvement as a key concept and building the whole process on that concept.

III.B.IMPLEMENTATION OF TQM CONCEPTS AS A CHANGE PROCESS

At the beginning, in Sherr and Teeter's terms (1992), the five key ingredients of continuous improvement are implanted in the situation by the implementor. These are honesty, shared vision, patience, commitment and TQM theory. Apart from the TQM theory, the remaining ingredients require a different type of personal and organizational commitment which is the real component of this implementation process.

HONESTY: Solving a problem requires admitting it exists, ie to be honest in admitting the problem.

SHARED VISION: Continuous process improvement requires the participation of everyone involved.

PATIENCE: Raising the Quality of services through continuous process improvement takes study and a great deal of time

COMMITMENT: As important as the first three; all efforts for improvement can be wasted away within moments as a result of frustration.

TQM THEORY:It can be learnt from others. Mission and customer focus, systematic approach to operations, vigorous development of human resources are included in the theory. Since the implementor believes that there is no point in advertising the name of TQM but then only paying lip-service to it, which will cause problems later, she tried in the case study not to use the terminology at all. Moreover, what is meant by TQM is already very demanding. This is because, as Deming (Romano,1994) stated there is no such thing as TQM and also to avoid the possibility of a negative reaction, which is quite common in any organization, to change and innovation, and the possibility of the concepts not being understood. Moreover, the management concepts could be considered as a fad and might not therefore be accepted seriously. For these reasons all the events that took place were basically regarded as an improvement activity.

III.C.THE TECHNIQUES USED FOR THE IMPLEMENTATION

The techniques to be used in the management project resemble the traditional techniques of Action Research which "improves practice by developing the practitioners' capacity for discrimination and judgement in particular, complex, human situations" (Elliot, 1991;49). The main aim of action research techniques is to achieve the implementation of the change (i.e TQM Concepts) effectively, because action research may (Cohen and Manion, 1991):

- a)act as a spur to action
- b)address itself to personal functioning, human relations and morale,
- c)focus on job analysis

- d) be concerned with organizational change, planning and policy making, innovation and change,
- e) concentrate on problem solving
- f) may provide an opportunity to develop theoretical knowledge

Moreover, the steps in action research and QC (see glossary) are very similar. QCs are extremely successful applications of participatory research though they are not referred as such (Gummesson, 1991). The correlations between Deming cycles in TQM, the Kemmins and McTaggart (1982) cycles for Action Research in Education and Language Learning, and Sheward Cycles from Statistics (Deming, 1986; Bonstingl, 1992b), are shown below (see Table III.2) for more clarification.

Here it is important to emphasize again that the conventional action research cycles as classroom research in Language Learning in Kemmins and McTaggart (1982) and Allright and Bailey (1991) are for the teachers in the classroom, but what is aimed in this research is the use of same philosophy for the teachers in the organisation. Because

Table III.2. Correlation Between Deming, PDCA and Kemmins & McTaggart

	PDCA SHEWARD	DEMING	Action Research KEMMINS & MC TAGGERT
I	PLAN	DESIGN	PLAN
II	DO	PRODUCTION	ACT
III	CHECK	SALES/STUDY	OBSERVE
IV	ACTION	RESEARCH	REFLECT

- I. Development of a plan to improve
- II. Implementation of a plan for designed outcome
- III. Effects of the action in context it occurs
- IV. Action on improvement for further planning

action research requires primarily applicable change to the understanding and planning of change in social systems (Bayne-Jardine and Holly, 1994; Gummesson, 1991; Somekh, 1993), it also requires a change in the governed paradigm as TQM also does. Action Research generally offers a resolution to the dichotomy of theory and practice (Elliot, 1991; Gummesson, 1991; Jones, 1987; Zuber-Skerritt, 1992). This dichotomy reflects the nature of this research and this chapter is the representation of the practice side since it required the researcher to act as an academic researcher and management consultant at the same time.

The events described below are considered as the development of the implementation of the management project which could be considered as the representation of culture change. These events bring eight areas to be specified below to be focus and make progress in improvement efforts.

The implementation period is explained within the areas in which the implementation of change has been deliberately pursued. Since the research assessing the implementation was planned in three layers (refer to Chapter IV), the areas also cover these three layers. All the events to be cited below have been planned and implemented with the knowledge and the support of the director and with her shared vision in most of the cases. However, there was no precise long-range planning for the Centre involved either at the outset or in the implementation period.

III.D. INTERVENTION IN THE SCHOOL CULTURE BY IMPLEMENTING TQM CONCEPTS

*Man is a prisoner of his own way of thinking
And of his own stereotypes of himself.
His machine for thinking
the brain
has been programmed to deal with a vanished world.*

*This old world was characterized by the need to manage things
stone, wood, iron*

*The new world was characterised by the need
to manage complexity.*

*Complexity is the very stuff of today's world
The tool for handling the complexity is
ORGANIZATION*

*But our concepts of organization belong
to the much less complex old world
not to the much more complex today's world
still less are they adequate to deal with
the next epoch of complexification-
in a world of explosive change.*

(Beer, 1975)

The events below explained in the new world's characterisation of managing the complexity, ie using the tool: organization. This whole process also aimed to change the concepts of our minds for the much more complex new world.

III.D.1. TRANSITION

In the year 1990-1991, which is the transition year, the Centre started to function. As detailed previously (see chapter II.2), in the first year, though the expectation of the university was high, the staff and the administration could only find the ways for working together. There was a heavy emphasis on the way of working in committees from the administration side; the teachers in informal settings

reflected the view that they were in a very hierarchical situation, which is generally the case in the universities. That was the year, in which the implementor was looking for a model for the school. When the academic year finished, she was certain that she needed to implement a way for making the school better. But "How??" was the basic question. Before the term began, it was certain that the International Standards Executive Guide was in hand, while team orientation was the crucial element in that period. By the beginning of 1991-1992, there was still no blue print or framework for the implementation though the implementor was aware of the possibilities that ISO9000 and BS5750 could offer (ISO9000 Executive Guide and BS5750 Education and Training). She did not however, believe in the success of external obligatory devices. The researcher, during this implementation period, the role of implementor and trainer for new concepts. Moreover, to be as open as possible to the immediate customers was the motto. The discreteness of the International Standards, the contingency factors of the school and the whole philosophy of TQM made the implementor think over the situation carefully.

TQM requires a paradigm shift in the management system, and it requires a culture change in the organization whether it is a school or not. As a first step, the description of the culture was achieved in 1992 by the use of two devices developed by Harrison and Hofstede (see appendices IV.3 and IV.4). These devices were used to describe the ethos of the school - in other words "jobs are done in this way here".

III.D.2.THE INITIAL PLAN

So the approach of the management project was to work together with the Management Group and implement all the procedures accordingly. It required the full commitment of the staff to be engaged in the research and to be ready to be involved in whatever the management project required. At the planning phase, everything seemed to be working, though in the actual working area, the Group, -not the team- seemed to be staying as a group and not becoming a team at all i.e the aims were different. The actual working conditions and the lack of written procedures, roles and duties of everybody within what was talked about affected the original plan. With the original plan in mind the following steps were taken chronologically. At that point the same approach of working with different teams and changing the evaluation system accordingly to what the faculties wanted was the overall plan (refer to Hergüner, 1992a). This step certainly required the feedback from faculties, designing the syllabus and materials according to that feedback and arranging every change in the school structure accordingly. This required management to specify the 7 S's (Shared Vision, Strategy, Structure, System, Staff, Skills and Style) in the school and to work towards those criteria.

For that reason, during the first term of 1991-1992, the deans of faculties were visited to specify the Shared Vision of what they had been expecting from the students who were successfully finishing YADIM, as the initial plan required.

As the management project required a lot of changes and it was not planned in detail, and the structure of the school remained the same, every member of the group returned to their usual jobs with the concepts in mind and continued working on aspects of the project in the meantime.

During this period, it was hoped to specify a Mission and Vision for the Language Centre. Though some statements as the Mission of that year had been specified, they had not had significant and apparent effect within the time-span. One of the reasons for that was the lack of explicit or implicit long-range planning. Another reason was that these mission statements were not used as explicitly as possible, and though the director closed every term with the year's motto; these addresses did not act as the landmarks for the year.

III.D.3.CONCEPTS USED FOR THE IMPLEMENTATION

The implementation was planned according to Deming's idea (Deming,1986; Gitlow and Gitlow, 1987) about the causes of common and specific variations. In his belief as much as 94% of all systems variations are caused by common sources such as hasty design of component parts, inadequate testing of incoming materials, failure to know capabilities of processes, failure to use (statistical) charts as a measure of the system faults, failure to write job descriptions to ensure accountability of process, inadequate training of the workers, smoke, unnecessary dirt, etc. Common variation is what varies in your system from day to day, to some degree whereas specific variation has been caused by a change in the system. Since "common causes of variation are system

problems, and management owns the system" (Gitlow and Gitlow,1987;75; Deming,1986), the implementor decided to focus on the causes of common variations and improve them. The areas mentioned below were specified during the implementation for the betterment of each area through the devices used in Chapter IV.

III.D.3.a.TOP MANAGEMENT COMMITMENT

Almost all the proponents of TQM agree and state that top management commitment has been crucial for implementing TQM also in education as well as in manufacturing (Crosby, 1980;Deming, 1986; Dill,1992; Ghobadian and Speller, 1994; Juran, 1988; Murtgatroyd and Morgan, 1993; Witchurch and Doidge, 1993). Therefore, the support and the actions by top management determine whether the philosophy is realised or not. The style of the Director of YADIM has been the greatest opportunity for this implementation and the research. Her way of approaching problems, her insistence on not solving the existing problem but finding out the real reason behind it has been the best opportunity for the implementation of TQM Concepts. Thanks to the director's openness to innovation; her acceptance of any project which possibly brings improvement; and her encouragement for research and implementation of research outcomes and the importance she attaches to for human resources and the motto " find the special side of everybody and make them contribute to the organization in that way" encouraged the implementor to start this project.

There have not been any long range planning or any explicit change programme within the management group for

the organization because we wanted to see the data to deriving from the change process. The data results and the alternatives for changes within the school were discussed with the director in daily meetings. She explained what she thought about the situation but generally delegated the decisions to the assistant directors, both of whom were great supporters of each other, during this procedure. With this policy in mind she did not interfere with the project as part also of a research project, but supported it wholeheartedly. She accepted awareness as the key factor in TQM since awareness triggers self-confidence and it brings success. When the director was delivering a joint paper with the researcher, what she added to the overall paper is interpreted as her management strategy in YADIM by the researcher:

1. awareness of the problem by the managers and teachers
2. awareness of the capacity of the people
3. awareness of weaknesses and the constraints of people
4. awareness of the need (for the future)
5. awareness of the achievement of the people
6. awareness of the feelings and opinions of the people.

These help the involvement (external and internal) of...their operational domains in making any decisions (Ekmekci and Hergüner, 1994).

The support of Higher Management of the University (both old and new Rectors and Vice Rectors) for her has again been one of the main advantages for this research though there has been no policy for implementing a new management project across the whole university.

III.D.3.b.CHANGE IN MANAGEMENT STYLE

"The real cycle you're working on is the cycle called 'yourself'" (Pirsig,1989).

The implementor was a language teacher when she started to carry out her post of responsibility that is becoming the assistant director of academic affairs in April 1990. When she started there was - still - no job description, which could be seen either as an advantage or as a disadvantage.

She was supposed to be doing nothing or/and everything. Within this context, during the transition year, she observed the director. In the following academic year (1990-1991), as stated, above, she decided to implement the PDCA cycle to herself as an analytical approach to management which is based on learning from the evaluation of past experience (Imai, 1986). Before the implementation of TQM procedures were fully started, the researcher implemented this cycle in the long-term in order to prepare the background for smooth change. As it was stated, she believes that she must learn to change her ownself and must learn to think in terms of KAIZEN; i.e. continuing improvement (ibid). Moreover she had to be involved in training and managing which are

are about changing behaviour and if you want to change other people's behaviour, you must first learn to change your own (Everard, 1986; 142).

Since she accepted Deming's view that about 94% of the problems were owned by management and therefore could be solved by management, she started to work on the cycle called 'yourself' (Pirsig,1989). Afterwards, it was not difficult to work long hours developing for quality design.

Within these years, with the help of the PDCA cycle, she tried to change her style in Mink's terms (1992) from a transactional to a transformational style. She also accepted that people are different, so their work and contributions are different in organizations as our own experience of our organizations is a valuable resource (Ribbens and Greenfield,1993).

This period helped to build trust among the teachers and the students as well as her understanding of the nature of the organizations. She asked for anything possible - complaints about teachers, unethical actions by teachers, new ideas, questions for ideas and/or support for new research projects; problems; results; achievements to be explained to her directly. She realised that the teachers and the students were reporting or explaining what they wanted with trust and in the belief that the implementor would be listening; looking for a solution; and not releasing the information. During the three years project the implementor tried to do this, at the same time plotting her performance on a scale and showing the improvement of her decisions and actions.

She could follow these from the comments in the teachers' diaries, organizational needs questionnaire and the face to face formal/informal comments. She could easily observe the comments of the teachers' on her management style.

III.D.3.c.CUSTOMER IDENTIFICATION

The satisfaction of the customers is one of the main indicators of the whole TQM philosophy. The traditional view of a customer is someone who wants a product to be provided (want), who knows that product is available (knowledge), and who is able to pay (payment). In a public university this is rather confused because of the different customers. Figure III.1 shows the various customer forces acting on a university (Saunders and Walker, 1991). Within these parameters, we wanted to specify the place of YADIM in the same triangle before the layers of customers were determined (Figure III.2). As seen in figure III.2 YADIM has the three forces of giving a service for the world knowledge, being a part of a state university that pays and the wants of faculties, students and future employers. The identification of the layers of customers focused on the 'want' side of this triangle.

Afterwards, the external and the internal customers were determined. Though we accept business and the society as our ultimate external customers, we decided to work with our first external customer, that is the faculties and the institutes. Though being very unconventional, perhaps for the



Figure III.1. The "Customers" of a State University (Saunders & Walker, 1991)

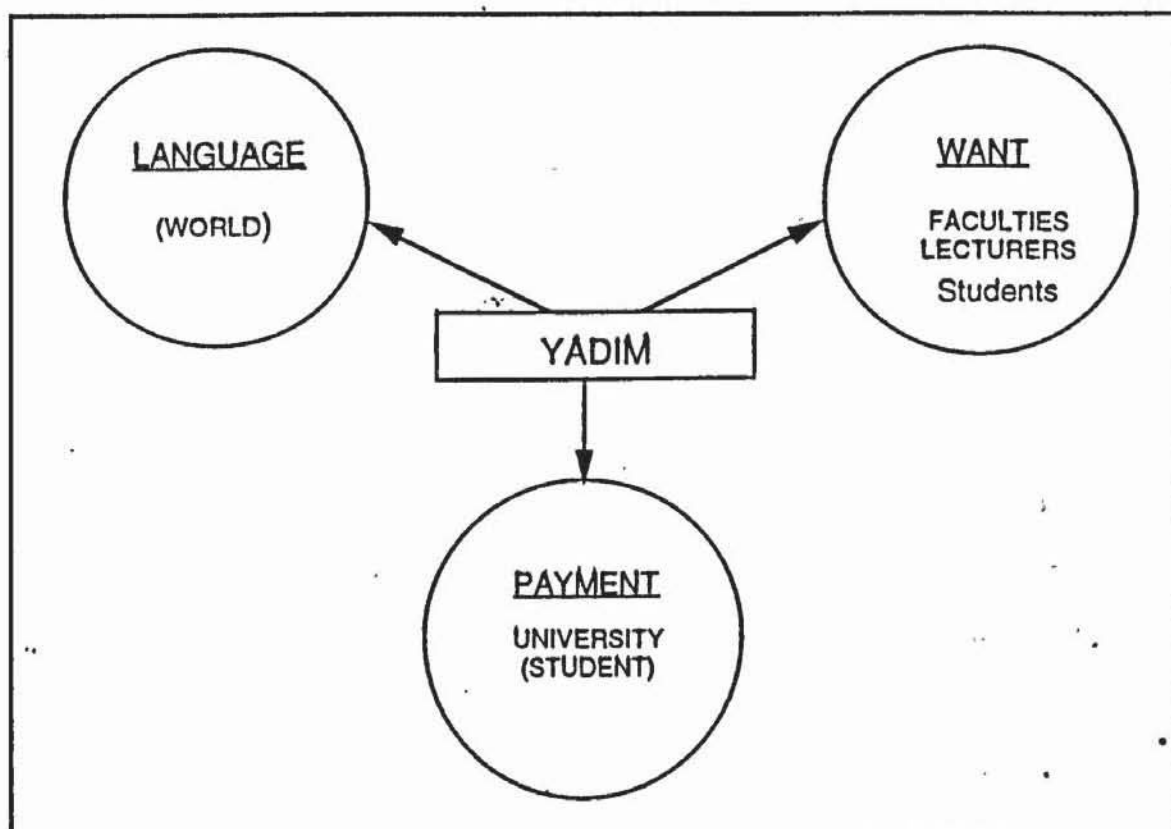


Figure III. 2. The "Customers" of YADIM

first time YADIM invited the higher management of the university, and the lecturers who have been teaching their courses in English for a meeting. At this meeting, YADIM's perception of Language Learning and the functioning of YADIM was explained to the guests by the Board Members. The Director announced that we would like to call them the customers since we are a servicing department. Every speaker has focused on this idea and stated how often they would see us to helping us give the service, ie. preparing the students to their faculties.

This meeting was the result of a 6 months study of how we would be working in an organizational respect and in which way we would be doing the research required for more effective learning and teaching for the students in different faculties. The meeting was well received and the faculties specified their pleasure about this approach, though quite a high number of lecturers did not attend the meeting.

But for this study, the determination of the *internal customers* was also crucial. So the implementor specified the following figure (III.3), to represent the chain of customers in YADIM. As you can see in the chart every larger layer represents the next customer ie. the receiver of the service while the inner circle represent a manager i.e the one who offers the service. As is seen students are included in these layers though there is a discussion in the literature whether students could be customers or not (Kohn, 1993; Bradley, 1993; Barnett, 1992) taken for granted that students are not products at all in any means. According to the researcher, the students were certainly customers and

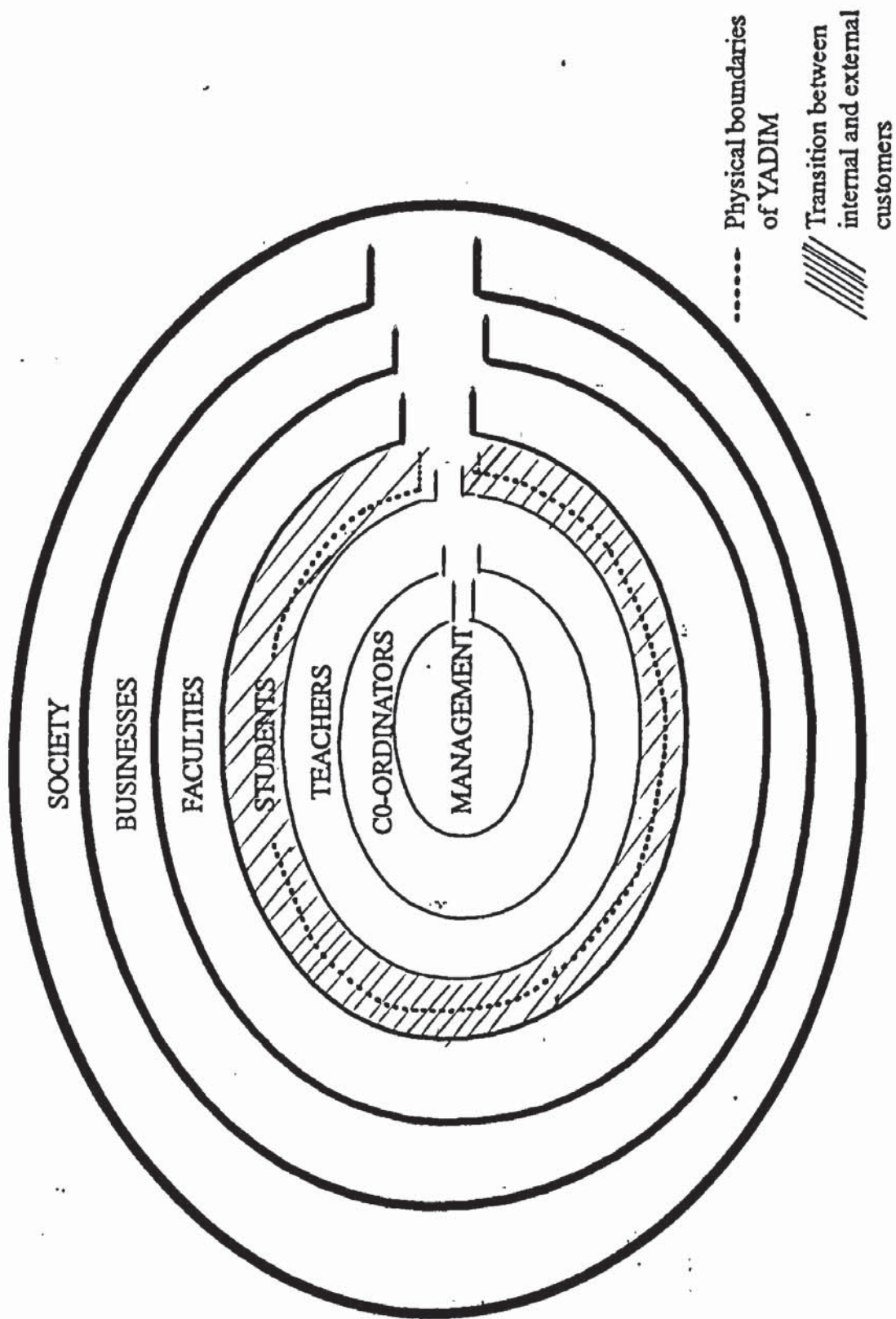


FIGURE III.3 - PRESENTATION OF THE LAYERS OF CUSTOMERS OF YADIM

processors but their processors' role in this contexts put them in a position of front line manager in a shop because during the learning process they have to be selective and demanding to be able to cope with the next customer, i.e their departments.

III.D.3.d. CHANGE IN ORGANIZATIONAL STRUCTURE

The main task for this area is actually what Beer (1975) proposed above. Everybody in YADIM was in a situation to realise that the task for the new world was the need to manage complexity and the tool for handling the complexity is organization.

Following the transition year, during the 1991-1992 academic year YADIM as an organization can be represented as in the chart (see Figure III. 4) During 1991-1992 there were five layers of different roles. Director, assistant directors, coordinators (level and area) who were appointed by the Board, team leaders who were chosen from among the groups working on the specific teaching areas such as listening, reading of the syllabus group, and teachers. The administration worked in close contact with level coordinators. The flow and the transfer of information were as follows:

1. Each level coordinator meets with the teachers who were teaching at that level on every Monday.
2. Each team leader representing the teaching areas meets with the teachers who were teaching their area on every Tuesday.
3. The coordinators, team leaders and two assistant directors have meetings called the Operational Board. These meetings were quite formal and the members became the chairperson and the secretary in turn.

The only difference from the transition year was the creation of the Operational Board which met every week to

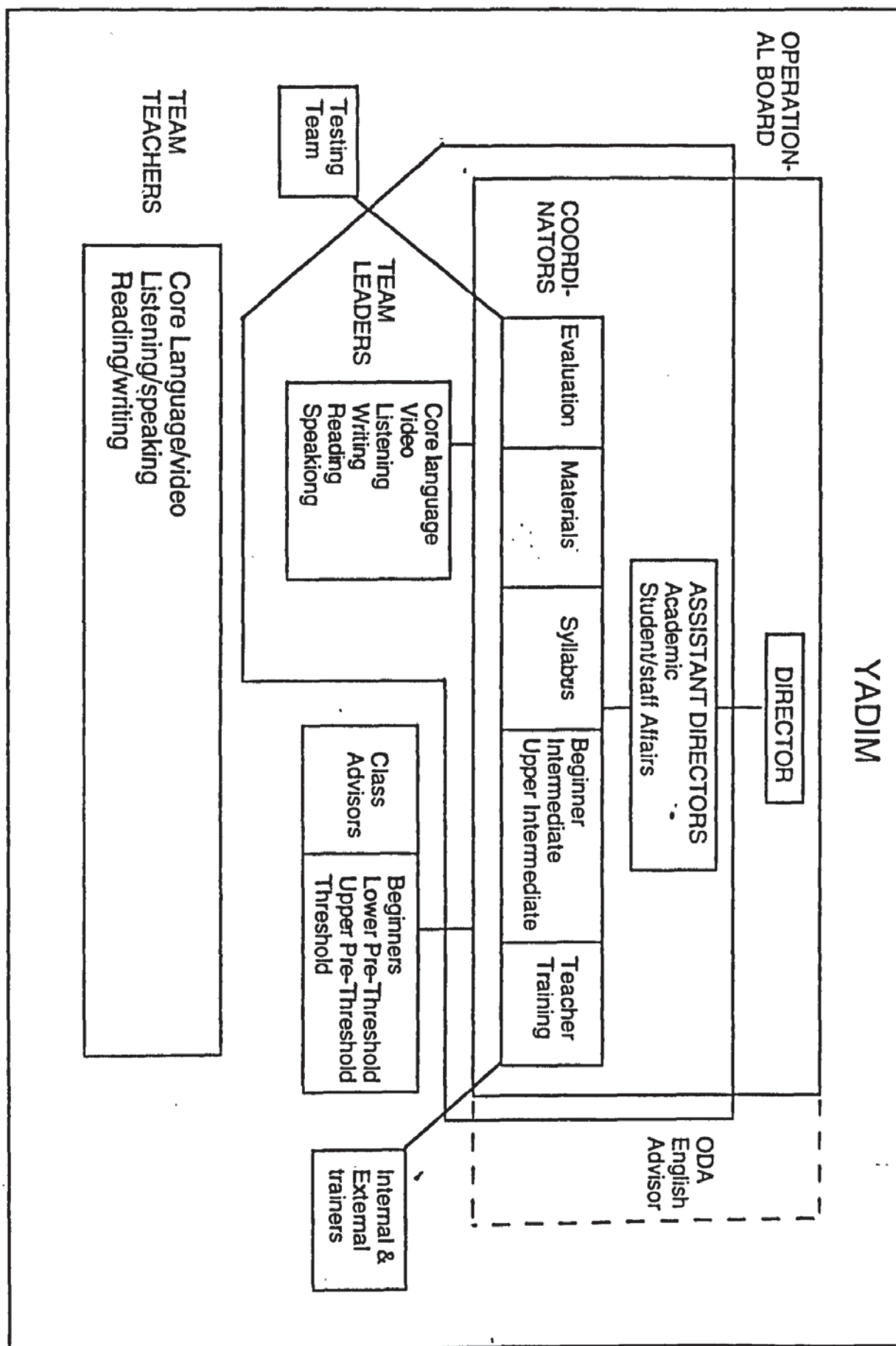


Figure III.4. Previous Organizational Chart of YADIM

provide information for the Board. Within this structure, the level coordinators and the team leaders were appointed by the administration. During the year, the administration had to hold general meetings since the main problem reported by the level coordinators was the fact that the teachers were failing to attend meetings, and were lacking in information. The following reasons were specified by the implementor during the year:

- At the initial stage the team leaders, who were the representative of each teaching area and the members of the Syllabus group, were assigned to produce, distribute and evaluate teaching materials to compile a book by the end of the year. However, besides some physical problems the teachers did not join the meetings and provide feedback. So the team leaders could not give feedback to the Level Coordinators and the Operational Board.
- The team leaders did not know enough about what their job involved
- The level coordinators did not understand the mission of the team leaders
- The teachers did not accept the idea of having the level coordinators and the team leaders as their superior since they also had the same rank.
- Though many problems were supposed to be solved at the meetings or just after the meetings, the problems were not. The teachers ended up in the administrators' offices stating their problems.
- Moreover the teachers found the level coordinators bossy and unhelpful with regard to their problems
- Teachers complained about the number and the frequency of the meetings.
- Since the main objectives of the responsibility posts and all the meetings were not specifically stated the relationship between the level coordinators and the management was not satisfactory
- Though everybody was complaining about everything, and though there was a tension, nobody brought any suggestions.
- Though the chart was very hierarchical, the interaction among people and levels were not represented in that structure (Hergüner, 1992a).

Before the 1992-1993 academic year started, some elements, that were not functioning the previous year, were suggested for change to the Board by the researcher. These were:

- no longer having team leaders in the sense in 1991-1992
- having monthly staff meetings with the director
- creating small groups as the basis of a flat and learning organization. These small groups originated from the idea of QC, though they were working groups (Katzenbach and Smith, 1993) with the following aims:

- to enable teachers to negotiate their timetables within the stated limits

- to have teachers get together in smaller groups to discuss the problems of the students in their classroom.

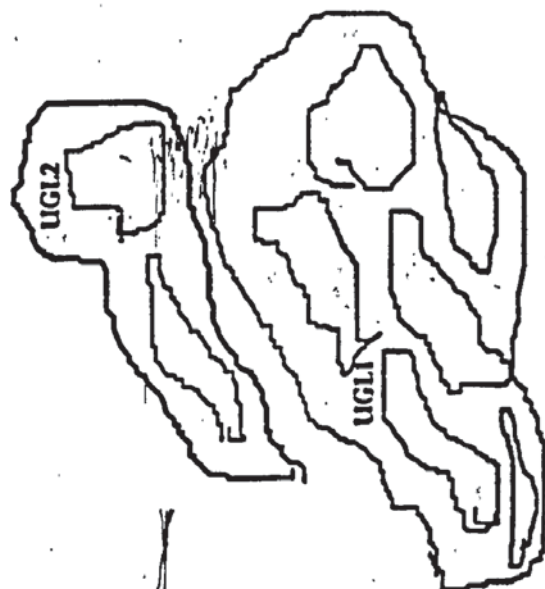
- to enable the teachers and coordinators to see the parallelism or diversity among the courses related to the levels of the students when the feedback is discussed in general meetings.

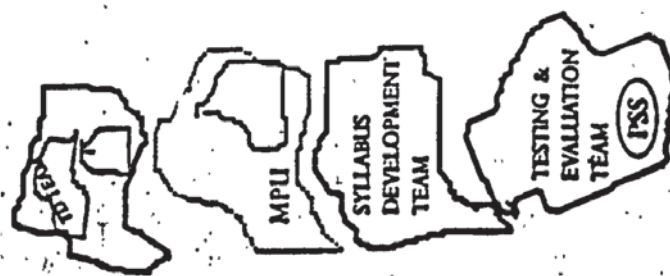
- to evaluate the materials in use.

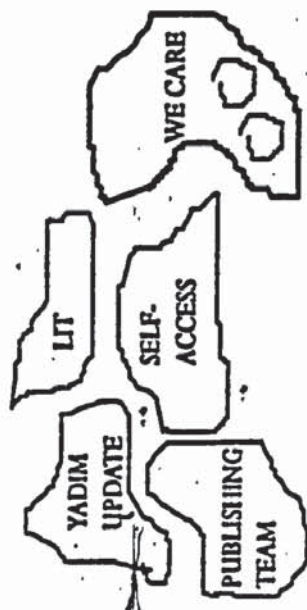
The structure of the small groups was arranged according to teaching area. The combination and the number of hours of a week had to be considered very carefully in order to enable the teachers to get together. The changes in the organizational structure are represented in a vertical chart.(Figure III. 5) As Handy (1994) suggested the disappearing middle in organization represents organizing work around processes rather than functions, flattening the hierarchy by minimizing non-value-added activities and making teams but not individuals, the principal building blocks of organizations. The chart represents the organization as an open organization, specifying the possibilities for change and developing into a new organization. There were no arrows or communication channels

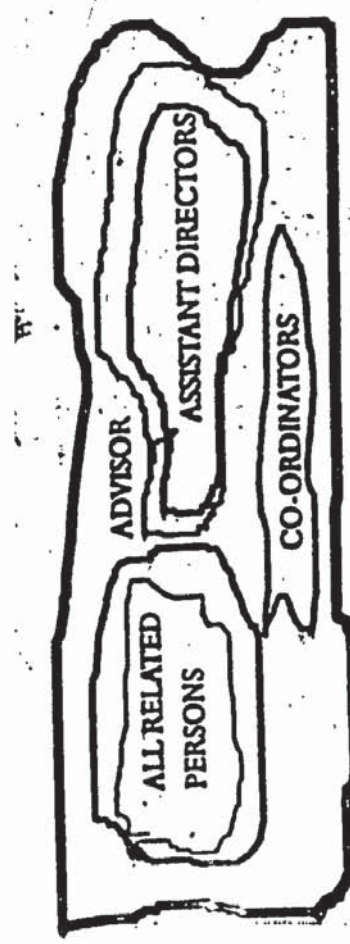


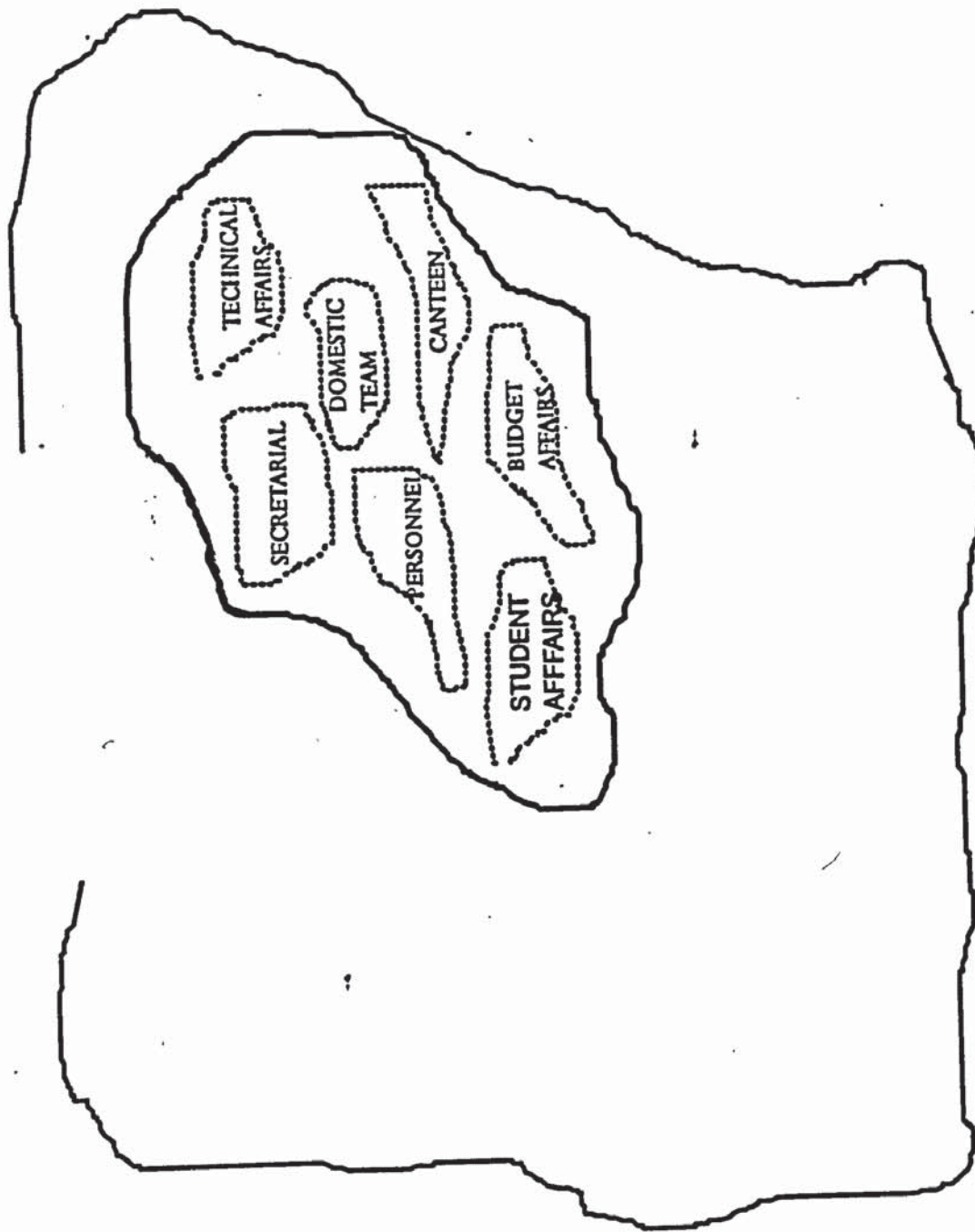
FIGURE III.5 - PRESENT REPRESENTATION OF THE ORGANISATION OF YADIM











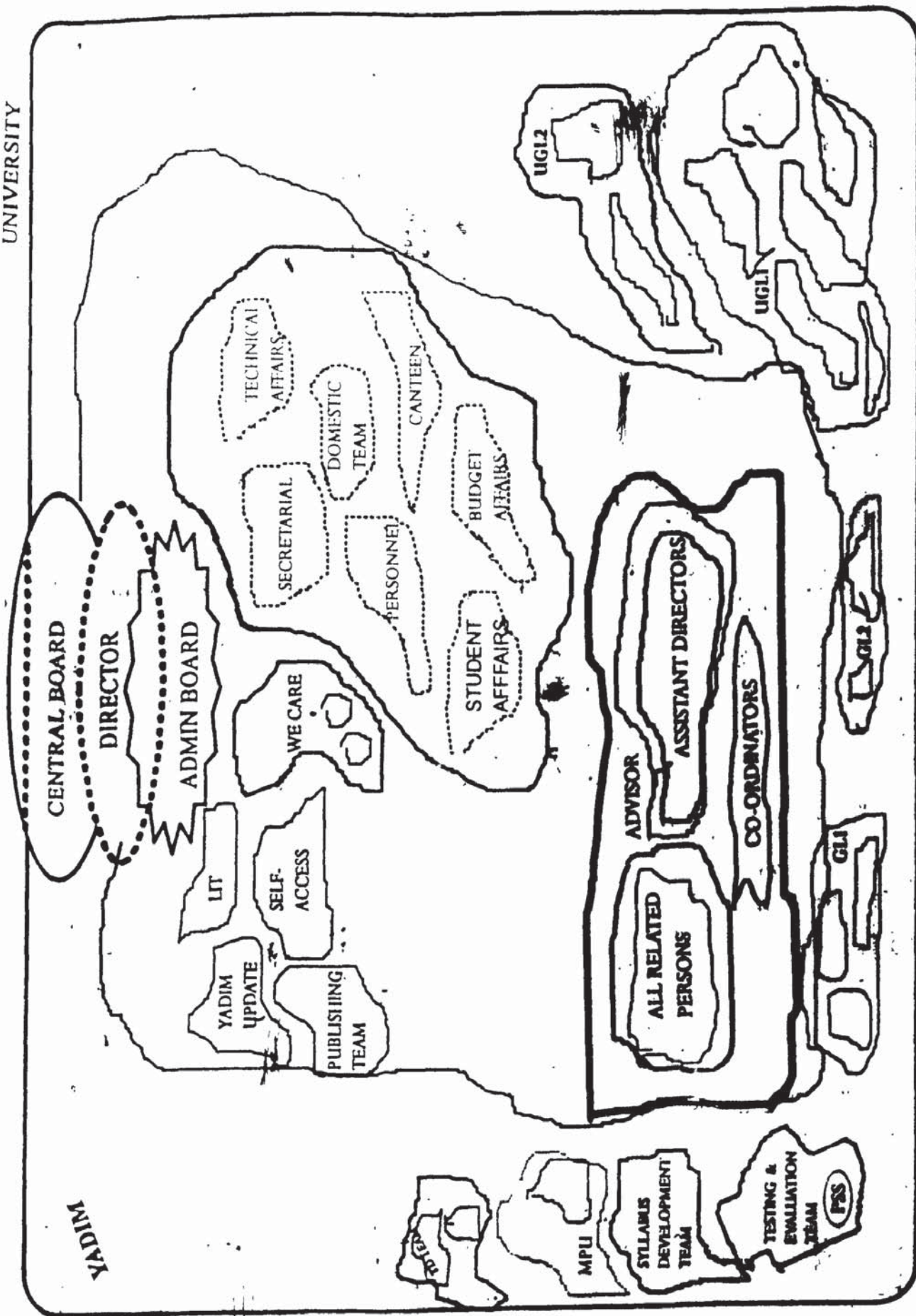


FIGURE M.5 - PRESENT REPRESENTATION OF THE ORGANISATION OF YADIM

since there could be no limits on people's interaction within and outside the school.

The flow and transfer of information was in the following ways:

1. The small groups (ie Core language, Reading/Writing and Listening/Speaking teachers of the same classes - generally 5 or 6 people) meet once in a week.
2. Each small group has to give a written report on the problems and suggested solution to their level coordinators.
3. The level and the area coordinators and the assistant directors meet once a fortnight.
4. The level coordinators had to read and evaluate the reports and solve the problems related with the area coordinators and bring the issues related to the Boards to the assistant directors
5. The problems needing discussion were to be brought to the fortnightly meeting

Though this system seemed to be perceived by the teachers as better than the first system, the problems that occurred were:

- Though the aim was to make everybody take part in the decision making and the problem solving process, training could not be provided and it took everybody a long time to get used to the new situation
- There was no specific feedback mechanism and the level coordinators did not bother to inform teachers for the next meetings
- Though teachers were expected to know and understand these procedures, they tended to follow their old habits or forgot what they should do
- Again there were some teachers who were not attending the meetings
- There was a lack of information flow from teachers to administration
- The teachers still did not accept the function of the level coordinators
- Though there were no problems reported to the Operational Board, the teachers and students brought many complaints to the offices
- Some teachers even asked whether the system would change or not in the following year for the reason that their problems were not solved within this structure.

Towards the end of 1992-1993 academic year, and during the summer, the implementor improved the system in the following way:

- There were no level coordinators
- There were small groups within the same structure and aim
- The small groups had to give their written reports to the academic assistant director every Friday, latest at lunch time
- Each member of every small group has to be the representative of the group in turns. The representative's duty for that week was to attend the Monday meeting with the assistant director and discuss the agenda and the forms for the reports. That representative had also written the report and handed it in to the assistant director by indicating the next representative
- Duties in turn made the teachers be both be the secretary and the chairperson for the group
- Monday meetings were aimed as training meetings since the assistant director had a hidden agenda for the training aims she specified for those meetings

The observed and empirical (Özdemir, 1994) outcome of this system seems to be working, which is why it was decided to adopt it, but with improvements within the processes of each step, ie the betterment of small group meetings, changes in the forms, etc.

This system is also supported with different means by support teams, manuals, workshops in other areas. The events described and to be described for the 1993-1994 academic year were designed within this context.

III.D.3.e.TEAM ORIENTATION

Teamwork is one of the key themes of TQM and in TQM literature, almost every book has at least a chapter on

teamwork and its effectiveness and the periodicals dedicated special issues on teamwork and the related areas apart from the general literature on teamwork since Belbin's (1981) identification of team roles. In Katzenbach and Smith (1993) opinion, it is necessary to differentiate teams from working groups. As a result of a study they carried out, they state that teams and working groups are not the same and show the difference as in Table III.3

They define teams as

... a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable(112).

and working groups as

... groups [that] come together to share information, perspectives, and insights; to make decisions to help each person do his/her job better; and to reinforce individual performance standards.

TABLE III.3. Not all groups are teams: how to tell the difference (Katzenbach and Smith, 1993;113)

WORKING GROUPS	TEAM
strong, clearly focused leader	shared leadership roles
individual accountability	individual and mutual accountability
the group's purpose is the same as the broader organizational mission	specific team purpose that the team itself delivers
individual work products	collective work products
runs efficient meetings	encourages open-ended discussions and active problem solving meetings
measures its effectiveness indirectly by its influence on others *eg financial performance of the business	measures performance directly by assessing collective work products
discusses, decides and delegates	discusses, decides and does real work together

The formation of the working groups and teams in YADIM was explored with the knowledge of this distinction, though the inspirations and starting points might seem different.

III.D.3.e.1. Formation of the Working Groups

Though Katzenbach and Smith (1993) stated that the entire work force of any large and complex organization is never a team, and this is often the cliché (112) in organizations, nevertheless teamwork is an essential component of the implementation of TQM for it builds up trust, improves communications and develops interdependence (Oakland, 1989). For this reason the implementor decided to create working groups for the teachers in order to make them to get out of their isolated cells since they were used to working on their own. Moreover, the implementor did believe that the workshops and sessions aiming to teach or involve the teachers to use teamwork or more effective ways were useless because it was difficult to turn knowledge in behaviour.

III.D.3.e.2. Formation of Quality Improvement Teams (QIT)

There are essentially two types of teams associated with quality management; QIT and QC (Oakland, 1989; Imai, 1986). While QC are volunteer teams that work on improvement of any process; a QIT is a group of people with the appropriate knowledge, skills, and experience who are brought together by management specifically to tackle and solve a particular problem or the definition of processes. These teams are usually on a project basis, cross-functional and often multidisciplinary (Oakland, 1989; Everard and Morris, 1990).

The QIT were set up by the initiatives of the management. All teams started with specific tasks set in front of them and in an atmosphere of challenge. TQM training was not carried out officially though the leaders had separate training sessions with the assistant director.

In 1992-1993 the TESTING team and the PSS (Participation Scoring System) as sub-teams were initiated. Following those WE CARE and LIT (Library Improvement Team) teams were initiated. Later in 1993-1994 academic year, a sub-team of Testing Team called the Oral Group for improving the speaking component, including more teachers, and a team for Self-Access Room were introduced. And at the very beginning of 1994-1995 academic year, a sub-team of We Care called Greko for dealing with environmental affairs has emerged. All these teams were set up in the areas that most common problems were raised by the teachers and the students.

III.D.3.e.3. Testing Team: As a result of numerous complaints about the tests ranging from content to implementation, it was decided to form a committee to develop a system for testing and its implementation. During the process of setting up this system, the problems (See Figure III.6) were specified. The system set up for the examinations were presented to the teachers for discussion and the acceptance of the proposals made up the procedures (see appendix III.1) for forming the committee; preparation, implementation and marking of the tests, which have made life easier.

After the procedures were set up and the system started working, the Testing Committee worked to improve the processes, since there were some problems, especially in the

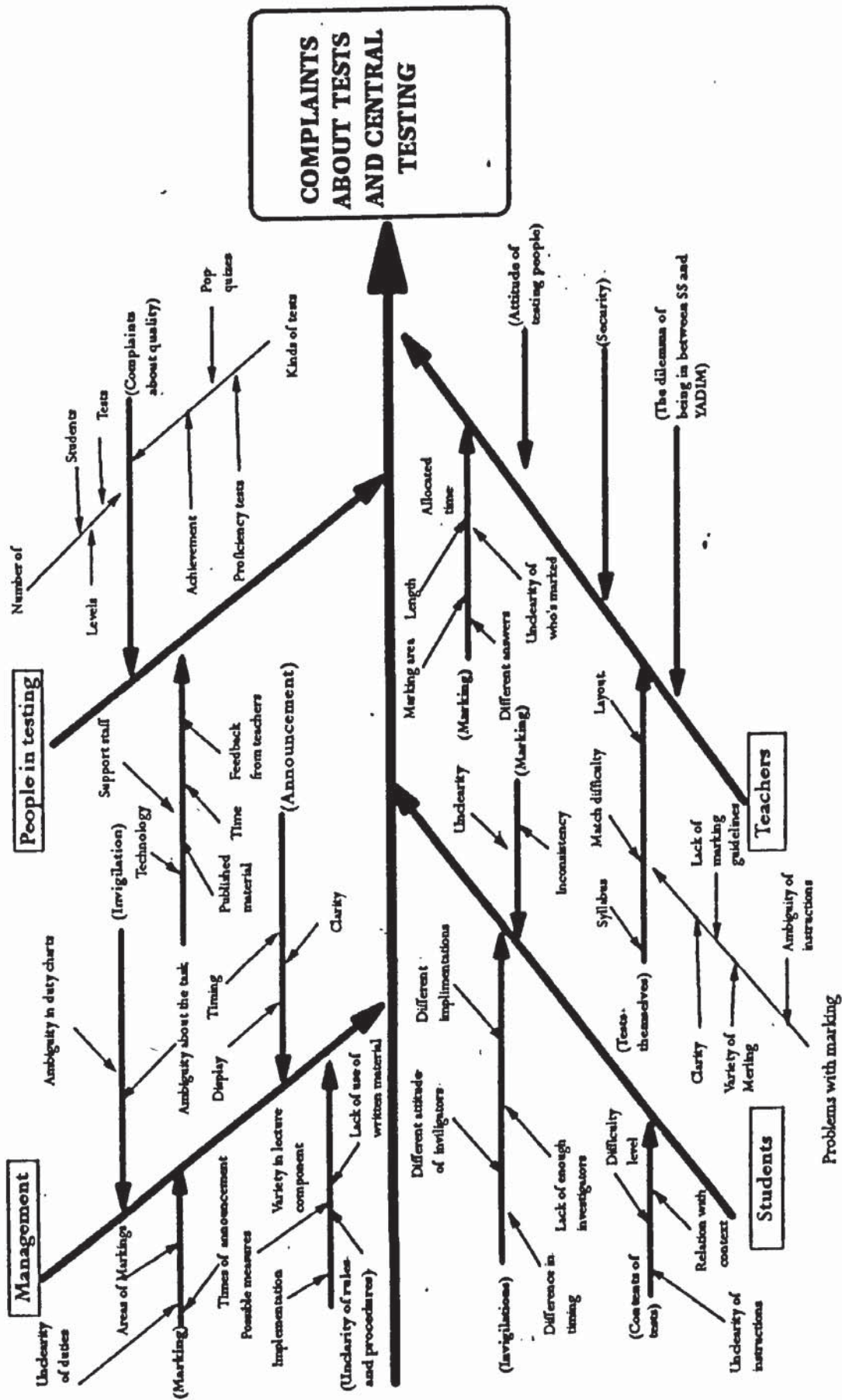


FIGURE III.6 - SOURCES OF COMPLAINTS ABOUT TESTING

marking area. At the end of 1993-1994 term another team contributing to the Testing team formed up. It was the team for the Speaking Component in the Proficiency Exam since there were still some problems and the group has continued its work since.

III.D.3.e.3.(a).Participation Scoring System (PSS): At the beginning of the 1992-1993 academic year, the teachers were introduced to a continuous assessment system which replaced a part of the examination system. Though it was accepted by the majority of the votes in a meeting, the problems and the uneasiness about the situation was discussed at the end of the academic year. After heated discussions, the teachers decided to vote whether to continue to have the PSS or not. Having decided to have the continuous assessment system, a team of teachers were assigned by the teachers in the same meeting to modify the procedures and the invalid points. They have also worked on the processes about the system depending on the problems experienced during the year.

III.D.3.e.4.We Care: One of the biggest problems of YADIM generally experienced at the beginning of the academic year was when all of the students arrived on the same day without knowing which exam to take, where to go and what to do since there is no induction programme in the university. Generally students tried to find out the answers to their questions in different ways and ended up in talking to people who did not know anything about the specific problem or came and managed to talk to the assistant directors to find out the answers of some simple questions such as the time of the proficiency examination. This sometimes created difficulties in those

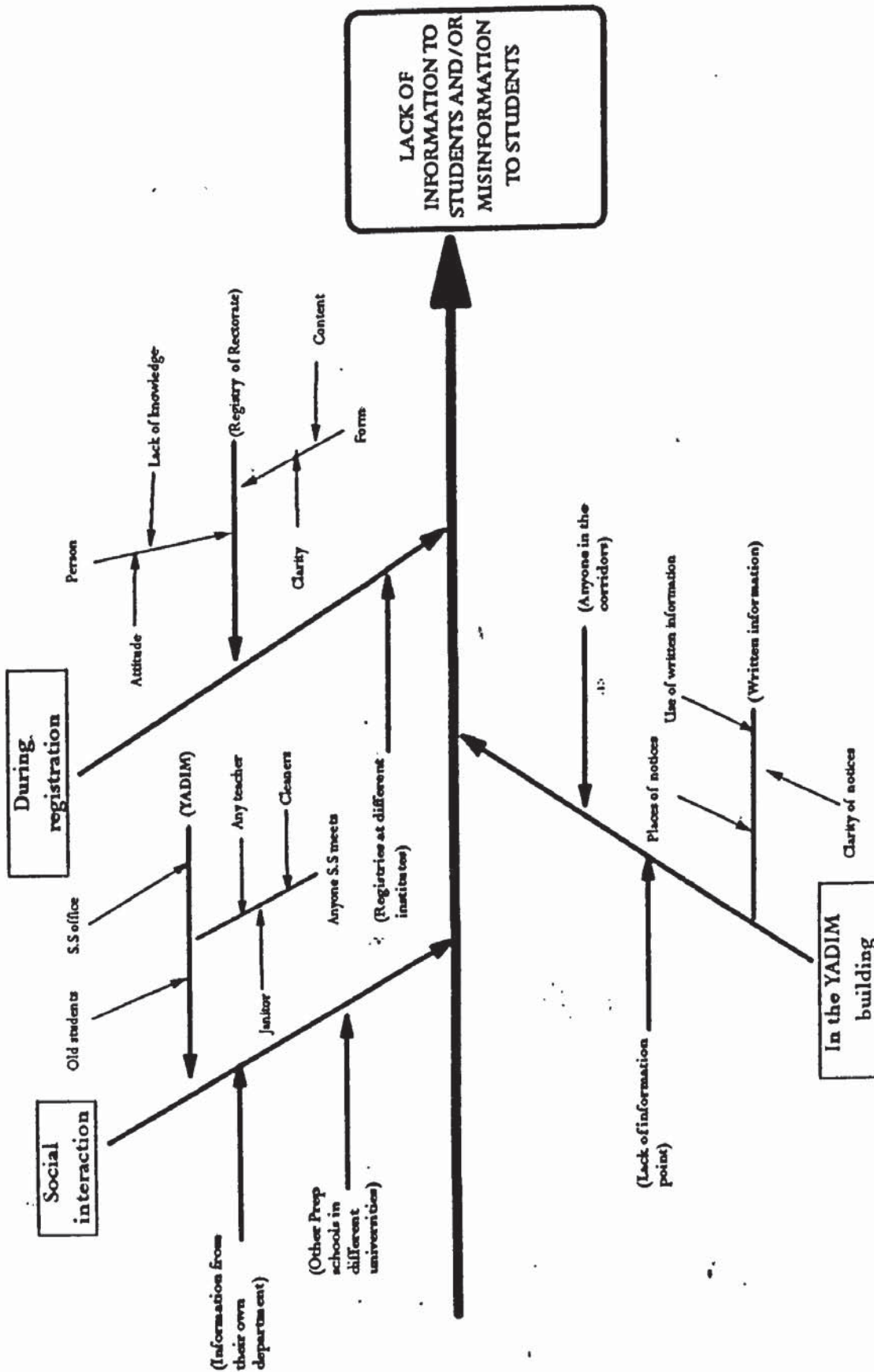


FIGURE III.7-SOURCES OF PROBLEMS RELATED TO ACCURATE INFORMATION FOR NEW STUDENTS

offices. Before the beginning of 1993-1994, also before the development sessions (see below) a group of 15 teachers who were believed to be semi-volunteers were called together in order to work on the awareness of the students though the actual work at the beginning was meeting and informing the students. At the very beginning they were supervised by the assistant director to work like a quality improvement team though they were not told this at the beginning. This team was basically thought to make both the management's and the students' life easier when starting at the Centre, especially during the proficiency and the placement test periods. The team worked to find out the sources of the problems, and presented them in a fishbone diagram (See figure III.7). The contribution of the team between 15th September and 8th October was incredible. Both the management and the team would like to carry on working on similar problems of the students during the year, by extending their area of work which was a part of their process and decreasing the number of participants. Almost all the underlying aims of the assistant director i.e. the researcher, were achieved by this group. The fishbones created for the problems helped them identify the problems and solve them. They also developed procedures for themselves (see appendix III.2)

The major aims of the team turned out to be helping the students both financially and socially. The members listened to the problems of the students and suggested solutions or found ways to help them.

III.D.3.e.5.LIT (Library Improvement Team): Another main problem since YADIM started to function was YADIM Library. There was only one librarian and he was the third one whom we have been working with. 900 students and 70 teachers are continuously using the library and everybody has had complaints about it (see Figure III.8). Four teachers who were observed to be very keen on reading and using different libraries, which is rare in the Turkish context, were chosen to start up a project by determining the graded readers to be bought for the students and engaged in dealing with many problems of the library such as organizing the library, making it easy-to-use both for students and teachers, encouraging students to use the library efficiently, and establishing and maintaining an efficient library system at YADIM.

III.D.3.f. STAFF DEVELOPMENT

"[s]uccessful organizations are learning organizations and the potential to learn in all who work therein" (White et.al., 1991).

As explained in the situational background (Chapter II), there were three different groups of teachers in YADIM at the beginning. Inevitably, these teachers came from different organizational cultures because their previous working situations were quite different from each other. The first group was working in different departments of the University not necessarily in coordination, especially professionally. They had been teaching the students of a faculty for four years, based on a framework that was prepared by YÖK. The syllabus, the materials and the assessment were specified, however, by these teachers. The second group was teaching both graduates and undergraduates in

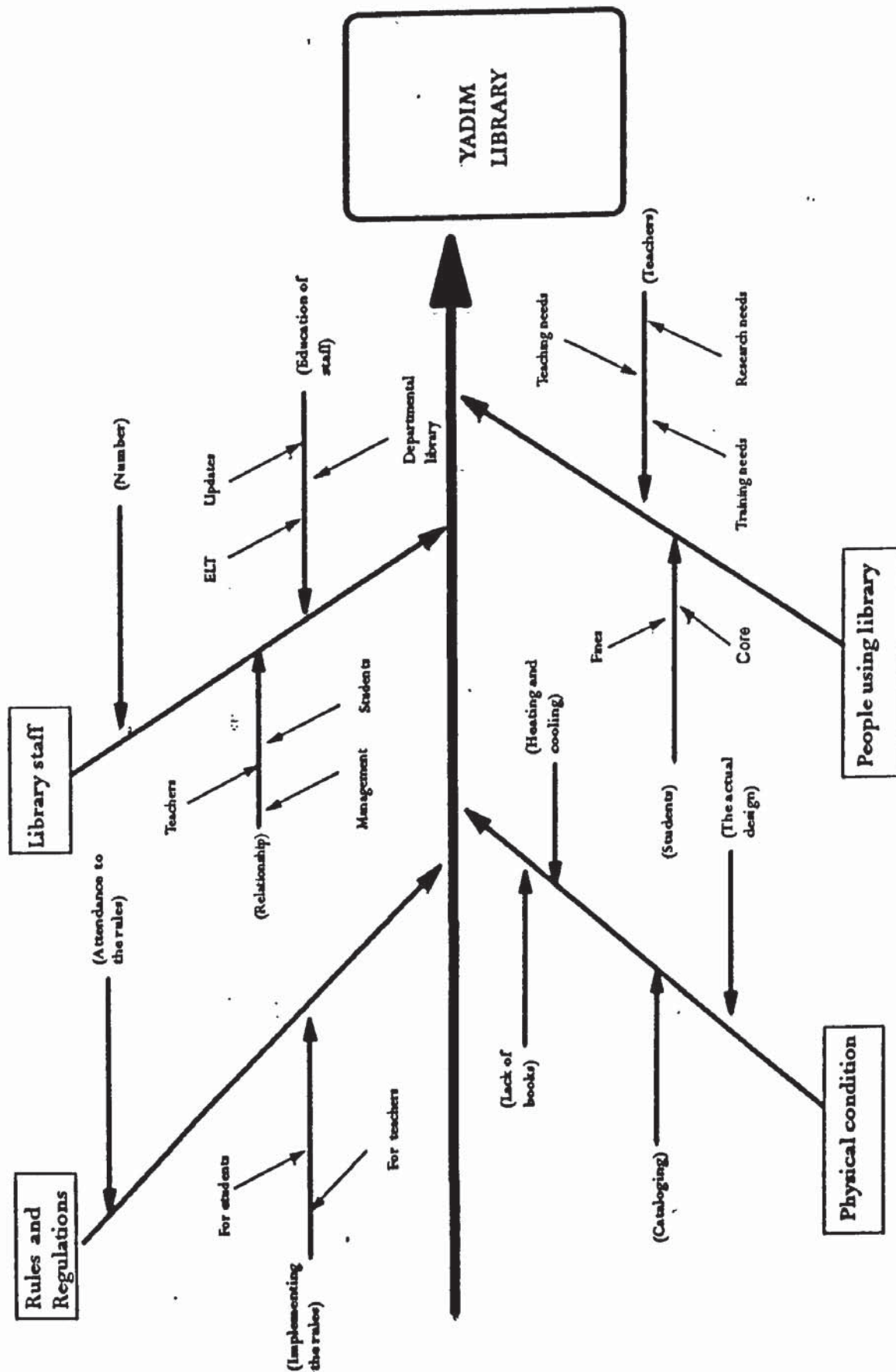


FIGURE III.8 - SOURCES OF PROBLEMS FOR THE LIBRARY

order to bring the students to a level which they could both understand the courses delivered in English and follow the scientific and technological developments through literature and conferences, the same aim as YADIM has now. Relatively speaking, these teachers, both groups, were free to do nothing or a lot. For example, in one case the students might not finish a basic coursebook, in another the teacher could design a very specific course for the specific needs of the students and prepare the materials that enable himself or herself to meet the needs of those students. In both cases, there were no specific systems for monitoring or auditing the quality or the standards of teaching although the different levels of learning were quite common. Within their community, these teachers had only one common professional occasion -the weekly seminars in the department of ELT at the University - to attend. Most of them were not frequently attended. Later, when the Centre was established the seminars were all that represents the previous common collegiality. There is no need to explain anything about the third group. They were the new graduates of different ELT departments in Turkey. So they were exploring teaching and the working life. They had their school concept as a student and certainly carry their concepts to the teaching situation.

Unconventionally- YADIM had a framework for teacher development before it started to function (see figure III.9). As it can be seen from the figure, the scheme consists of transmission and degree courses and weekly get togethers mainly. Basically, as a strategy for implementation, the original scheme provided for covered an external internationally recognized course leading to Certificate for Teachers of English (COTE) for the inexperienced and Diploma (DOTE) for more experienced teachers. There has always been the flexibility given to the

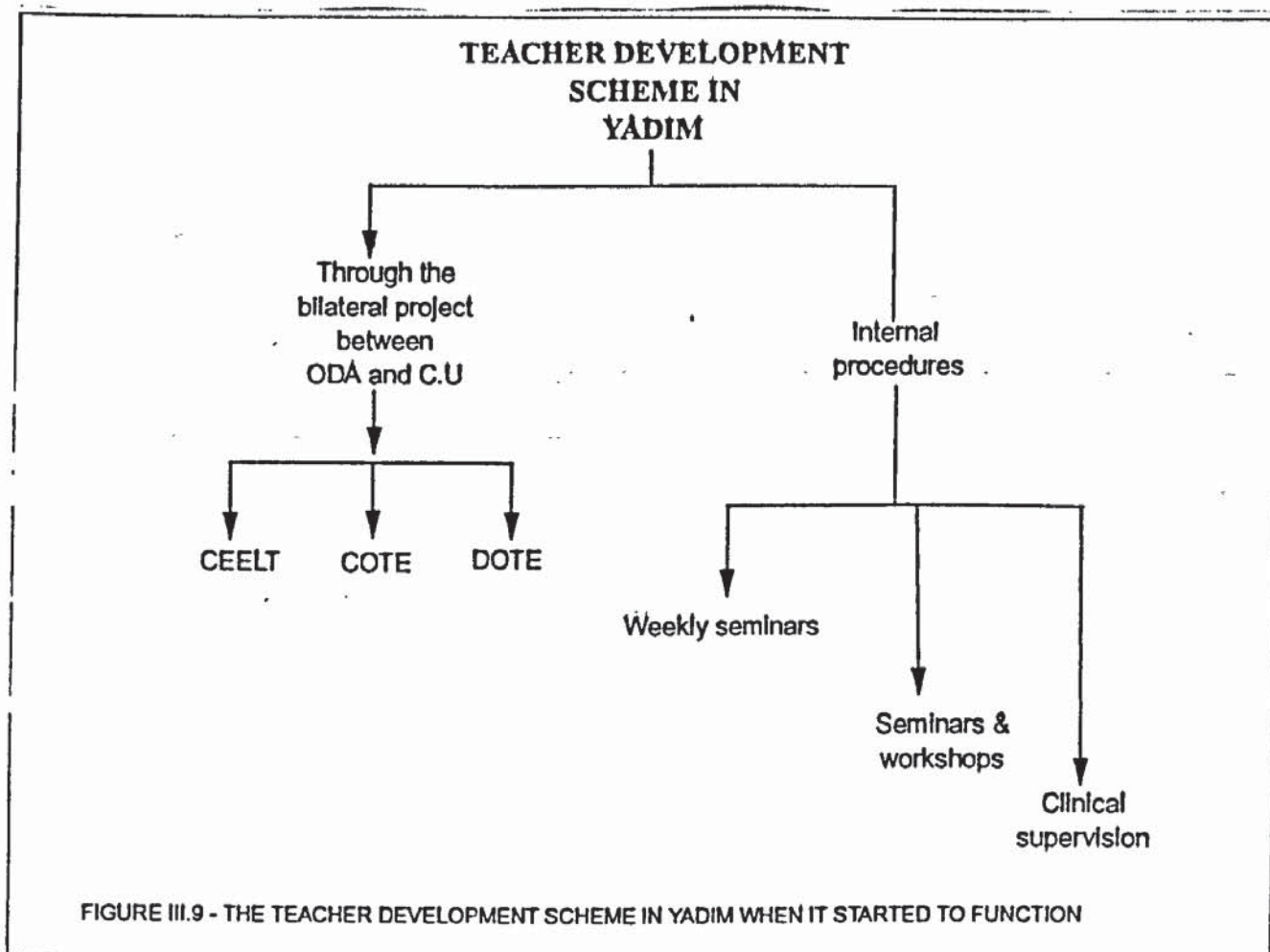


FIGURE III.9. Initial Teacher Development Scheme In YADIM

teachers for undertaking their degree programmes either at the same university or at different universities through sandwich or distance programmes. None of these activities that had been planned for the teacher development scheme covered any direct or indirect managerial training. As the terminology suggests, it was not regarded as staff development (SD). The training needs for the organization were being carried out as on the job training. There was almost no formal training or introduction/induction sessions for the ones who faced change during the first year.

Since the basic framework for professional development could be accepted as the backbone of this institution's development (Bayne-Jardine and Holly, 1994); with the initiation of the TQM

concepts, training emerged as a part of staff development (SD) in three ways as manifested by Fullan (1992;1990):

- a)as a strategy for implementation; that YADIM had with the training courses
- b)as an innovation; that did not exist in YADIM in Fullan's sense
- c)as an institutional development; this was accepted by the researcher as a part of initiating TQM concepts.

The reason for this is that SD as organizational development (OD) raises questions about the collaborative work cultures of schools the role of teachers as professionals continuous staff development improvement as a way of life in schools (ibid). OD is also a

long-range effort to improve on an organization's problem solving and renewal processes, particularly through a more effective and collaborative management of organization culture (Kast & Rosenzweig, 1985 ; 86-87).

and it concerns:

- a)the people in the organisation
- b)what the organisation's and the community's expectations of people are and their response
- c)how the philosophy of management affects the way people work
- d)the organisation as a whole in its wider setting (Everard, 1986; 163)

The researcher accepted OD as a process starting from the establishment. As in any other organizations, in higher education OD is also achieved

with the understanding and commitment of well-trained staff, including administrators, organizing tutors, full-time and part-time teaching staff, and support staff, but without stifling independence and initiative" (Witt, 1992; 5).

Table III.4 -originally developed by White (1991) -below- was accepted as representative of the wider aspects of SD scheme at YADIM and was the aim for though not the aims could not be

achieved because of the resistance teachers showed and the rapidity of changes they had experienced are the previous year. Within this context, the researcher launched the following activities for staff development apart from the existing framework.

TABLE III. 4: Training Needs for Staff (Originally Developed by White, 1991)

STAFF CATEGORY	INDUCTION TRAINING	SOURCE OF INFORMATION
NEW STAFF	Induction Training	job description and persons specifications
	Strategy for Implementation	Transmission courses (COTE, DIPELT)
NEWLY PROMOTED STAFF	Skills Training	job descriptions and person specification
		self assessment and reflection
EXISTING STAFF	Continuous Development	self assessment and self development (degree courses)
		changing needs of the organization
THOSE FACING CHANGE	Training for the Specific Needs	environment including new methods and equipment
		weekly seminars
		clinical supervision
		action research

Although White (1991) has a separate box for those facing change, this is relevant for everybody in YADIM.

In 1991-1992, the development of teachers in responsibility posts that they acquired as result of rapid change were investigated in three different areas as a part of an action

research programme: In their working situation and environment, the newly implemented systems and the difference in their job. The training needs of these teachers, namely team leaders were thought to be fulfilled but the sessions held were informal and there were only two. The idea was having /giving indirect rather than direct training. This present study was a part of a long cycle in which the researcher has been involved and her consequent reflections were used later (See Hergüner, 1992b for details). Since this is a part of the continuous improvement process within the organization, it was necessary to see it as a cycle that would feed the following years. Certainly, this aim was reached and the team leaders' reflections were the first guidelines for the researcher. They basically focused on the necessity of

- sharing responsibility
- involving all teachers in a better working climate
- changing turns in having responsibilities
- clarity of responsibility and accountability areas
- communication for clarification as much as possible for the related parties.

The team leaders also stated that they had learned a lot in order to carry out their responsibilities, and from their reflections the researcher came to the conclusion that brainstorming sessions, -were sorely missed and entirely necessary.

In 1992-1993 the researcher was able to build upon these reflections and initiate better planning for the functioning of the organization and for teacher development. Also with the initiation of small groups, the teachers were given more responsibility for reflecting and providing a feedback loop. The researcher had a long meeting with each small group at the beginning of the term. She aimed at describing how the

organization will function, and how the teachers would be involved in it through the year according to the organizational processes. She was aware that more had to be done but the teachers' pamphlet was not ready and she seemed not to know the causes of the common variables. Apart from the main TD framework, the TD coordinator and the assistant director held one-to-one meetings with the teachers concerning the results of the SS' questionnaires. These sessions also helped the researcher to find out the causes of common variations. During this year, more importance was attached to the general meetings, focusing on the feedback of students and teachers themselves that aimed awareness also (see appendix III.3 for the content of the meetings), improvement plans and until March, teachers and the director met once on every first Monday of a month, at lunchtime. During the year, the lacking areas that the teachers and the organization need, became apparent, that is the lack of staff development. This lack was also specified during the interviews and the 'alternative mornings' (see chapter IV).

The researcher decided to plan activities that improve staff within their organizational activities. She prepared the plan on a study trip away from the actual field in 1993. The results of all the qualitative and quantitative devices were used to develop the implementation plan. Initially, this was planned to last from 12 to 18 months starting in 1993-1994 academic year and to be launched for the teachers before the term and for the students at the beginning of the term. The plan mainly aimed at staff development the following way:

1. For more effective daily management:

- providing better manuals
- better planning of the year
- informing the teachers well
- informing the students

2. Fortnightly get together with the academic staff for:

WEEK1: Teachers' place in the department, importance of their work to the total organization, YADIM's place in the university

WEEK2: Overcoming barriers that affect teachers' effectiveness. How they could help the organization to change to increase their effectiveness.

WEEK3: Active Listening, reflecting, managing time.

WEEK4: Organisational goals vs individual goals

WEEK5: Commitment

WEEK6: Thinking in different ways

3. Plans for support staff

4. Plans for students

In the original plan, this ranking did not imply that these will be implemented one after another. The whole range of activities would cover training of teachers in TQM concepts, the application of these concepts and the feedback. The teachers would be involved in projects so that they could have tangible results and would be getting used to working towards objectives during the course of their work.

In parallel with these implementation phases the researcher would also monitor progress and test out the measuring techniques.

Certainly, as one can guess, this plan could not be implemented in this version because of the following reasons:

--its artificiality because YADIM had to be working as a part of the university

--the necessity to integrate the whole training programme into the infrastructure of the system, which helped the implementation process.

--Teachers' attitude towards training sessions;

--The reality of working both as researcher and the assistant director

--Possibility of staff feeling themselves as guinea-pigs.

--The scope of the plan

These led the researcher to change the plan by redesigning the organizational structure and integrating the plan within the infrastructure as was explained in chapter III.D.3.d

Eventually, at the beginning of 1993-1994 and throughout the year, the following was achieved:

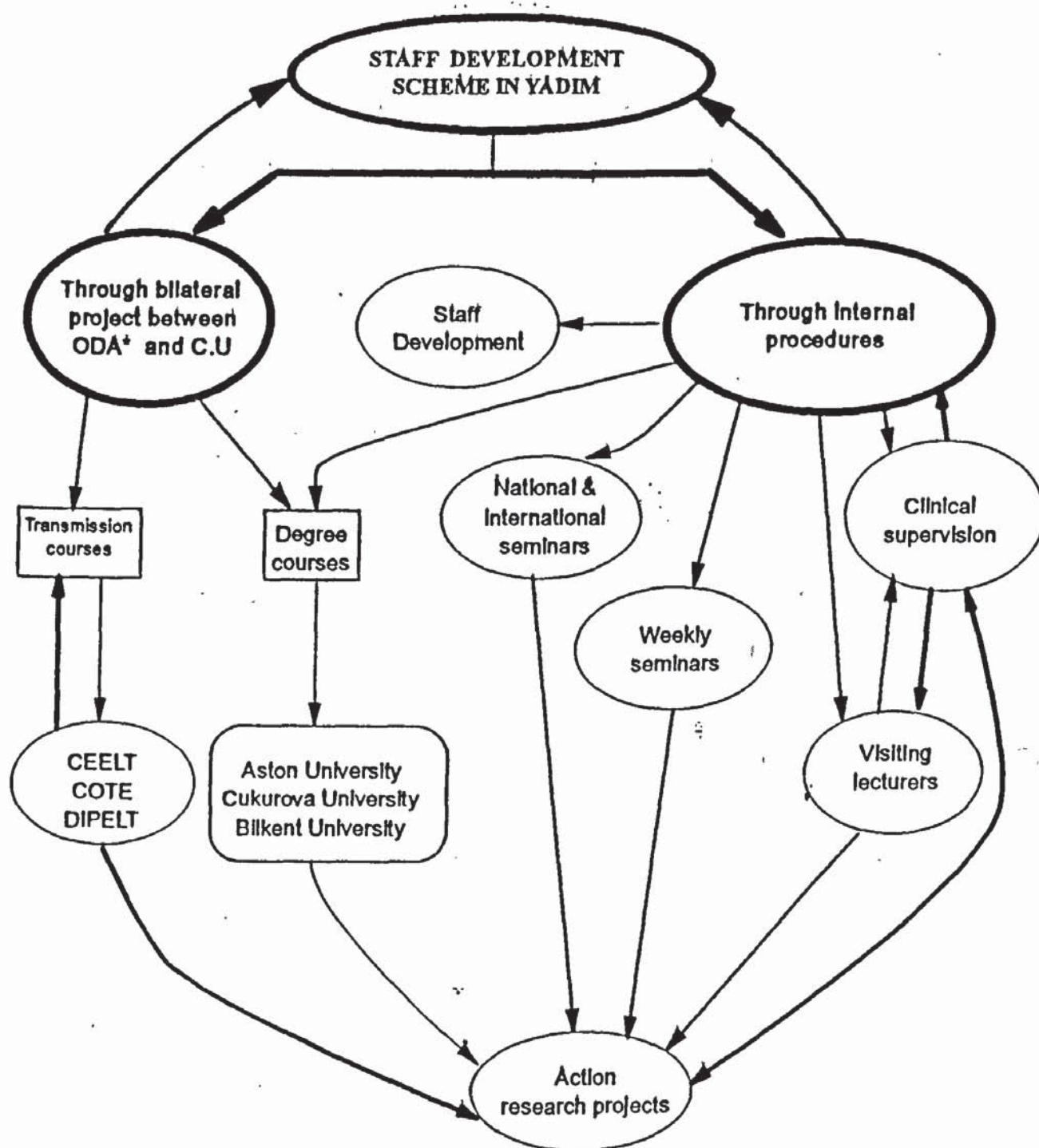
At the beginning of the term, a week-long orientation programme was implemented for the whole staff two weeks before the term started. All teachers were invited to the Opening Meeting and the weekly programme was introduced in that meeting. With the support of the director, though the time period corresponded with the term break, no teachers were allowed to be away for that week (See appendix III.4 for detailed programme and activities).

When the fundamental issues were established during that week, the researcher presented specific skills related with organization and holding meetings during the weekly meetings with teachers consequently. In the long run, the feedback she received was increased and the quality of the reports were improved. This initiative went hand in hand with the new organizational design. In other words, teachers were not put into a situation of attending staff development sessions apart from the initiation week, which finished with a reflection session. At the end of 1993-1994 academic year, the staff development scheme in YADIM was represented in Figure III.10.

III.D.3.g.CONTINUOUS FEEDBACK

Feedback was basically from two sources but by means of different devices, apart from the informal feedback received from the faculties, institutes and higher management. The two sources are students and teachers.

Students were given questionnaires and kept diaries whereas teachers were also given questionnaires, attended alternative



* Overseas Development Agency of U.K.

FIGURE III.10 - STAFF DEVELOPMENT SCHEME IN YADIM IN 1994

meetings, were interviewed and kept diaries. In addition, everything that was happening in the offices, at coffee breaks, the conversations before and after the meetings were tried to be observed, in order to capture the atmosphere.

III.D.3.g.1.Students

During the 1991-1992 academic year, complaints were gathered by means of a short questionnaire given to the students, though it was not evaluated.

In December 1992, there was a chance meeting with the students. A group of students had complaints and wanted to speak to the director. Though they were not organised they had to accept the idea of sending two representatives from each class to a meeting held between the students and management. It was altogether interesting and proved the assumption of this thesis. They raised the issues about the inappropriateness of the placement test, the problems with the monthly tests and pop quizzes, the differences in marking done by different teachers, the promulgations, cleaning problems, the course content, areas they wanted to be taught about and the prices in the canteen, etc.

Just after this meeting, a questionnaire was implemented to the students. The best time was thought to be the end of the first semester in order to find time to deal with any problems.

The questionnaire given to the student consisted of 8 sections covering general organizational and specific classroom aspects. These covered their opinion of:

- themselves about language learning
- teachers who had been teaching to their classes
- the content and the quality of the course material
- testing and evaluation
- management
- library
- self-access room
- any other area they wished to add.

The same questionnaire was implemented to the students in 1993-1994 but only for general organizational aspects (see appendix IV.1).

The most important aspect of this questionnaire in the first year was the feedback meetings held by the teachers. The teacher development coordinator and the academic assistant director, ie the implementor, reflected the feedback of students to each teacher in an appointment and specifically focused on the open ended questions. It took between 40 and 60 minutes for each teacher for the specific information that the students wrote about their teachers between 15th Feb and 15th March 1993. In this Board meeting, since almost all the results were negative, it was proposed that steps should be undertaken to produce improvement and a meeting was suggested with the staff. So, the results for the overall organizational evaluation were presented to the teachers in a general meeting in March 1993.

The agenda of these two meetings was similar. The only change in the content and the structure was according to the functions of the Board and the general informative meeting.

The same questionnaire was implemented in the year 1993-1994 but the results were not presented in the same way since the analysis took a longer time but another phase was implemented. All the open ended questionnaires were evaluated by the teams working on those areas e.g LIT evaluated the open ended section about Library.

At the same time, the diaries of the students were very helpful reflections about the defects and the problems of the organisations observed by the students.

III.D.3.g.2.Teachers

In February and April two different questionnaires were implemented about the teachers' job descriptions; and the

organizations' needs and responsibilities together with the assistant directors' assessment (See appendix IV.2).

In alternative meetings (see chapter 4) teachers could talk about everything, felt more relaxed at the end and provided quite a lot of information for the implementor as did also interviews. The diaries that the teachers kept provided helpful insights for the implementor.

III.D.3.h.APPRAISAL

Though there is no set format for the appraisal of the academic and the administrative staff within YADIM, at the end of 1993-1994 academic year, a meeting was held to recognize the efforts of the teachers' extra curricular activities (see appendix III.5) They were thanked in a representative way. Later, a more formal way set for keeping the records about teachers' academic development and their organizational involvement. The form (see appendix III.5) prepared for this purpose, do not allow self appraisal in TQM sense yet but the researcher believes this would also be achieved in the long run.

CHAPTER.IV.ACTION RESEARCH: MONITORING AND EVALUATING PROCESSES

"Science is a journey and the existing theory is not its destination... In this light, new data are never discomfoting, they never "destroy" existing theory, they expand and improve it".. and I have felt, ..., that I am approaching the world from the very smallest box, which I will open only to find myself in a larger box (Gummeson, 1991)

IV.A.INTRODUCTION

This research is designed in three components which can be seen to be interwoven with each other and interdependent. It would have been impossible to carry out the research without the existence of each. The first component is the acceptance of the dual or triple role of the researcher, the second component is the finding out the real causes of common variations (see glossary) by raising awareness and the third component, replacing the common variation by better planning. These three components of the investigation match the implementation levels of the management project (i.e the implementation of the TQM concepts) which was undertaken by the researcher (See Chapter III). The research itself is designed to map out the developments during this implementation and to specify the changing of the culture which is represented by the teachers' attitude towards management. At the same time the devices used for this specification of the culture change are assessed. Though these were specified at the beginning of the research, the researcher does not feel the need to plan the research procedures step by step because of the naturalistic emphasis of the research. As Walford (1991) states

...scientists now widely recognized that the careful, objective step-by-step model of the research process is actually a fraud and ...[T]he reality is very different... Natural science research is frequently not carefully planned in advance and conducted according to set of procedures, but often centres around compromises, short-cuts, hunches, and serendipitous occurrences (1).

The researcher also could not and did not predict the consequences to be experienced during the course of the research.

The different devices used for the research were based on anecdotal and observational data and the specific situations that the researcher has been in. Employing different methods to generate different types of data, i.e quantitative and qualitative, does not follow the conventional model of using the quantitative method for providing a broad picture of the phenomenon and a qualitative study to cover a more limited area of the same ground in more depth (Mason,1994). Both qualitative and the quantitative devices were used both for the description purposes, i.e the year 1992-1993, and at the same time to explain the findings and processes which lay behind the implementation of change during the research in YADIM. One of the main reasons for that, as Sinclair and Collins (1993) pointed out employee attitude surveys only give partial view of the situation. For this reason, different devices to be explained below were used for different purposes and ethnographic techniques are also used for both specifying the change within the managers and the employees. The culture change measurement devices are Hofstede's (1980) Value Survey Module, Harrison's culture specification device

(Handy, 1986). The management change devices which are used as internal measurement devices - alternative mornings, focus interviews, awareness activities, other teachers' research projects - were used for at least two purposes: to explain the process for the implementation of management change on the one hand and to see the relevance and the applicability of the devices for measuring the culture change.

The data collected comprise qualitative data derived from the deployment of the internal measurement devices through the management project and quantitative data which are the result of the external measurement devices. One of the main reasons for this is that this research is focused on the soft side of TQM and the implementation of a management project based on action research techniques.

Moreover, it was not possible to explain the processes of the implementation project with the quantitative data. At the same time qualitative research methods are associated with naturalistic observation, case studies, ethnography and narrative reports (Wittrock, M, 1986). So in order to describe the change process, diaries, alternative mornings, focus interviews and meetings were considered the most suitable ways of collecting data and these devices were also used for the description of culture change.

The dominant feature of this research was action research, because the action research technique, which is similar to the PDCA Cycle (Plan, Do, Check, Act) in the TQM approach, made the implementation of the management project possible. Moreover, all the devices used in the implementation phase became the bases for decisions towards

processes for the following steps of the implementation period i.e the improvement process. Since the ultimate aim is to create culture change in the school, which TQM requires for success, the different devices were implemented to map the situation before the change process started i.e September 1991, and at the end of 1993-1994 academic year.

The devices used in this study (explained below) were analyzed in the following framework:

At individual level the triangulation of the researcher's, teachers' and students' diaries. The managerial change devices embrace this triangulation while the cultural measurement devices which are externally developed comprise the outer circle of the framework (see figure IV.1)

In short, it could be stated that the micro level of the research is at the action research level for which was designed to eliminate problems in the organization through different projects and at macro level included in finding a way to measure the change.

IV.B.THE RESEARCHER'S ACCEPTANCE OF THE DUAL ROLE

The researcher carried two basic roles for the duration of this study, that is being an academic researcher and a manager. The combination of these two, when it involves intervention into process of decision making, implementation, and change, automatically brings in action research (Gummesson, 1991) into the life of an organization. This has happened in this case also. Gummesson (1991) has specified three challenges for researchers who were involved in the

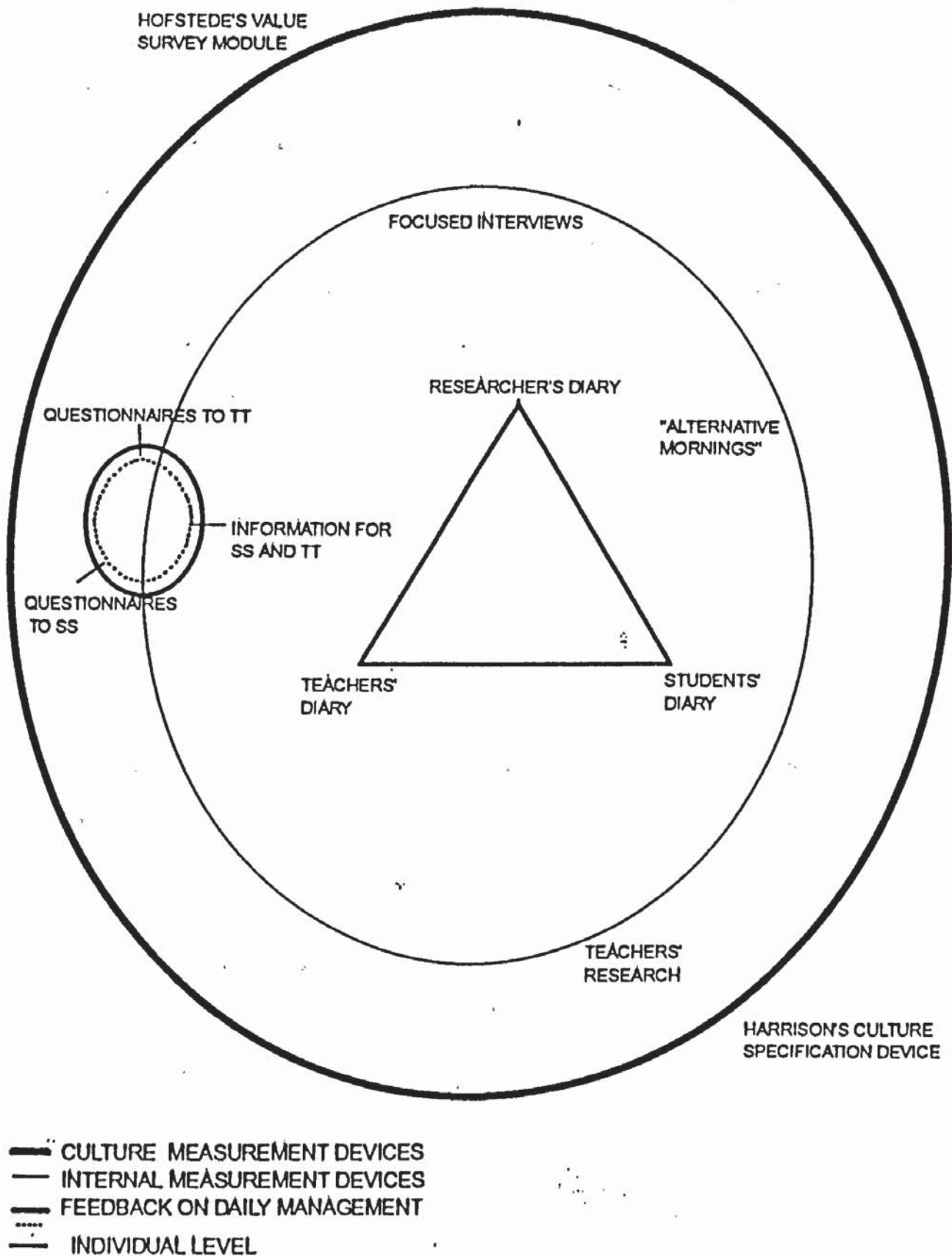


FIGURE 1V.1 - FRAMEWORK FOR RESEARCH METHODS

combination of management consultancy and research. These are access to reality, preunderstanding and understanding, and quality. Since the researcher of this study was not a consultant but was one of the employees in a responsibility post in the organization, acting as a participant observer, access to reality (that is availability of empirical data), was not a concern. According to Gummesson (1991)

preunderstanding refers to people's insights into a specific problem and social environment before they start a research program"[U]nderstanding refers to the insights gained during a program...;[this] in turn acts as preunderstanding before the next task (12).

This is the challenge for the researcher. In order to overcome this challenge, the researcher implemented the PDCA cycle on herself for self improvement. She also had to use this cycle to provide data for the research, to provide a training framework for the development sessions for the management project and as an aid to implementing the continuous improvement philosophy for herself.

The concern of Gummesson (ibid) in the third challenge is quality but he means the difficulty of establishing criteria for good research and good consultancy that would allow the person to get satisfaction from the both. In the same respect the access the quality for this research is open to the criteria to be established for both the research and the management sides.

As the personality of the researcher is also the key research instrument as well as the key element in this management project, her acceptance of the roles and impact on

them reflected on her attitudes and behaviour becomes very important during this research.

The devices she used during this research aimed to reflect and show how she could get along with these two roles. For this reason, she kept a diary. The diary was a part of the triangle in research framework.

At the same time, she had to observe the personal side of the management project i.e. the style change. This was achieved by means of participant observation of the situation and herself, and having the reflections of the teachers either orally or written about specific sessions and implementation procedures. The questionnaires given to students (appendix IV.1) helped to see how the students see the management of the school, and the questionnaires (see appendix IV.2) that were distributed to the teachers for the evaluation of her work performance helped her to change the style and to be aware of the problems experienced by the students and the teachers.

The researcher had also to fulfil more than one role during the management project. She acted as the leader at the beginning of the workshops, but led in the following roles: facilitator, becoming one of the YADIM staff sharing and living the problems, and administrator for the explanation of some matters. She also paid specific attention to her attitude towards everything that might come up (personal/ organizational/ administrative), trying to remain neutral.

IV.C. EXTERNAL MEASUREMENT DEVICES FOR CULTURE CHANGE

IV.C.1. HARRISON'S CULTURE SPECIFICATION DEVICE

Harrison (1987) presents a conceptual framework of four organizational ideologies, which Handy (1985) prefers to name as cultures. These are Power, Role, Task and Person. This set of four ideologies is provided without any reference to the factors that influence the choice or mix of ideologies which is the concern of Handy. In his article, Harrison explores a framework by specifying external viability and internal viability which leads to matrix organizations. According to his argument, a knowledge of the basic ideological differences that underlie external and internal viability helps the resolution of organizational conflicts. Later, on (1987) states that organisations tend to have one dominant cultural orientation, modified by a secondary or "backup" style. These four ideologies are explained operationally as cultures of organizations by Handy (1985; 1981;1990; 1993).

IV.C.1.a.The Power (Club) Culture

Handy associates this with the Greek god Zeus, who is famed for his impulses and the power of his presence. This culture depends on a central power source, with rays of power and influence spreading from that central figure. That is why Handy symbolised it as a spider's web. The power oriented organisations are authoritarian and hierarchical.

In the power organisation; leadership is based on strength, justice and paternalistic benevolence on the part of the leader ... the leader is required to do all knowing as well as all powerful (on, 1987; 6)

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People trust the organisation to take care of them, to be responsive to their needs, and in turn they are responsible; they take care of the organisation. At its best, the support culture can evoke extremely high commitment and loyalty in the service of the group and the organization. (on,1987;7)

This device to specify the cultures mentioned above was first published by on in 1975 and both the model and the questionnaire were revised in 1986 (on, 1987). Unfortunately the revised version of the questionnaire was not obtainable before the starting point of the research and was unavailable at the time for the implementation.

Atkinson (1990), referring to Handy (1980), suggests that the on questionnaire as a diagnostic model is a useful exercise "to take some time off to assess success, the organisation's strengths and weaknesses and take appropriate action" (Atkinson, 1990; 67). We could only expect others to promote TQM if we create the right climate and culture with all of our efforts .

Our questionnaire adapted from Handy's version based on on, is designed to provide ways of analysing and codifying the cultural preferences of the organisation in which the respondents work (appendix IV.3). In the original questionnaire the respondents are asked to show their cultural preferences about themselves and their organisations. Handy suggested this questionnaire be used individually or with a variety of people and with the respondents themselves and in order to see the difference.

Though Handy's description of cultures of organisations were cited very widely by different scholars especially in relation to educational management issues, the researcher

could not trace any reported results. As a result of her consultation to Handy, himself, (personal Correspondence, December, 1994). she found out that such results were only reported in PhD thesis that he could not recall.

IV.C.2.HOFSTEDE'S VALUE SURVEY MODULE

The study carried by Geertz Hofstede (1980), a Dutch sociologist, is accepted as one of the major systematic and monumental studies of work related attitudes identifying cultural differences across of 40 different nations (Pugh, 1993; Handy, 1993).It is

" concerned with questions that can be assumed to represent values -that is , people's more permanent mental programming-that reflect the contribution of the person more than the situation.(Hofstede, 1980;66)."

The study stemmed from the attempts of social scientists to identify what problems were common to all societies , through conceptual reasoning, and reflection upon field experiences, as well as through statistical studies. Inkeles- sociologist and Levinson-a psychologist (1969) specified issues of common basic problems in national cultures worldwide by surveying the literature. These common issues were individual's relation to authority; conception of self and ways of dealing with conflicts. Conception of self, in particular, has:

- a.the relationship between the individual and society and
 - b.the individual's concept of masculinity and femininity
- (Levinson & Inkeles, 1969; Hofstede, 1991).

The study carried out by Hofstede in IBM twenty years later than the Inkeles and Levinson study - have empirical

evidence for the above predicted areas. The statistical analysis of the answers to questions about the values of similar IBM employees in different countries revealed common problems, but with solutions differing from country to country, in the following areas as in Inkeles and Levinson study:

1. Social inequality, the relationship with authority;
2. The relationship between the individual and the group;
3. The concepts of masculinity and femininity: the social implications of having been born as a boy or a girl;
4. Ways of dealing with uncertainty, relating to the control of aggression and expression of emotions. (Hofstede, 1981; 13-14)

The population for the original research were 116,000 employees of a multinational company situated in forty different countries, including Turkey. For this reason the study is also seen as the largest organizationally based study ever to have been carried out (Pugh, 1993). The two questionnaire surveys were staffed entirely by the native employees. Within the sales and service departments all types of employees were surveyed (unskilled workers, professional scientists and top managers, etc.) using the language of each country. The research was explained in a book in 1980 (Hofstede, 1980). The data was actually collected twice, around 1968 and around 1972.

The design of the research aimed to study several factors. Within the general framework, the only difference was the nationalities of the respondents, which makes the effect of nationality differences in their answers stand

out unusually clearly. For classifying cultures by dimensions, an aspect of a culture that can be measured relative to other cultures, the forty cultures are arranged in eight culture areas according to a statistical technique known as "cluster analysis", which forms clusters by putting together cultures which are as alike as possible while being as different as possible from the other groups. This is done entirely on the basis of the answers to the questions on the four work values and the scores on the four dimensions calculated from them. The area names were given after the clusters had emerged from the analysis (Hofstede, 1991). These four areas described below represent the dimensions of cultures. All dimension indexes for the countries were calculated from the mean scores of the standard sample of IBM employees in a country on the questions chosen by Hofstede as most influential. The formula developed for the calculation of Power Distance Index uses simple mathematics. He states the purposes of the formula as follows:

- a) to ensure that each of the three questions would carry equal weight in arriving at the final index
- b) to arrive at index values ranging from about 0 for a small power distance country to 100 for a large power distance country.

The four dimensions are:

IV.C.2.a.POWER-DISTANCE INDEX (from high to low) (PDI): This is concerned with how far the culture encourages superiors to exercise power with the suggestion that the level of

Power distance is high or low. The index is derived from country mean scores in three questions in the survey. These questions deal with the perceptions of the superiors' style of decision making and colleagues' fear of disagreeing with superiors, and with the type of decision making which subordinates prefer in their boss (Hofstede, 1980) (See questions in appendix IV.4).

IV.C.2.b.UNCERTAINTY-AVOIDANCE (from high to low (Handy, 1993; Pugh, 1993)/from strong to weak (Hofstede))(UAI): The degree to which the culture encourages risk taking in organisations (Pugh, 1993).High uncertainty avoidance indicates that culture likes to try to control the future. It is associated with dogmatism and authoritarianism, with traditionalism and superstition. (Handy, 1993). Hofstede (1980; 1991) explains the essence of uncertainty as 'feeling' which is in his terms not only personal but also shared with other members of one's society. The three indicators used to produce the index are rule orientation , employment stability, and stress.

IV.C.2.c.INDIVIDUALISM (from high to low) (IDV): The degree to which the culture encourages individual as opposed to collectivist group concerns. It describes the relationship between the individual and the collectivity which prevail in a given society (Hofstede, 1980). The computation for the index opposes in particular the importance of time for personal life on the high IDV side versus the importance of being trained by the company on the low IDV side.

IV.C.2.d.MASCULINITY-FEMININITY (from high to low)(MAS): Masculinity is connected with ambition, the desire to achieve and earn more; performance is what counts, big and fast are beautiful; whereas its opposite, femininity is more concerned with interpersonal relationships, the environment and service; small is beautiful and unisex is attractive. Differences in work goal importance constrain a component or factor which opposes "masculine" and "feminine" goals. The scores of the 40 countries on this factor has been used as the basis for a country MAS which measures to what extent the respondents in a country (of both sexes) tend to endorse goals usually more popular among men (high MAS) or among women (low MAS).

IV.C.2.e.THE REPLICATIONS OF THE HOFSTEDE STUDY

There have been different research projects -especially cross cultural- carried out in the world using the Hofstede Value Survey Module. The VMS was revised to illustrate the value of an overarching theoretical framework for interpreting variation in the level of organizational commitment across cultures (Randall, 1993). Bond (1988) reported on the Chinese Value Survey which was conducted in 22 countries and revealed the same dimensions as the IBM study, except that the search-for-truth dimension was replaced with the 'Confucian Dynamism' dimension. This dimension reflects a dynamic, future-oriented mentality and is associated with the surveyed countries' recent economic growth. Shackleton & Ali (1990) tested the VSM using samples

from different organizations of different nationalities situated in one country. Hofstede and Bond (1984) collected data among students in nine Asia-Pacific countries in order to validate Rokeach's Value Survey independently with Hofstede's Culture Dimensions. Also culture values, language and preferred leadership style were examined among a group of Anglophone and Francophone managers in a government department in Ottawa by Punnett (1991).

Besides the studies on descriptions and comparisons of two or more national cultures, the VSM was used in different research contexts. Signh (Signh & Hofstede, 1990) studied the managerial subculture in India by surveying a sample of 176 managers from 56 organizations. The implications of the study and the findings were used by many scholars especially in psychology and for the individualism-collectivism dimensions including the topics of legal culture variations, social network orientations, romantic love and spouse selection criteria of value of male and female college students in Korea and values as determinants of psychological well-being in East and West Berlin Adolescents. The effects of Culture on ethnical decision making an application of Hofstede typology.

Two studies on Exploring Conflict Resolution Styles - "A study of Turkish and American University Business Students by Agee and Kabasakal in 1993 and Beliefs about Rape and Women's social roles - A Turkish Replication" carried out outside Turkey, by Costin and Kaptanoglu in 1993 used the findings in Hofstede's device research for their research.

Hofstede (1986) focuses on teacher-student, student-teacher and student-student interaction and the differences in relation to the 4-Dimension model of cultural differences among societies. Differences in expected T-S and S-S interaction are listed with reference to the 4-D of Individualism versus Collectivism, large versus small Power Distance, strong versus weak Uncertainty Avoidance and Masculinity versus Femininity. The guidance of role expectations is presented, based on three sources of information. The author's earlier research i.e the VSM and his continuing attempts to learn about differences in cross cultural situations; and the author's experiences as a parent of school age children attending local schools abroad were the basis of this study.

IV.2.3 THE REASON WHY THESE DEVICES CHOSEN

Both of the devices (on's Culture Specification Device and Hofstede's VSM) were suggested as the most valuable ways of describing culture at organizational level (on) and at national level (Hofstede). Both of these devices are used extensively in the large organizations before but the researcher has not come across any one of those used in educational management. The context and the aim of both these devices for this study are totally different from the original studies.

on's device is generally used by individuals in order to see their own specification of culture and how they see the organization that they work in. In the present study, the device was revised and used only to find out how the

employees see the culture of the organization they work in. Moreover, though Handy suggested it is also valuable to use this device in order to specify the dominant culture and to know the people, the researcher has not yet come across any empirical evidence of the implementation of the specific devices either in any schools or private organizations. But as TQM requires the culture change to be the milestone for success, it seemed crucial to the researcher to use this to much advocated device (Atkinson 1990; Handy, 1986, 1991; Harrison, 1987).

The Hofstede VSM is generally used for cross-cultural purposes and to define nations' values in the four Dimensions Hofstede created or in subcultures of one dimension only. Though there has been implementations of the devices in the subcultures of managers in specific countries, there has been no example of the implementation of the device for specifying culture change. Moreover, the researcher has not come across any device used for culture change measurement during the implementation of TQM except the climate control questionnaires designed by organizations themselves. In this respect she believes -as Sinclair and Collins (1993) pointed out - in the necessity of mapping out the culture of the school without disregarding the fact that they are open systems and that the people bring their own values and beliefs into these systems. For that reason, the Turkey results of Hofstede's VSM introduces at least one link between the organization and society generally. His findings for Turkey, which could be regarded as moderate compared with other countries, were:

TABLE IV.1. Hofstede's Findings for Turkey

PDI	UAI	IDV	MAS
66	85	37	45

(Hofstede, 1980; 1991)

The context of this research - like Hofstede's starting point - is a foreign language centre in a university in Turkey. Both of the devices were used twice with the following reasons:

a) First implementation : to describe the present situation, i.e the culture of the school and seeing the difference with the national findings.

b) The second implementation: also to describe the situation and to ascertain if there is a difference within the given period after the implementation of change.

At the time of the administration of these questionnaires, the existing number of staff was the sample of subjects for the researcher (See Table II.7 and Chapter V.).

There were no attempts for identifying the uncertainty avoidance index for this study since this index cannot be used for distinguishing between occupations (Hofstede, 1980) and since this study only focus on teachers of English -as a sub category of a profession.

IV.D.INTERNAL MEASUREMENT DEVICES

These devices were used during the implementation of the management change project. They are aimed at mapping out the process of change and at the same time helping the process of the implementation. For these reasons, different levels of

customers were the sources of data both qualitative and quantitative at individual and group level.

Since the Soft S's of the organization are the concern of this study, the individuals' perceptions of the school and management were also very important. That was why the researcher decided to have both qualitative and quantitative data from the students, teachers, other researchers within YADIM and also as a result of the internal measurement devices. In view of this, students and teachers were given questionnaires; teachers, students and the researcher herself kept diaries; teachers were interviewed individually and an alternative method was used for group interviews of teachers. Besides these, individual teachers' research outcomes, which are all mentioned below, also contributed to the internal measurement devices.

IV.D.1.ALTERNATIVE MORNINGS AND FOCUSED INTERVIEWS

The 'alternative mornings' and the 'focused interviews' carried out were not very conventional either in their structure or in the relationship between the researcher and the interviewees.

The 'alternative mornings' and focused interviews were planned with the following implicit and explicit aims both for 1993 and 1994 (see Table IV.2), though there is an addition to those for 1994.

The interviews and 'alternative mornings' were conducted during the second half of the Spring Term of each year, so that the teachers could review the process of that year.

One of the main problems during the first year was to build trust between the researcher herself and the people who

attended these 'alternative mornings' and interviews. During the first year, at the beginning of every 'alternative morning' and interview, she explicitly stated the purpose of the research and these sessions. She also assured complete confidentiality by not releasing the information that was provided by the individuals. Though both sides were initially rather apprehensive, the researcher later found out that the building of trust had evolved during these meetings and interviews, as a result of other occasional discussions

TABLE IV.2. The aims of the ALTERNATIVE MORNINGS AND THE FOCUSED INTERVIEWS

ALTERNATIVE MORNINGS	FOCUSED INTERVIEWS
-to give a voice to teachers (explicit)	-to have a talk about this study
-get feedback for the real causes of problems (explicit)	-specify the root causes of common variables (explicit)
-raising awareness on how the School works and how everybody contributes to this (almost explicit)	-raise awareness at the individual level for the organizational work
-explore the meaning and the spirit of working in an organization (implicit)	-have the reflections of the individual teachers on the organization
-to identify but not to solve any problems	
-introducing a technique of TQM, i.e brainstorming;	
-As a device for culture change	As a device for culture change
-overall comparison for 1993-1994 (explicit)	overall comparison for 1993-1994 (explicit)

arising from her normal job duties. At the same time, the researcher found herself explaining some managerial processes, discussing some points, opening up topics which were implicitly mentioned, or releasing the tension by talking or giving her personal opinion on some areas that the participants did not want to talk about.

VI.D.1.a. ALTERNATIVE MORNINGS

The term 'alternative mornings' is only used to identify the get-together with the teachers for the purpose of this research project. The name 'alternative mornings', and the content of these meetings were not the same as the conventional meaning of focus groups, though the idea of focused groups and group interviews, and synetics were used. Since they were called "alternative mornings" or "afternoons" in the original announcements, the names remained. The reason for this was a) the knowledge that teachers were complaining about the number of meetings made the researcher, hence the need to avoid using a term known or familiar to the teachers, b) these meetings were not focus groups, group interviews, brainstorming session or synetics groups, though the advantages of these techniques were used in the sessions. As with focus groups -along with some other techniques such as unstructured individual depth interviews- these meetings aimed at providing data that were closer to the emic type, which arises in a natural or indigenous form (Steward and Shamdasani, 1990).

Though focus groups had their origins in sociology, nearly all current applications are predominantly in marketing research (Morgan, 1988). It is originally how marketing researchers conducted group interviews, which have only recently grown in popularity in educational research (Cohen and Manion, 1991). In education, the areas focus groups are used in education are programme planning, programme evaluation and improvement as well as for

determining needs or testing reactions before offering or introducing a new educational programme (Anderson, 1990). Focus group interviews are unstructured, free-flowing interviews with a small group of people chosen from a specific group consisting of a moderator and 8 to 10 participants. Focus groups, either as a self contained means of collecting data or as a supplement, are built around the substantive content of the discussions as a form of qualitative research with the reliance on interaction within the group, and based on topics that are supplied by the researcher, who typically takes the role of a moderator (Morgan, 1988). Though researchers in social science and especially in marketing generally believe that focus groups results must be verified by quantitative work on representative samples there is no a priori reason to assume that (Stewart & Shamdasani, 1990; Morgan, 1988).

Like all other research tools, focus groups have both advantages and limitations though these are often considered from a marketing point of view. The specific advantages (10 S's), which were extremely relevant for this research also, have been categorised as respondents' interaction advantages and sponsor advantages as follows:

Respondents Interaction advantages are *Synergism*, the combined effort of the group; *snowballing*, a bandwagon effect shows its influence in group interviews; *stimulation*, after the introduction, the respondents wanted to express their feelings and increase the excitement; *security*, the comfort that the participant finds in the group; *spontaneity*,

the responses are nonconventional and spontaneous since no one is required to answer any question.

Sponsor advantages are *Serendipity*, the opportunity of having an idea out of the blue and the flexibility for covering the topic; *specialization*, having highly trained moderators; *scientific scrutiny*, by observation, with tape or video recording as a check on the consistency of interpretations; *structure*, gives more chance to control than the individual interview; *Speed* permits securing a given number of interviews more quickly. (Stewart & Shamdasani 1990)

The limitations that Morgan (1988) and Stewart & Shamdasani (1990) put forward were not relevant in this case because the groups were chosen from different groups within the school, so the researcher had the opportunity to control the teachers attending the groups. Since the end result was not transferred to a larger group immediately, the bias of the groups or the domination of a member was not an issue. The possibility of the moderator providing cues about what types or responses and answers are desirable was not possible since there was not any specific end to reach.

These sessions were also different from the traditional brainstorming and synectics sessions, though the rationale behind these group techniques were not disregarded during the sessions. For example brainstorming was used as a device at the beginning to ease the whole session. As far as synectics is concerned, the moderators' aim is to try to get the group to view problems, needs or actions from new and often unusual perspectives; to use a variety of techniques to create the noncritical and tolerant atmosphere that

characterises a brainstorming session; to force participants out of habitual perceptual and problem-solving modes and into more creative and innovative modes of analysis. The basic principles underlying the synectics approach are deferment rather than solutions; autonomy ie. let the problem take on a life of its own; use of the commonplace; involvement /detachment, that is, alternating between the general and the specific, so that specific instances may be identified and seen as part of a larger perspective; use of a metaphor, that is, use analogies to suggest new viewpoints (Steward and Shamdasani, 1990).

The suggestion given by Oppenheim (1992) about the seating and logistic arrangements about dropouts, transport, payments, refreshments etc. and tape or video recording were taken care of beforehand.

The reason why these sessions are not called group interviews is that group interviews are defined as similar to individual depth interviews (Oppenheim 1992) in which there is likely to be a hidden agenda, while here the leader will try to be as non-directive as possible, yet maintaining control of the group.

However, leading such group discussions requires special talents and experience because even being trained to be a moderator does not always guarantee the sessions can be conducted without bias.

IV.D.1.b.THE ACTUAL IMPLEMENTATION OF THE ALTERNATIVE MORNINGS

The teachers who attended the these sessions consisted of one member of each small group chosen randomly by the

level coordinator out of 59 teachers plus the level coordinators themselves. The number of teachers who were invited to these sessions were changing according to the numbers of small groups at the time but generally changing from 9 to 12 in each session.

The location of the sessions was the Board Room of YADIM, which is specifically designed for the use of the Board only, but is used for teachers' meetings also.

There were only three alternative mornings during the 1992-1993 academic year. Each of them took 2 hours. All were recorded except for a half of the first one because of an unnoticed technical problem. In 1993-1994, only one session was conducted for the reasons of sampling because one person from every group had already left YADIM for different jobs, and the organizational structure had thus changed and there were no level coordinators any more. So the researcher chose three people from the previous alternative morning groups randomly.

The structure of the alternative mornings was vague rather than very precisely planned but the main stream of events started with the introduction of a Brainstorming activity. The activity was described and steps were followed. The activity started with a topic raised by the researcher. Some of the areas covered during these sessions were specifically encouraged by the researcher since the main aim was to detect the real causes for the common variables. The areas intended to be discussed were:

a) specific reference to school as organizations, and schools as institutions)

- Problems (form organizational to socioeconomic)
- the teachers' job description
- Positive and negative sides of YADIM.

At the beginning and at the end of every session participants were asked to write down five adjectives describing how they felt about the session for themselves and then asked to compare them with those they wrote at the end of the session. This was done to show them how relaxing it can be to talk about the issues bothering them. Only after the first alternative morning did the researcher, with the purpose of receiving the overall attitude to the event, ask the attendees to reflect on the session and collect their reflections. Since the reflections were very revealing about the session, the researcher continued to hold two further alternative meetings. The length of time was not determined since it was not predictable how teachers would react to the session and how much they would like to carry on.

IV.3.2. a.FOCUSED INTERVIEWS

In ethnographic studies, an interview is generally accepted as an "information-providing speech exchange in which some of the knowledge of the consultant is given to the interviewer" (Werner, S. 1987). Focused interviews in contrast with structured and semi-structured ones, are initiated by the respondent, and the interviewer is primarily a source of help. They focus on an interviewee's subjective responses to a known situation in which s/he has been involved and which has been analyzed by the

interviewer prior to the interview. They are different from in depth (non-directive) interviews in the amount of interviewer control since in-depth interviews are accepted rather as clinical devices (Burroughs, 1975). In-depth interviews, though they grew out of the pioneering work of Freud, -with subsequent modifications later- are basically conducted in a Rogerian therapeutic setting. Ideally, hardly any questions are needed and the interviewer has a subordinate role with minimal direction or control, generally with a 'hidden agenda' around which s/he will seek to direct the interview with a handful of topics. In such interviews, the interviewee is to express his/her feelings, thoughts and formative experience as fully and as spontaneously as s/he chooses or is able. (Cohen and Manion 1991; Oppenheim, 1993).

Focused interviews are used by researchers who wish to follow closely the principle of non-direction but who also introduce rather more interviewer control in the kinds of questions used and limit the discussion to certain parts of the respondent's experience. The focused interview differs from other types (Cohen and Manion, 1991; Oppenheim, 1993) in the following way :

- 1.the interviewee is a participant in a social situation
- 2.the prior analysis by the researcher of the situation in which subjects have been involved
3. the researcher's previous analysis of the elements in the situation which s/he considers significant for arriving at a set of hypotheses relating to the meaning and effects of these specified elements

4. using these previous analyses as a basis, an interview guide is constructed for identifying the major areas of inquiry

5. the subjective experiences of the persons who have been exposed to the situation form the focus of the actual interview. For these reasons, the researcher decided to carry out focused interviews rather than in-depth interviews. The teachers were the participants in the situation and the researcher tried to get data about how they felt about the situation rather than seeking any solution for specific topics. These interviews can be called focused interviews though the structure of the interviews was not exactly in line with the conventional focus interview format for the following reasons:

- The relationship between the researcher and the interviewees
- The areas that the interviewees did not want to talk about
- Having interviewees who are teacher-researchers and who themselves felt somehow obliged to be helpful to the researcher. This was why they were trying to find out how the interview was designed and what the researcher would like to find out. It was necessary for the researcher to explain that the research was data driven and that the researcher herself did not know what was representative and how the data would be analyzed, while the method of analysis would only be known during the process of analysis.

IV.D.2.c. THE ACTUAL IMPLEMENTATION OF FOCUSED INTERVIEWS

The focused interviews were designed along the same lines as with the alternative mornings. The teachers who were

interviewed were different from those who attended the 'alternative mornings' and those who kept diaries. The selection was done through convenience sampling and the 6 categories below filled the researchers quota on categories. These categories are 1)part time (T 1); (2)male and does not spend any time besides teaching in YADIM (T 2); (3)female and started working in YADIM in transition year (T 3); 4)responsibility post in the past (T 4); (5) newcomer, who only arrived two months ago (T 5); 6)female and does not spend any time besides teaching in YADIM (T 6); 7)female and started working at YADIM a year ago(T 7). At the beginning, 7 people were interviewed but since one of the teachers changed job, the study was carried out with 6 teachers and the analysis was carried on basing on 6 teachers. In the second year, the same people were interviewed again though there had been changes in their situations. The length of the interviews varied from 45 minutes to an hour and a half.

Basically, the researcher and the interviewee talked in a quite casual way in the researchers' office (though at the beginning it was thought that this place could have brought some negative impact on the nature of the interview, the design of the office and the way that the first interviews went proved to be helpful).

The interviewees were invited to talk about their profession, their job and their organization, i.e. YADIM. They were also asked to specify the negative and the positive sides of these areas by exploring and giving examples of themselves. During the 1994 interviews, some of them directly talked about the organization by comparing and contrasting

their reactions with the previous year. Some others were asked about this at the end, if they had not talked about it at all.

IV.E. CONTRIBUTIONS OF TEACHERS' RESEARCH

Though it is not obligatory, many teachers were themselves involved in degree studies at all levels. The research projects they carried out contributed to the process of the management change project and the improvement of the culture.

Teachers' desire to carry out projects related to YADIM specifically and the possibility of implementation throughout the individual projects led them to work on different areas of interest on the one hand, while they were either coached or supported for these projects on the other. Their findings helped the management increase the effectiveness and the direction in the implementation of the management project providing the verification of changes and/or even indications of culture change.

Since YADIM was established many research projects leading to degrees and diplomas were conducted by individual teachers with the support of the administration. These research projects were changing from

-implementing ESP in mixed classes (Aksungur and Hergüner, 1993); -evaluating some part of the pedagogic material (Rendan, 1992);

-the comparison and contrast of the process and traditional approaches to writing (Toros, 1991) and a holistic and

analytic scoring methods by using essay samples of YADIM students (Rahinkarakaf, 1992);

-determining the effect of peer feedback on the development of Turkish EFL students' writing proficiency and eliciting their reactions to peer feedback (Mistik,1994);

-investigating graduate and undergraduate students' attitudes towards various aspects of communicative classrooms, specifically activities recorded in a survey in YADIM (Topuz, 1994);

to ethnographic studies about the needs of the students in academic discourse as an output and as an input (Yıldırım, 1993; Kirkgoz, 1993), all of which contributed to the whole idea of improving the institution continuously. Besides all these, there were two research projects that specifically contributed to this study. Equipping teachers with research skills (Erkan,1993) and the teachers' realization of the small group system in YADIM (Özdemir,1994) were studied by two of the full time members of the staff and the results were available and valuable for this research (see chapter V for outcomes).

IV.F.FEEDBACK ON DAILY MANAGEMENT

Besides the diaries (see below), some quantitative and qualitative data were also gathered through the devices explained below in order to receive general feedback on daily management both from the students and teachers. Both parties were given questionnaires.

IV.F.1. QUESTIONNAIRE TO THE TEACHERS

Organizational Needs Questionnaire (See appendix IV.1) was administered to the teachers twice (firstly in April 1993 to 59 teachers; and secondly in May 1994 to 71 teachers including 11 new recruits). The first part asks the teachers' own view of their organizational responsibilities (if any); with the purpose of assessing their awareness of their organizational roles; the second part was the evaluation of the researcher as an assistant director, mainly for building trust and finding out their perceived image; and the third part, using general organizational concepts for finding out the needs of the organization.

IV.F.2. QUESTIONNAIRE TO THE STUDENTS

In distinction to the general trend, the questionnaire was given to the students at the end of the first term rather than the end of the course, in order to find time to deal with any problems.

The questionnaire given to 657 students consisted of 9 sections covering general organizational issues and other specific to their classroom aspects in 1992-1993. These covered their opinion of:

- themselves about language learning
- teachers who had been teaching to their classes
- the content and the quality of the course material
- testing and evaluation
- management
- library
- self-access room
- any other area they wished to add.

A shorter version (consisting parts related to organizational matters only) of the same questionnaire (see appendix IV.1) was administered in 1993-1994 to 535 students. The open ended

questions of this questionnaire were also analyzed by the specific teams.

IV.F.3.IMPROVING THE MEANS OF INFORMATION DEVICES

Management specifically paid attention to improving the devices used for transferring information. Included in this are the daily information process, ie. the bulletin board announcements, the information pamphlets for both students and teachers and the information for procedures. The main difference from the year before was the difference between the pamphlets and the number of the announcements. Since the rationale behind this is the change in the Style, the intention was to transfer more information about all topics.

IV.G. DAIRIES FOR THE INDIVIDUAL LEVEL

Diaries are a method of naturalistic enquiry which are used in ethnographic studies in anthropology. Later the area of their use spread in the process of research in different areas also.

"With the development of research in metacognitive processes, there has been renewed interest in language learners keeping diaries, documenting their experiences and conscious thought processes while in language learning contexts (Selinger and Shohamy, 1990;47).

The advantages offered by learner diaries bring a growing awareness of how these diaries can establish an effective channel of communication between teacher and learners (J. Mc Donough and Shaw, 1993). The same advantages are also relevant between teachers and administration and learners and administration in this research.

A diary study in Bailey's (1990) terms is

a first person written account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events (215).

Learners' diaries are used to discover what language learners do, especially outside class; to find out their feelings - learner related anxiety; to find out what they remember of their class; to explore how the above relate to success in learning (Bailey, 1990; Selinger and Shohamy, 1990). This research aimed to use diaries with the same purposes but in an organizational context. Moreover, this process was also believed to make the diary keepers more aware of the organizational process since writing is a social activity as well as a cognitive activity and implies more learner/receiver involvement.

Selinger and Shohamy (1990) suggested that diary studies could be very useful for the preparatory stages of research projects because there is neither any sort of deductive notion of what should be observed or recorded nor any particular focus (47). This reasoning was also helpful for this study but diary keeping was carried out throughout the research and not only at the beginning. Diaries are aimed at both receiving the reflection of the customers and also finding out the real causes of the common variables.

Thus, in order to reflect on different sources without influencing outcomes through assumptions or values held by the researcher, i.e. to have the data more on the emic side of the span, it was decided to use diaries. The researcher herself, the teachers and the students kept diaries. Both teachers and students were chosen to be diary keepers since

both are the internal customers and the students are accepted as the outcome of the system. The researcher entered into an individual 'contract' (J. Mc Donough & Shaw, 1993) with each student and teacher who agreed to keep a diary record of events which they felt important to them.

Moreover, the researcher has not come across the use of diaries as a device for measurement of change either in business or in language studies. In language learning, diaries are used as interactive devices between the learner and the teacher and in business, no use of diaries has been met.

By comparing the researcher's own diary, students' diaries and the teachers' diaries the data have been triangulated. The teachers and the students were chosen randomly for the research. 4 teachers and 30 students were targeted at the beginning. They were all told what the research concerned and the reason why they were asked to keep a diary.

IV.G.1.STUDENTS' DIARIES

One student out of 30 classrooms was chosen randomly from the class lists by a teacher. When the names were specified, 30 students were spoken individually by the researcher. The reason for this to provide privacy both for the students and for the researcher. The researcher preferred them to be alone in this study and not to influence each other either directly or indirectly and also many of the students did not want their friends know about their contribution. Moreover, the researcher also did not want them to be known by the classmates as there could have been a

change in behaviour. All these concerns came to the surface during the initial talks with the students because they felt very uneasy about the situation. Many of them did not agree to keeping diaries. Their reasons were:

- a. the researcher was the assistant director and might "use what they written in a different way",
- b. they might have been thought of as the administration's agents since they were writing about their classes, friends and teachers,
- c. they expressed a lack of confidence in the researcher as a person, the researcher was in a power position and unknown to them. Some of them had not met her before.

They were given the time to decide whether they would write the diaries or not. Eventually 7 students kept diaries.

The same procedure was relevant for 1993-1994. Only seven students decided to write. Two of them stopped after the first week. One of these two came and stated that she had rather talk and agreed that the talk could be recorded. At the end, she did not come for any session though she kept expressing interest.

IV.G.2.TEACHERS' DIARIES

During the 1992-1994 academic year, the teachers accepted the idea though in the end they could not manage to continue. Three very young teachers whose first working place is YADIM and an experienced teacher who had already started to work for YADIM were asked to write diaries. One of them never started to write. One started but left on her maternity leave. For this reason she had it for a period of 3 months; she restarted writing when she returned to work at the

beginning of 1993-1994 academic year. When the researcher had learnt she had to take the maternity leave, she asked another teacher to replace the other. The one replacing started in the middle of the first term and kept writing quite a long time, she also continued to write during the 1993-1994 academic year until she resigned from the job through having moved to another city. The third one stopped writing at the beginning of the second term but did not leave any parts of her diary. And the fourth one, preferred to write an observational account whenever she liked and brought to the researcher at the end of every term for two years.

IV.G.3.RESEARCHER'S DIARY

The researcher-manager kept a diary as one side of the triangle for three years and used it to learn how to reflect.

In other words she has implemented the PDCA cycle on herself in order to be more effective in the job of both being a manager and a researcher. This is one of the main areas that this research focused on because the style of the manager as one of the Soft S's was the concern of the researcher.

She has to observe the personal side of the intervention i.e. the style change. This is achieved by the participant observing the situation and herself and having available the reflections of the teachers, either in oral or written form about specific sessions and implementation procedures. The questionnaires implemented to students helped her to understand how the students see the management of the school, and the questionnaires (see appendix IV.2) that were distributed to the teachers for her evaluation of the work

performance helped her to change her style and be aware of the problems experienced.

In the light of these descriptions, the next chapter will present the empirical evidence of this study. The results that were obtained as a result of three years research will be reported within the framework (See figure IV.1) provided at the beginning of this chapter.

CHAPTER V.ACTION RESEARCH:EMPIRICAL EVIDENCE

"Ne kadar bilirsən bil, söylediklərin karfındakinin anlayabildiği kadardır."

(Mevlana, 1207-1273)

(can be translated as: The amount of knowledge you have is bound to what the listener is able to understand)

V.A.INTRODUCTION

As explained in the previous chapter, the devices used for this study are of varying nature. The way of collecting the data, how it is analyzed, the actual presentation and the interpretation of the data comprise the content of this chapter. YADIM was the field for collecting the data in concern. During the analysis, computer package SPSS were used. But the qualitative data was analyzed without any priori assumptions. The researcher went into data without any prior categories or assumptions and derived the results form the data.

V.B.SUBJECTS OF THE STUDY

All the teachers who worked and have been working in YADIM acted as the subjects of this study. The number of teachers were changing each academic year. It was 52 (38 female and 14 male) for the starting point and increased to 71 (60 female and 11 male) at the end of the data collection period and average age is 27.87. All of these teachers were asked to fill in all the questionnaires and to attend the staff development sessions. The number of staff shown in Table II.7 was the actual subjects number for the researcher according to the time of administration of the questionnaire.

Apart from the four teachers that actually kept diaries, six were interviewed twice and 27 attended the alternative mornings. These 37 teachers were also given the questionnaires. The informal feedback that all the teachers gave in front of the bulletin board when there was a problem, or just during the coffee break, was also invaluable for this study. The newly recruited 13 teachers who started work just after the development sessions finished, were asked to fill in the questionnaire but the analysis was kept separate and any outcome of analysis of these teachers is referred to under the category of the newly recruited teachers.

The students who took part in diary keeping and who filled in the questions as a part of the feedback for daily management were also the subjects of this study. In total 13 students took part in diary keeping during the two years and 657 students of YADIM in 1992-1993, and 535 YADIM students in 1993-1994 took part in answering the questionnaires.

V.C.THE RESEARCHER'S DUAL ROLE

As a researcher and manager, the PDCA cycle she implemented to herself was reflected basically through her diary. She attempted to keep the diary in three sections, that were:

- a) events that happened during the implementation of management project
- b) her opinion about the implementation of the management project. (That is how the research is going.)
- c) the dilemma ensuing from being the manager and the researcher simultaneously.

She started to keep her diary at the beginning of September 1991 and continued until the end of June 1994 (34 months) including the periods she was away from the actual field. When she was away from the field, the entries were related to her reflections on the previous events or the problems faxed or e-mailed to her.

Though her diary was kept in the three sections mentioned above, the analysis of it served two main purposes that were

- 1) as a part of the management project, that is the combination of section(a) and section (b) above
- 2) the dual role of the researcher (See Figure V.1)

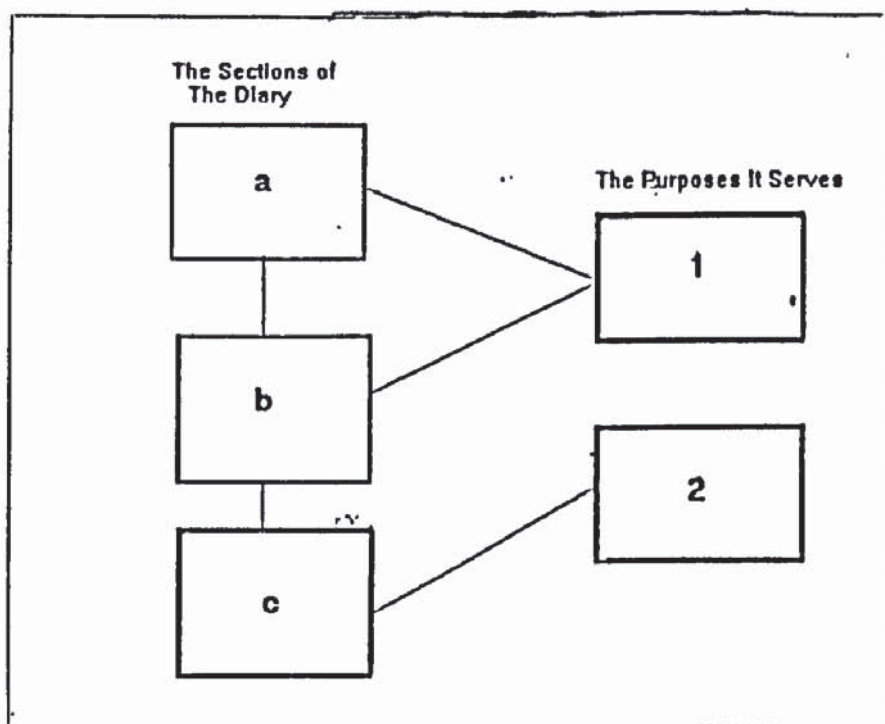


FIGURE V.1. The Purpose and Analysis of Researcher's Diary

While analysing the diary, the section or the items related to the first purpose are presented later in this chapter in section (V.H). The analysis of the other section of the diary

is represented in this section since it represents the researcher's own cycle, feelings and how she perceived the events as part of continuous development. This section also serves as a guide for the possible change in her style of management as one of the Soft S's focused upon in this research. This section (c) might also be regarded as the implementation of the PDCA cycle on herself. The researcher/manager also agrees with Deming about the idea of management being responsible for 85% of the problems occurring as common variations. Application of the PDCA cycle (i.e action research cycle) to herself, and agreement with Deming - helped the researcher to improve herself continuously and change her style as an administrator and intervene in the implementation of change process by means of various devices. She also had to leave the Language Centre for certain periods (varying from 2-8 weeks) in order to work on this study, which, helped her enormously to observe herself and the Centre from an outsider's point of view.

V.C.1. ANALYSIS OF THE RESEARCHER'S DIARY

The sections related to the dilemma of the researcher and the observations and feelings about how the researcher feels about the implementation of the project were analyzed in a similar way to that in which the other diaries were analyzed. The main difference lay in the reflection. By the time she had reflected on and decided how she should change and what, the impact in their implementation on individuals or on the organization could have already been occurred. The items she entered for this section were derived and

categorized from the standing data in six different sub-sections as shown in Table V.1.

TABLE V.1: The Sub-Areas of Researcher's Reflection About Herself

THE AREAS	1991-1992	1992-1993	1993-1994
RESEARCH ITSELF	47	111	133
SELF DEVELOPMENT	26	20	49
RELATED WITH HER POST (JOB)	31	18	62
ACADEMIC DEVELOPMENT	12	0	0
POSITIVE FEELINGS	9	14	56
NEGATIVE FEELINGS	27	20	36

The main points within these areas are shown below:

Research Itself: It consisted of worries about whether the research would be possible to carry on, the scope of it, the possibility of studying for the sake of the research, about the feasibility of diary keeping, complaining about not finding time for reading and for knowing what was happening for the sake of the research, for example talking to students about diary keeping, establishing the specific procedures for the research, writing up progress reports or just simply waiting for post from the supervisor, etc.

Self-development: Questioning herself, what she did and what she should have done, interpretations of what she read from the students' and teachers' diaries, and what did actually change in her attitude or behaviour.

Her Post (job): How she could not handle people and cases, crisis, time and people, and what ways she developed to work these out. How different she started to feel and how different other people talked about her.

Academic Development: She cited special occasions, such as conferences, presentations of papers and special discussions in this section but in later years, these mainly mingled with the research itself.

Positive and Negative Feelings: During the first years, the entries were related to how stressful she felt and varying feelings during the whole process. But the tone of the bad feelings change as the years passed, for example:

.....

"I will be coming earlier tomorrow to work on the procedures of the research" (in September, 1991)

"I should change the way of how I inform people for administrative matters" (In October 1991)

"Still no answer from the British Council Library in Ankara, neither from Aston" (In December 1991)

"I burst out into tears this lunch time but I do not even have the time to cry because I have a meeting with the teachers at 1.30pm." (in November 1991)

"I should learn how to be calm and I should learn to listen to people" (in December 1991)

"I think I am learning, I like the way I sorted out the problem with the Video team leader" (in November 1992)

"I have managed to have a proper timetable with two afternoons allocated for my research" (in November 1992)

"another bunch of inter-loan articles from Aston as if I have finished the earlier ones" (in September 1993)

"I started to be amazed by myself being so sure in daily management and organizational matters" (in September 1993)

"On Thursday, I decided to change the content of the workshop on Friday morning" (20 th September, 1993)

"I explained everything I planned to the teachers in detail" (December, 1993)

"Dear Diary,
I promise I will write everyday from tomorrow on" (September, 1993)

"I am not as a good facilitator as I want to be. Urgently I have to be trained to be a better one" (24th September 1994)

"Dear Diary,
I have changed the style of the diary I keep, so that I can write every day" (January, 1994)

"I could not believe in this. But I am keeping the diary even in Aston." (February, 1994)

"I realized that I did not inform Hülya about the duty on time. Chaos is my fault" (March, 1994)

"We -Özden Hanım, the director, and me - are working on a joint paper. That is a difficult job given all these tasks but the feeling is great." (April, 1994)

V.C.2.ASSESSMENT OF THE RESEARCHER BY TEACHING STAFF

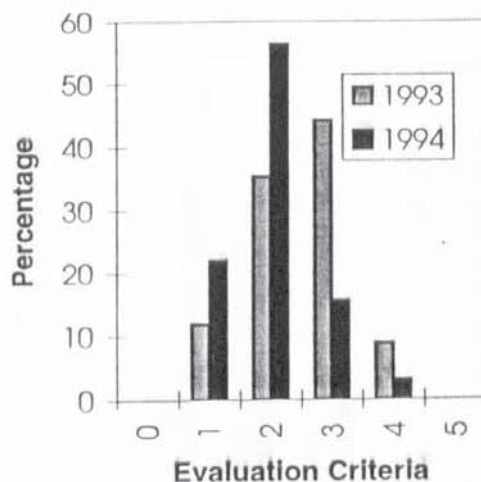
Part II of the Organizational Needs questionnaire (see appendix IV.1), her diary and the teachers' diaries are on the issue of how staff assessed the researcher on her management role. In 1992-1993, 59 teachers and in 1993-1994, 59 teachers excluding the new recruits were given the questionnaire. 34 in 1992-1993 and 32 teachers in 1993-1994 returned the questionnaire. This section of the 11 new recruits were not analyzed for this part of the questionnaire.

The teachers are asked about the researcher's relation with the teachers (question 1) and relations with the students (question 2); her academic competence (question 3) and her effectiveness as a manager in other areas (question 4). The questions 4,5 and 6 are about the team she works with; the establishment of clearly defined goals and priorities for the processes; and the development of key performance objectives. Question 8 asks about the level of trust in three sub-sections. These are dealing with other people about their concerns in face-to-face confrontation, searching for mutually satisfactory solutions and establishing working patterns for enabling satisfactory solutions. The last question is about giving close attention to the work group process.

The results obtained from this device can be interpreted as follows. As shown in Figure V.2 and Figure V.3, the relations with teachers and students almost more than doubled for the positive criteria. Only 15.6% of the staff thinks the relations with teachers is average whereas it was 44.1%

during 1993. At the same time 21.9% thinks she is very good and 56.3% says she is good in 1994 as opposed to 11.8% very good and 35.3 good in 1993.

When it comes to students (question 2), the same trend is observed. Nobody thinks she is very good (criterion 1) and only 14.7% thinks good (criterion 2) in relationships with students in 1993, whereas these started to increase in 1994 to 6.3% for very good (criterion 1) and to 25% for good (criterion 2) in 1994. In 1994, she has very few of the staff thinking negatively in relation to questions 1 and 2.



1: very good/very efficient/totally 2: Good/efficient/on the whole
3: Average/more or less efficient/sometimes
4: bad/inefficient/seldom 5: very bad/grossly inefficient/never
0: No answer

FIGURE V.2: Results of Question 1 for ONQ

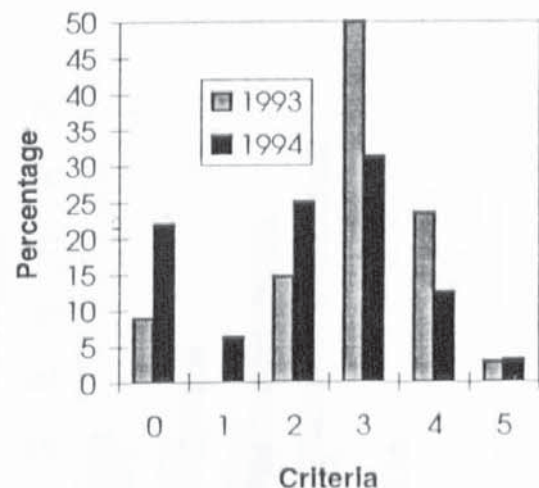
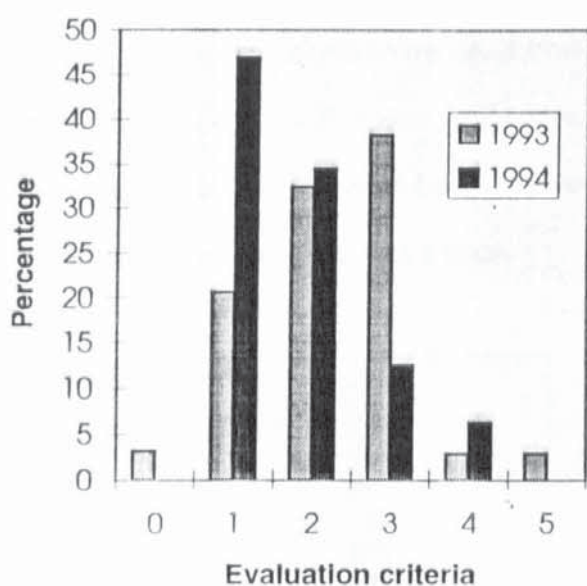


FIGURE V.3: Results of Question 2 for ONQ

The results relating to academic competence (question 3) are presented in Figure V.4. The results doubled in 1994. 46.9% of the teachers think that she is very good (criterion 1) whereas it was 20.6% in 1993. Mainly the change in their opinions is reflected in results as in criterion 3 for the

same questions since 38.2% thinks she is average (criterion 3) in 1993 and only 12,5% in 1994. The number of teachers who think that she is really bad in 1993 was 2.9%. In 1994, she has nobody in this category, whereas 6,3% think she is bad in 1993.

Her effectiveness as the assistant director in areas other than above (question 4), was also good. On the positive side of the scale the results are increased from 11.8% to 25% for criterion 1, and from 14.7% to 43.8% for criterion 2. People thinking she is average (criterion 3) decreased from 55.9% to 9.4%. In both years, there was nobody thinking that she is very inefficient in her job (See Figures V.5).



1:very good/very efficient/totally 2:Good/efficient/on the whole
3:Average/more or less efficient/sometimes
4:bad/inefficient/seldom 5:very bad/grossly inefficient/never
0:No answer

FIGURE V.4: Results of Question 3 of ONQ

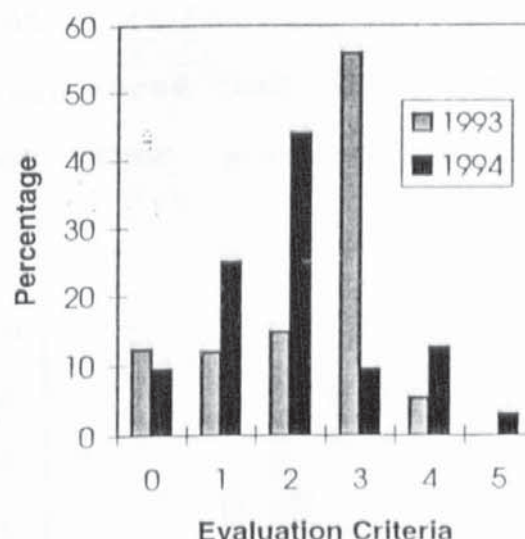
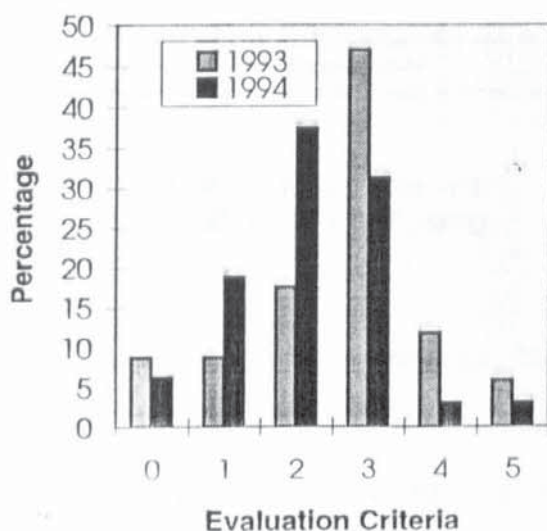


FIGURE V.5:Results of Question 4 of ONQ

In the teachers' opinion, the team she works with (question 5) is getting much better also (see figure V.6), though the results are not as striking as the ones above. In

1994, 31.3% of the teachers still think that the team is more or less efficient (criteria 3) as opposed to 47.1% in 1993. Only 18.8% of the teachers thinks the team she works with is very efficient as opposed to 8.8% in 1993. Teachers who think the team is either bad or very bad decreased from 11.8% to 3.1% (criterion 4) and from 5.9% to 3.1% (criterion 4).

The results of the sixth question relating to the establishment of clearly defined goals and priorities for the organizational process show betterment but not as much as the previous questions (see figure V.7). Though there is an increase in the positive side of the scale (from 11.8% to 18.8% for criterion 1 and from 20.6% to 37.5% for criterion 2), there is a decrease from 52.9% to 34.4% for criterion 3. The anticipation of the researcher was worse than these results since this question involves other partners of the organization and system.



1:very good/very efficient/totally 2:Good/efficient/on the whole
3:Average/more or less efficient/sometimes
4:bad/inefficient/seldom 5:very bad/grossly inefficient/never
0:No answer

FIGURE V.6:Results of Question 5 for ONQ

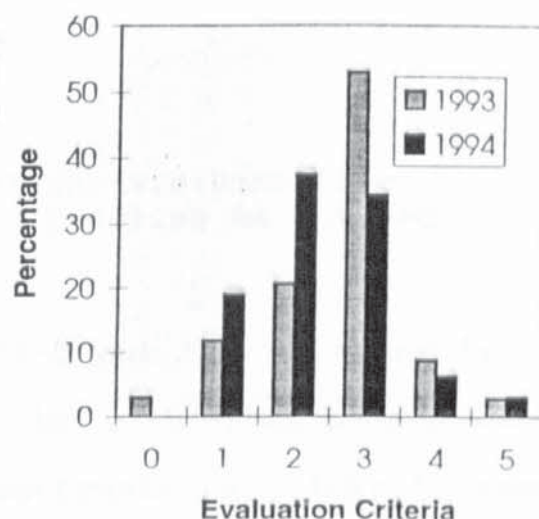
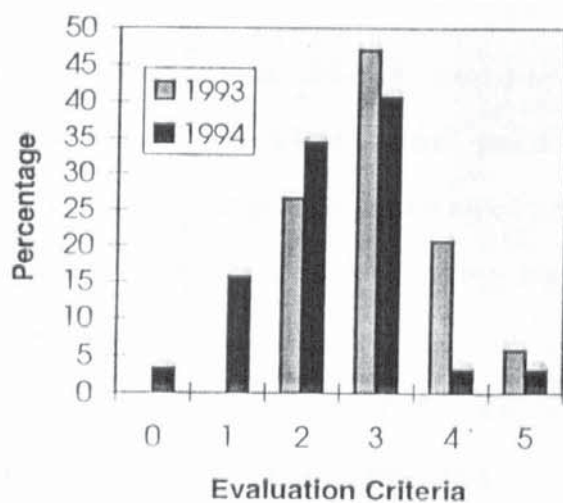


FIGURE V.7:Results of Question 6 for ONQ

Question 7 asks about the development of the key performance objectives from the goals mentioned in question 6. The improvement can be considered as very good in this question when the relation of the two question is taken into consideration. The results increase from 0% to 15,6% for very efficient and from 26.5 to 34.4 for efficient, while people thinking she is more or less efficient decreases from 50% to 40.6% (see Figure V.8).



1:very good/very efficient/totally 2:Good/efficient/on the whole
 3:Average/more or less efficient/sometimes
 4:bad/inefficient/seldom 5:very bad/grossly inefficient/never
 0:No answer

FIGURE V.8:Results of Question 7 of ONQ

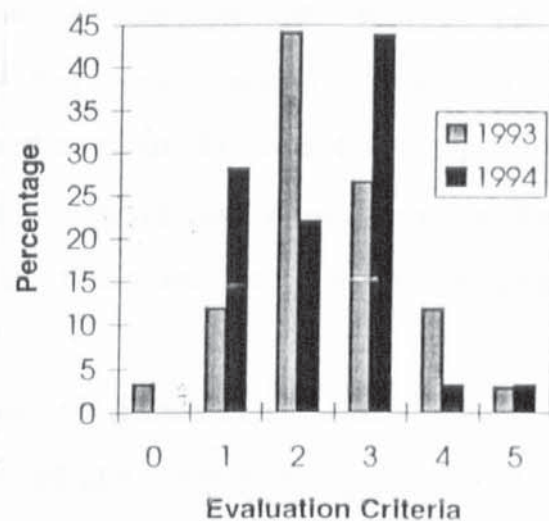


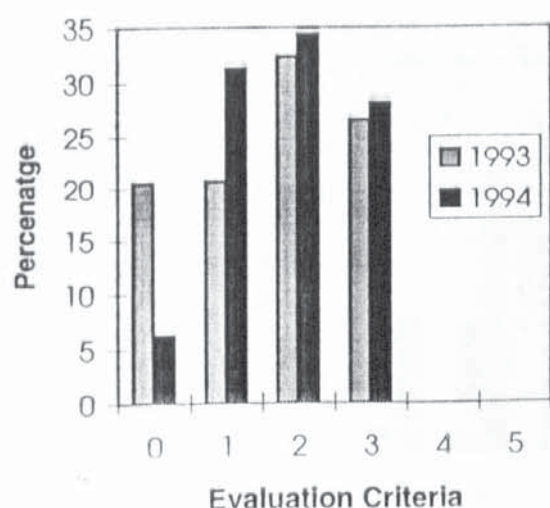
FIGURE V.9:Results of Question 8a for ONQ

Question 8 seeks to find out the level of trust which allows people to deal directly with other people about their concerns in face-to-face confrontation (8a); to search for mutual, satisfactory solutions (8b); and to establish working patterns that enable these satisfactory solutions to be applicable in the future to same or similar problems (8c).

The situation in 8a, with teachers choosing totally (criterion 1) changing from 11.8% to 28.1%; and from 44.1% to 21.9% choosing on the whole (criterion 2), is really getting better. Also, people selecting sometimes (criterion 3) increases from 26.5% to 43.8% while there is a considerable decrease (from 11.8% to 3.1% for the criterion 4 and from 2.9% to 3.1% for the criterion 5) in people choosing seldom and never (see Figure V.9).

For finding mutually satisfactory results, the improvement is not as good as in 8a though there is an increase; from 20.6% to 31.3% for very good (criterion 1), from 32.4% to 34.4% for good (criterion 2) and from 26,5% to 28.1% for average (criterion 3). Strikingly enough, nobody thinks she is bad or very bad in this aspect for both years (see Figure V.10).

The same type of improvement is observed in 8c. 21.9% of the teachers (as opposed to 17.6% in 1993) think totally



1:very good/very efficient/totally 2:Good/efficient/on the whole
3:Average/more or less efficient/sometimes
4:bad/inefficient/seldom 5:very bad/grossly inefficient/never
0:No answer

FIGURE V.10: Results of Question 8b of ONQ

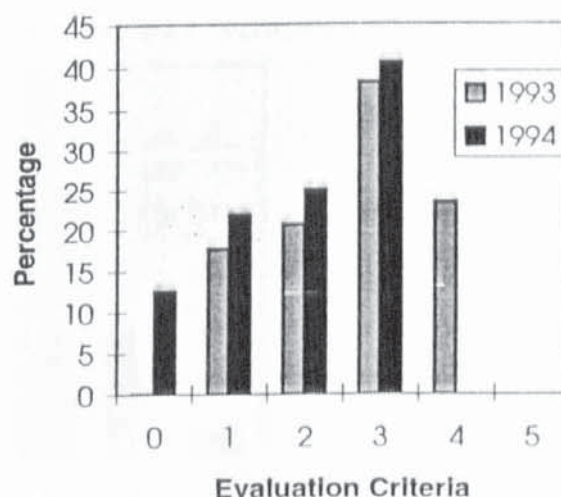
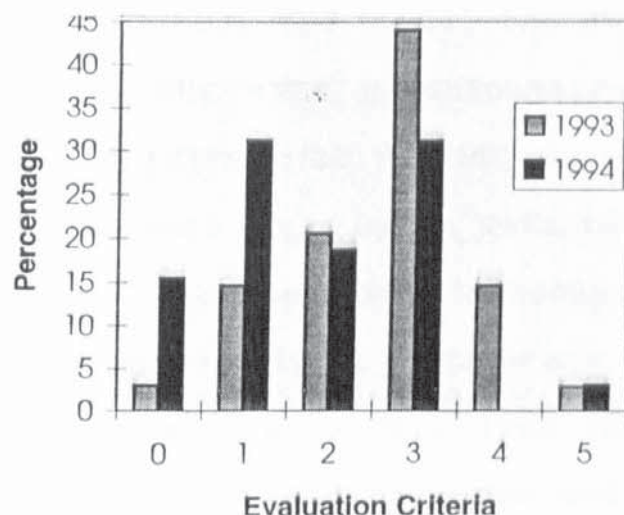


FIGURE V.11: Results of Question 8c of ONQ

(criterion 1) in 1994. Only a 4.4% increase is observed in 1994 for the people who choose on the whole (criterion 2), and 2.4% for criterion 3 for the same question (see Figure V.11). Though there is improvement between the years, the increase is not as high as in the first five questions.

Question 9 asks about the assistant director's close attention to the work group process. The teachers who think there is total attention increased from 14.7% to 31.3% whereas there is a slight decrease for the people who choose on the whole (from 20.6% to 18.8%). The teachers who think the attention is average decreased from 44.1% to 31.3%. In 1994, there are 3.1% who think that no close attention has been given to the work group process (see Figure V.12). In this question the reason for changing results was anticipated because the researcher was deliberately paying less attention to the work group process. She was observing rather than interfering in the process whether there was an improvement or not with regard to the previous year.

(The data is shown in table for all the results in Appendix V.1).



1:very good/very efficient/totally 2:Good/efficient/on the whole
 3:Average/more or less efficient/sometimes
 4:bad/inefficient/seldom 5:very bad/grossly inefficient/never
 0:No answer

FIGURE V.12:Results of Question 9 for ONQ

V.D.EXTERNAL MEASUREMENT DEVICES FOR CULTURE CHANGE

Since the application of TQM concepts requires a culture change, i.e. a change in attitudes, implementing any of the concepts requires an awareness of and therefore definition of the present school culture. The description of the culture is also necessary for both implementing the concepts and carrying out the research for identifying the possible change. The devices which were employed for this purpose were Harrison's Culture Specification Device (Handy's version) (see Appendix IV.3) and Hofstede's Value Survey Module (see Appendix IV.4). Both of the questionnaires were implemented twice between a time span which is presented in detail below.

V.D.1.HARRISON'S CULTURE SPECIFICATION DEVICE (Handy,1986;1985).

The questionnaire was first implemented in September 1991. It was distributed to all the staff which was then 52. 34 responded. The same questionnaire was administered in February 1994 (WITHIN 28 MONTHS) to 62 teachers (excluding part time teachers and one on maternity leave). 49 of them returned the questionnaires including the new recruits. In the analysis below only 32 of them are used. The remaining 13 were the ones who were recruited during the October-May period of 1993-1994 academic year and for that reason they were excluded from the analysis. The teachers were asked to rank a good director, a good subordinate and a good member of the organization. They are also required to rank their opinions on the questions about the relationship between the

organization and its people. (See appendix IV.3 for the questionnaire.) The analysis was carried out in the way Handy (1986; 1985)proposed for each individual. The steps below were followed to reach the results in Table V.2.

1. How many people chose each question as an A,B,C and D score and in which priority they score them from 1 to 4.

2. These scores were added to find out each individual's dominant culture utmost total can only be 90) and total are divided by the number of respondents for the average score.

TABLE V.2. Average Scores Obtained As The Representation of YADIM Culture.

YEARS/ CULTURE	CLUB (ZEUS)	ROLE (APOLLO)	TASK (ATHENIAN)	EXISTENTIAL (DIONYSIAN)	MISSING ANSWERS	TOTAL
SEPT.1991	26.60	22.28	18.81	21.60	4.19	90
FEB. 1994	26.70	20.13	18.58	20.40	.61	90

*Number of respondents 34 in 1993 and 32 in 1994.

According to the results of this questionnaire, almost no change is recorded during the period of 28 months within the culture of the organizations. The reason for that can be the purpose of the original questionnaire (to be discussed in Chapter 6).

It could also be interpreted that the values of the people have hardly changed though there is observation of change in their attitudes and behaviour.

V.D.2.HOFSTEDE'S VALUE SURVEY MODULE (Hofstede, 1980).

This questionnaire was first implemented in November 1992 and next in June 1994 (in 18 months). In 1992, the questionnaire was administered to 55 teachers (i.e the whole teaching staff of the YADIM) and only 40 were returned. In 1994, 63 teachers excluding the part timers,

were given the questionnaire. These 63 teachers include the 13 new recruits. 48 questionnaires, 11 of which belongs to new recruits, were returned.

The major aim was to calculate the Power Distance Index (PDI) which shows the relationship of employees to authority, and the Individualism Index (IDV) which shows the relationship between the individual and the group. Originally the questionnaire, in three parts, asked about the ideal job situation, present job situation and some demographic data. The statistical devices (i.e. factor analysis) and calculations used for the results are same as Hofstede used.

The dimensions for Power Distance and Individualism Indexes were used to describe the culture. It is also useful to see the difference between the dimensions that were found by Hofstede for Turkey. (see Table IV.1).

At the time of the study carried out by Hofstede in 1980, the PDI in Turkey was 66 (between 104 as highest and 11 lowest, ranked 18/19 out of 50 countries) and IDV was 37 (between 91 and 6, ranked 28 out of 50). Also, the two dimensions tend to be negatively correlated. Masculinity index (MAS) was 32/33 (between 5 to 95 out of 50 countries) (Hofstede, 1991).

Though the questionnaire was implemented as a whole only the first and second parts were analysed for this study. After the percentages were obtained through SPSS, the scoring guide which was sent by Hofstede and which was based on factor analysis, was used for finding out the values for PDI, IDV and MAS. The results of the current

study are shown in Table V.3. The results of the 11 new recruited teachers, that were analyzed separately were shown either in parentheses or as a separate column in each table below.

TABLE V.3. PDI, IDV and MAS results for YADIM

DIMENSIONS	NOVEMBER 1992	JUNE 1994	JUNE 1994 (new recruits)
PDI	74.37	23.52	31.40
IDV	38.25	45.77	9.43
MAS	34.60	5.98	0.05

In contrast to the Harrison device, the differences between November 1992 and June 1994 (i.e 18 months) found in PDI, IDV and MAS are quite dramatic. The researcher at the beginning did not have any anticipation of any change in the dimensions. But emerging results of the internal measurement devices (see below) led her to anticipate some change in the dimensions.

The values for dimensions in 1992 were similar to Hofstede's national results whereas they changed dramatically by the end of the period. Moreover, the values found for the new recruits are interesting in themselves because they are neither similar to the values of the 1994 of the whole staff nor the one in 1992. This could be interpreted that they were shaping their values according to the concepts that were being implemented. It is also remarkable to see their low IDV score that indicates team orientation though expected high with a low PDI.

PDI DIMENSION

The questions used to calculate the specific dimensions above also show difference between the years.

The questions related to PDI dimension are 19, 20 and 22 of part 1.

Teachers were asked to choose the manager type they would like to work under in question 19, and they were asked to mark which type of manager they have in their present job in question 20. Question 22 asked how frequently the subordinates feel afraid to express disagreement with their superiors. The outcome of these questions are shown below.

TABLE V.4. The Difference Between November 1992-June 1994 concerning the Desired Manager Type.

Type of managers	MANAGER 1 CLASSICAL %	MANAGER 2 PERSUASIVE %	MANAGER 3 CONSULTATIVE %	MANAGER 4 PARTICIPATIVE %
QQ # 19 (1992)	5.0	15.0	30.0	50.0
QQ #19 * (1994)	8.1 (0)**	13.5 (28.6)**	67.6 (0)**	2.7 (71.4)**

* 12.5 % of the teachers stated that their present manager types do not correspond to any one of these types and 8.1% did not answer this question in 1994.

**The new recruits are shown in parentheses in the table.

Though the expectation was change, the achieved changes in question 19 are interesting since the desire of the staff for a participative manager decreases 47.3 percent points and there is an increase 3.1 percent points for a classical manager type. Though there is a slight increase in the classical manager type, it is interpreted by the researcher as the increase in awareness of teachers about the management types.

When they were asked about the manager type they have at the present job (table.V.5), there is a sharp decrease observed in the classical manager type as well as a

considerable decrease in the participative management type. Both the persuasive and the consultative types show increases.

TABLE V.5. The Difference between November 1992-June 1994 Concerning the Present Manager Type

Type of managers	MANAGER 1 CLASSICAL %	MANAGER 2 PERSUASIVE %	MANAGER 3% CONSULTATIVE %	MANAGER 4 PARTICIPATIVE %
QQ # 20 (1992)	15.0	15.0	30.0	27.0
QQ # 20 * (1994)	2.7 (14.3)**	21.6 (14.3)**	32.7 (0)**	21.6 (71.4)**

*While 10.8% of the teachers stated that their present manager do not correspond to any of these types, 10.8% did not answer this question in 1994.

**The new recruits are shown in parentheses in the table.

The results from the new recruits are also interesting because they tend to choose the participative manager types both for their desired and present managers.

. When teachers are asked how frequently, in their working environment, subordinates afraid to express disagreement with their superiors; their answers show great difference between 1992 November and 1994 June (Table V.6)

TABLE V.6. How Frequently the Subordinates Feel Afraid About Expressing Disagreement with their Superiors (Question 22)

YEARS	ALWAYS %	USUALLY %	SOMETIMES %	SELDOM %	NEVER %
NOVEMBER, 1992	17.5	35.0	37.5	7.5	2.5
JUNE, 1994	18.9 (0)**	18.9 (57.1)**	32.4 (14.3)**	16.2 (0)**	10.8 (28.6)**

*2.7% of the respondents did not answer this question in 1994.

**The new recruits are shown in parentheses in the table.

The results under seldom is almost doubled whereas the results under never increased almost 4 times and only the teachers who chose always increased 1.4 percent points. This

remarkable change in this question certainly has a great impact, empirically, on the PDI results as it is shown in table V.3. At the same time, there are no recruits who chose always and seldom, and 28.6% of the new recruits chose never which can be considered as very good from the management point view.

While the PDI score shows a great decrease, the results of this single question between the relationship of subordinates and superiors show a tendency to be evenly distributed. Nevertheless there is also a marked shift away from 'usually' and an increase in 'seldom' and 'never'.

These results could be interpreted as the effect of the awareness people have experienced in YADIM. The researcher came across 2 teachers asking for explanations from her about the questionnaire in 1992, but she had 11 teachers asking for explanations about the same questionnaire in 1994 (data from the diary). Her expectation was to have more people asking for explanations about the questionnaire in 1992 rather than in 1994. The results obtained from newly recruited teachers could be explained as the outcome of the present culture of YADIM. Since YADIM is their first working place, the present culture can influence their personal constructs for building their attitudes towards managers.

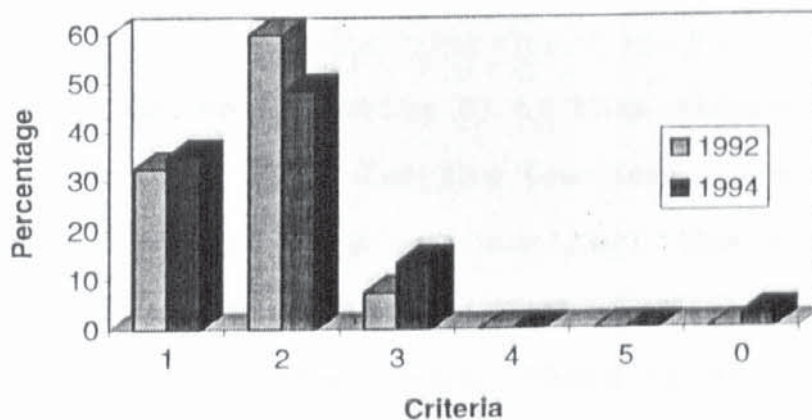
The results of the manager types and the PDI results are complementary. The manager type that they want to have as their ideal changes immensely during the period, presumably as a result of the awareness they have. At the same time, the manager type they work with, in their present job, also indicate a change in the manager type. With the change in

what they want and what they have is clearly reflected in the results of this dimension.

IDV DIMENSION

The questions related to dimension IDV are 1, 4 ,8 and 13 of Part 1.

Question 1 asks how important it is to have sufficient time left for teachers' personal and family life. As seen in the Figure V.13, teachers who chose very important (60%); and who chose of moderate importance (7.5%) show a considerable difference. In 1994, teachers who chose of moderate importance increased to 13.5% while the teachers chose very important decrease to 48.6% in 1994. Basically there is not much difference for the teachers who think their personal and family lives are utmost importance for them.



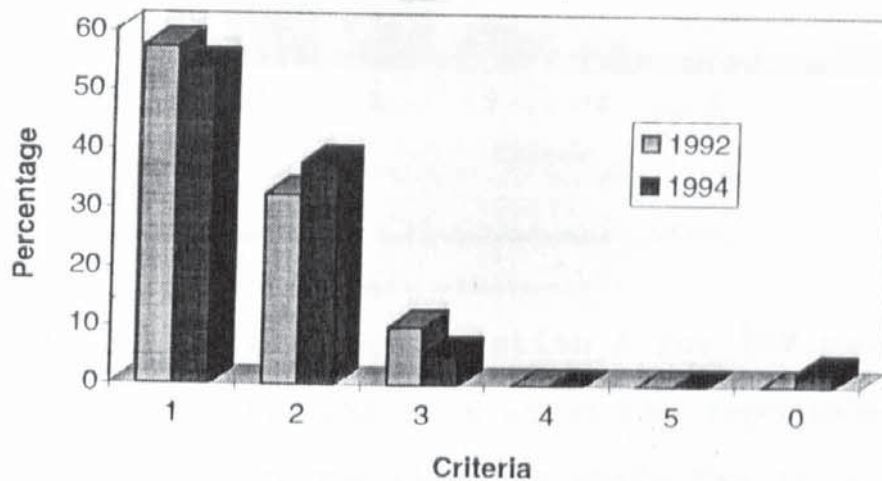
1.of moderate importance 2.very important 3.of moderate importance

4.of little importance 5.of very little importance or no importance

FIGURE V.13. Results of Question 1 for IDV

The next question (question 4) which is the second indicator of IDV, asks about the importance of good physical conditions at work. Again more teachers show a tendency to choose either utmost important or very important. 10% of the

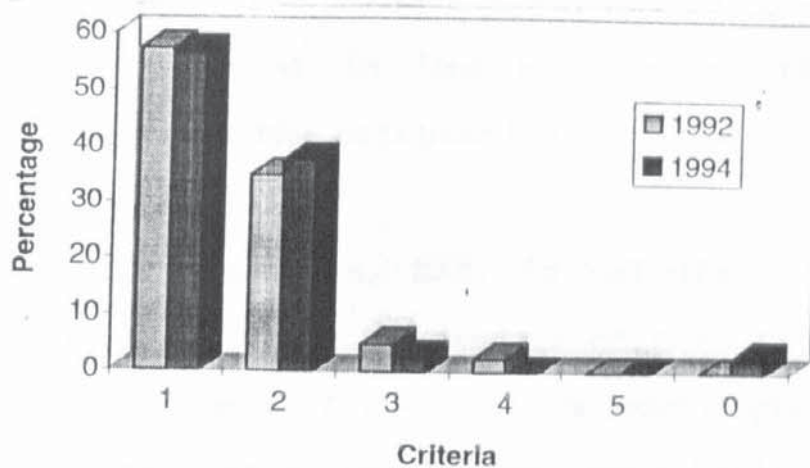
teachers who had chosen of moderate importance in 1992 decreased to 5.4% in 1994 (See figure V.14). The changes in this question have replications in focus interviews and alternative mornings.



1.of moderate importance 2.very important 3.of moderate importance
4.of little importance 5.of very little importance or no importance

FIGURE V.14.Results of Question 4 for IDV

The third question (question 8) of this dimension was to find out how important it is for the teachers to work with people who cooperate well with one another. The results of this question only show a slight difference (see figure V.15). As it could be seen in the figure, there is only 3 to 5 percent point changes in every question. Almost more than half of the teachers (57.5% in 1992; 56.8% in 1994) think this issue is of utmost importance for them. In 1992, there were 2.5% of the teachers who chose of very little importance and 5% of teachers chose of moderate importance, whereas there is no teacher who chose of very little importance and only 2.7% chose of moderate importance in 1994.

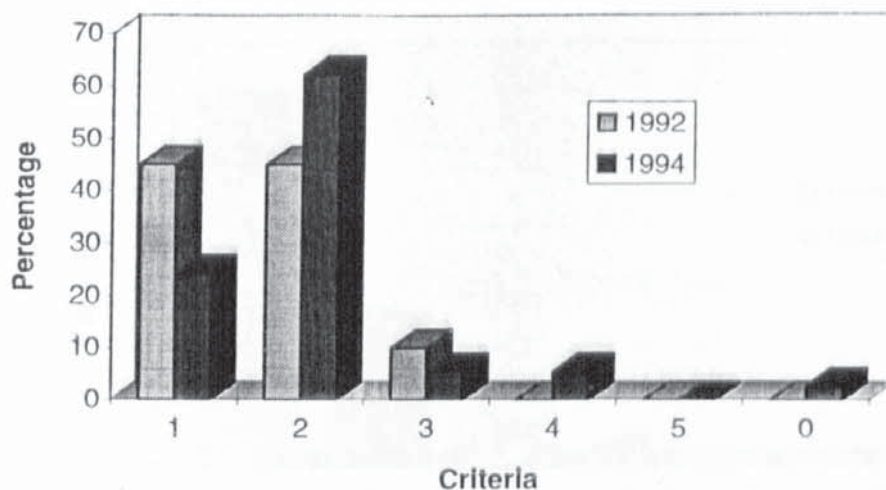


1.of moderate importance 2.very important 3.of moderate importance

4.of little importance 5.of very little importance or no importance

FIGURE V.15.Results of Question 8 for IDV and MAS

Question 13, which is about the importance of living in an area desirable for them and their families. For the 45% of all teachers it was utmost important in 1992 whereas only 24.3% of the teachers think like that in 1994. More teachers (62.2%) in 1994 found this matter very important than the teachers (45%) in 1992. The trend shows that the area that the teachers work started to become less important (see figure V.16).



1.of moderate importance 2.very important 3.of moderate importance

4.of little importance 5.of very little importance or no importance

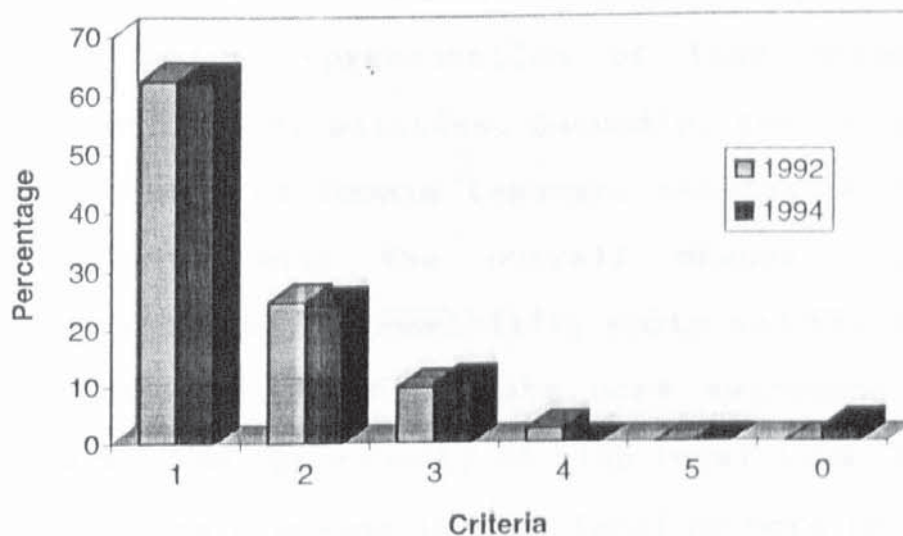
FIGURE V.16. Results of Question 13 for IDV

The change in IDV dimension was not as great as PDI and it is also observed in the results of the individual questions used for the calculation.

MAS DIMENSION

The third dimension, MAS, is calculated by using the questions 6, 8 (as IDV) ,11, and 14 of Part 1. Question 6 is about the importance of security of work, question 11 asks about the importance of having opportunities for high earnings and question 14 is having opportunity for advancement to higher level jobs.

The results related to question 6 do not show much difference between the years. Teachers' opinions about the importance of having security of employment has hardly changed (see the Figure V.17) and question 8 (see figure V.15) is also similar to question 6. However, question 11, the importance of having an opportunity for high earnings and question 14, the importance of having an opportunity for advancement to higher level jobs, show considerable difference.

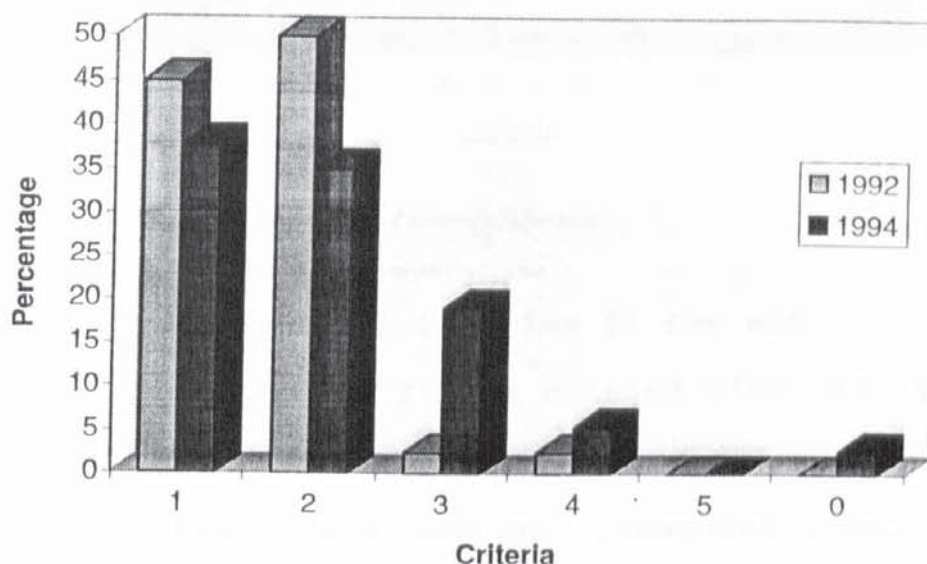


1.of moderate importance 2.very important 3.of moderate importance

4.of little importance 5.of very little importance or no importance

FIGURE V.17.Results of Question 6 for MAS

As shown in figure V.18 teachers who chose of utmost importance for both of the questions decreased and the spread of answers were more even in 1994 whereas the answers were mainly for utmost importance and for very important in 1992.

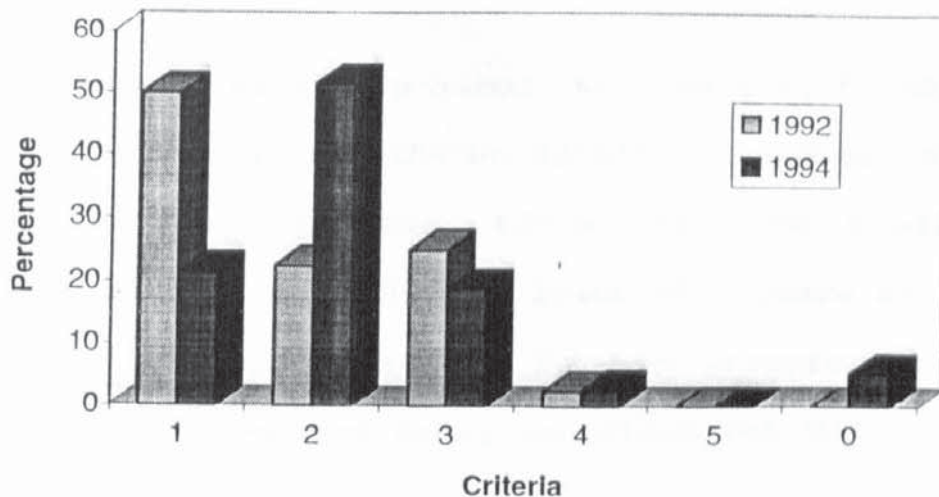


1.of moderate importance 2.very important 3.of moderate importance

4.of little importance 5.of very little importance or no importance

FIGURE V.18. Results for Question 11 for MAS

This could be interpreted in a number of ways. First of all, it could be a representation of team orientation and overlapping responsibilities. Secondly, the influence of the dominant number of female teachers and female managers and director may cause the overall change. Thirdly, the observation of the responsibility posts and their advantages and disadvantages might create more awareness about what teachers want as opportunity of high level jobs. Finally, the amount of extra earnings in high level or more responsibility jobs might also influence their decisions about these questions (see figure V.19).



1.of moderate importance 2.very important 3.of moderate importance

4.of little importance 5.of very little importance or no importance

FIGURE V.19.Results of Question 14 for MAS

Questions 21 and 23 are related with UAI. Though there is no attempt to calculate this dimension for this study the results of these questions are presented here. Question 21 asks how frequently the respondents felt tense at work in YADIM (Table V.6). Though 62% of the respondents chose usually in 1992, the distribution is more even in 1994. There is a considerable decrease in the teachers who choose Always and Usually and some people even say they never or seldom feel tense at work. The result in 1994 can be interpreted as more desirable since the distribution is more even and suggest a greater sense of comfort in workplace.

TABLE V.7. The difference between how frequently teachers felt tense at work in YADIM

YEARS	ALWAYS	USUALLY	SOMETIMES	SELDOM	NEVER
NOVEMBER, 1992	15.0	62.5	22.5	0	0
JUNE, 1994*	8.1 (0)**	13.5 (28.6)**	43.2 (57.1)**	27.0 (14.3)**	5.4 (0)**

* 2.7 % of the respondents did not answer this question in 1994.

**The new recruits are shown in parentheses in the table.

Teachers were also asked how long they think they would continue to work for the university or school in which they work now (question 23), since the case studies of TQM implementations show that at least five years are needed for achieving tangible results in the transformation of the organization, besides being important for UAI.

TABLE V.8. The Teachers' Concept of Continuing to Work in YADIM (question 23).

YEARS	2 YEARS AT MOST %	FROM 2 TO 5 YEARS %	MORE THAN 5 YEARS %	UNTIL I RETIRE %
NOVEMBER, 1992	2.7	2.7	18.9	75.7
JUNE, 1994*	5.4	10.8	10.8	56.8

*In 1994, 16% did not answer the question.

**New recruits did not answer this question.

The changes presented in Table V.8 can be interpreted in three ways. It could be seen as more people thinking of leaving in 1994 though the percentage is quite low. The researcher interprets this as the younger and the more qualified staff being more open to challenging jobs. It has also to be kept in mind that in 1994, many of these teachers had certificates that enable them to teach English as a Foreign Language anywhere in the world. Finally the younger and more qualified the teachers, the more risk taking they can be.

The overall results of each question are included in appendix V.2. The results for part I and part II in 1993 were used as background information by the researcher and for comparison in 1994.

The questions in Part II focus on the satisfaction of the employees' own goals as compared to what they want in Part I. The overall results of part II shows that the satisfaction of the teachers increased in 1994. Teachers show less satisfaction in five questions out of 14 questions in 1994. These questions are: Question 3 that asks about the opportunities for higher earnings; question 6 that asks about the fringe benefits; question 9 which is about the freedom that they have adopted in their own approach to the job; question 11 is the opportunity of advancement to higher level jobs; and lastly 14 asks about the job leaving time for personal and family life.

Since YADIM is a user-supported organization, the economy of the country directly affects the situation and working conditions of teachers. This is clearly reflected in questions 3 and 6 and also in question 14. Since the economic conditions are not as good as in 1992, the teachers have to work overtime and this affects the time they spare for themselves and their families. At the same time, the requirement which the organization brings may cause the dissatisfaction in this question. In the researcher's opinion, question 9 shows the awareness of teachers, because the change in this question is related also to their desire for working in a well-defined job situation where the requirements are clear (question 18 of Part I). The small decrease in question 18 of part 1 and the increase in question 9 of part II show the trend of change in their attitudes (see table V.18). In 1994, there is a slight change in teachers idea of working in a well-defined job situation,

that is, utmost importance is relevant for less teachers. At the same time, teachers satisfaction about the freedom they have adopted their approach to the job has not changed for utmost importance also. In researcher opinion, their dissatisfaction of freedom to adopt their approach to the job should have a relation to their understanding of well-defined job situation. Since the change in values is slow, their feelings about their dissatisfaction is more apparent than their values about a well-defined job situation.

TABLE V.9. The Results of TT's desire of working in a Well-defined job situation and TT's satisfaction of the freedom they have for adopting their way to the job

	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
QUESTION 18 OF PART I (What they want)*					
NOVEMBER 1992	45.0	42.5	10.0	2.5	0
JUNE 1994	40.5	51.5	5.4	0	0
QUESTION 9 OF PART II (how satisfied they are)**					
NOVEMBER 1992	7.5	42.5	25.0	17.5	5.0
JUNE 1994	2.7	13.5	43.2	18.9	2.7

***Criteria for Part I:**

1:of utmost importance 2:very important 3:important 4:of moderate importance
5:of very little importance

****Criteria for part II:**

1:very satisfied 2:satisfied 3:neither satisfied nor dissatisfied 4:dissatisfied
5:very dissatisfied

Results related to Questions 11 shows a decrease in teachers satisfaction and in researcher opinion they are right in this lack of satisfaction since the staff is very young and since the teachers who have the responsibility posts are experts in those areas, the scene is perceived to be very stable and for the benefit of the people who hold the posts.

In almost all other questions the teachers are more satisfied in 1994 than in 1992. The results related to questions about their satisfaction with personal accomplishment, being in a desirable place to live, getting recognition, their working relationship with the immediate manager, and the extent to which they use their skills in work, show a considerable increase during the course of time between the administration of the same questionnaire the first and second times.

In the researcher's opinion, the results of this questionnaire also show that the respondents seemed to be more realistic in answering the questions in 1994 and the results show that where the change in answers is not great, there is still evidence of a shift in attitudes towards a more positive view of their work.

The next part of this chapter will present the results related to internal measurement devices for culture change and the same types of trends can be observed in the following part also.

V.E. INTERNAL MEASUREMENT DEVICES FOR CULTURE CHANGE

As explained previously, the management change devices are the devices used for the implementation of the management project and these devices were used for various purposes. Apart from what was stated in chapter IV, the main reason for using these devices was to find out the real causes of common variations in the system and to contribute to the awareness of the teachers within the organization as well. The researcher played an important part in conducting and analysing the results from these devices. Apart from her researcher role, she also acted as the leader at the beginning of the alternative mornings, but played a leading role as a facilitator, becoming one of the YADIM staff sharing and experiencing the problems, and as an administrator in the explanation of some matters. She also paid specific attention to her attitude towards everything that might occur (personal/ organizational/ administrative), trying to remain neutral.

V.E.1.ALTERNATIVE MORNINGS AND FOCUSED INTERVIEWS

As alternative mornings and the focused interviews were conducted along the similar lines, they were both analysed within the framework below.

V.E.1.a.ANALYSIS OF THE ALTERNATIVE MORNINGS AND THE INTERVIEWS

Though the interviews and the 'alternative mornings' were designed separately, the same framework was used to analyze both. The data is the main source for the analysis. The researcher does not have any set framework or structure. As a first step the focused interviews and alternative

mornings were studied to determine whether any immediate action could be taken or not. The researcher in her implementor role critically reflected on the devices by listening to them again and working on the consequences of what was discussed for long and short term implementation. Afterwards, as a second step, in her researcher role, she transcribed all of them. This process was very laborious because transcribing of one interview lasted between 6 or 7 hours. As step 3, she read the transcriptions many times in order to classify and categorise. Mainly the data itself guide the researcher to form the categories. As step 4, the exploration of the classifications and categorising led to the specification of problematic and non-problematic areas which can also be called the specification of common variations. The exploration and specification of problematic and non-problematic areas helped the researcher to identify changing attitudes as Step 5. That framework is mapped out as shown as in Figure V.20.

Before the actual analysis of the results of both devices, they were used as procedures for the implementation of the management project as shown in Step 1 in Figure V.2.

Four alternative mornings and 12 interviews were analyzed for the study. The total number of teachers who took part in alternative mornings was 27 and those who were interviewed were 6. After Step 1, ie the immediate consequences implemented after the events taken place, the second and the third phases were completed. Steps 2,3 and 4, consequences of transcribing, reading and specifying the

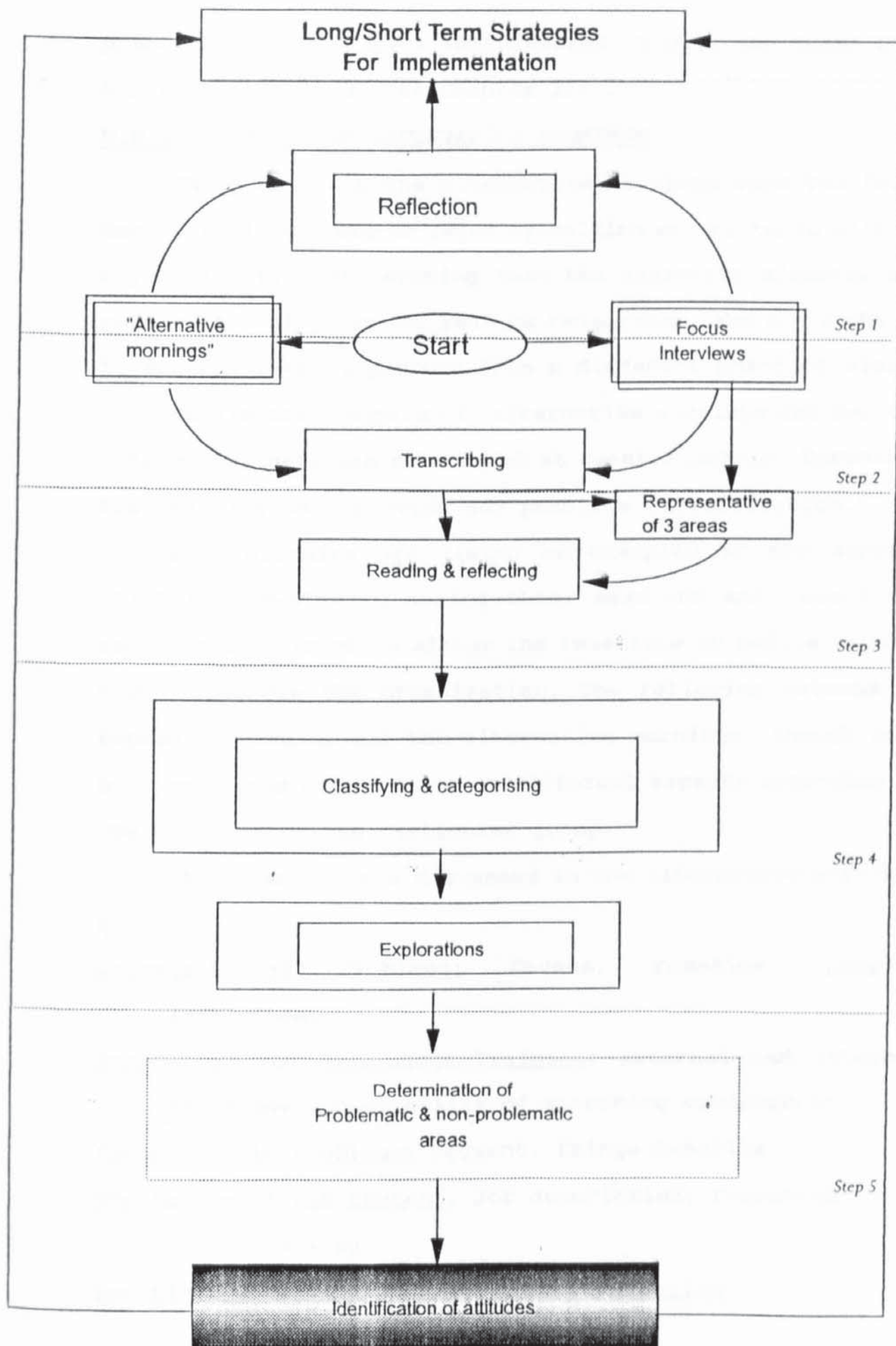


FIGURE V.10 FRAMEWORK FOR THE ANALYSIS OF ALTERNATIVE MORNINGS AND FOCUS INTERVIEWS

problematic areas, were administered through the teams that had been initiated (see Chapter III).

V.E.1.b.OUTCOME OF ALTERNATIVE MORNINGS

The outcome of the alternative mornings were two fold. They helped teachers to relax by talking on any topic without any restriction and knowing that the assistant director was really listening. In her role as researcher, she had a chance to see the overall picture from a different point of view.

During the analysis of alternative mornings and focused interviews there was no attempt at quantification. Moreover, the standing data provide any possible classification.

The following are listed as examples of the aspects which were mentioned during these sessions and caused the researcher to think in either the immediate or medium term on how to improve the organization. The following outcome is representative of all the alternative mornings, though each of them turned out to focus on different aspects according to the dynamics of the particular group.

The general areas discussed in the alternative mornings are:

Organizational Problems: Causes, remedies, people, involvement

Innovation and Continuous Training: External and internal programmes, possibility of attending conferences

Socioeconomic Problems: Payment, fringe benefits

The Teachers' Job Content: Job description, responsibility, accountability

Positive Features of YADIM As an Organization

Attitude :Teachers towards students , administration;
students towards administration, and students.

After the general topics were specified, the analysis was completed using following categories:

ORGANIZATIONAL PROBLEMS (HARD): This covers system, structure and strategy, ie (Participation Scoring System, Testing and Marking System, Wednesday Seminars, Grapevine, Course Content and Pedagogy).

ORGANIZATIONAL PROBLEMS (SOFT):This covers the Shared Values, Skills, Staff and Style ie. the attitude of administrators, coordinator, teachers and the students, mainly the human side of the organization.

POSITIVE FEATURES OF YADIM AS AN ORGANIZATION: This covers both physical and human factors in the organization, such as physical and technical facilities, the age of the staff (which is average 27.87), the atmosphere among colleagues.

SOCIOECONOMIC PROBLEMS: This covers earnings, anxieties about job loss, the provision of the facilities and the quality of the facilities, possibility of fringe benefits.

From these areas mentioned, some of the real causes of the common variables were identified and these were acted upon during the implementation. These were:

- ABSENCE OF GOOD PLANNING, ie. quality design
- INFORMING TEACHERS INADEQUATELY (COMMUNICATION LINK)
- SYSTEM NOT EXPLAINED WELL
- ORGANIZATION IS NOT REALIZED
- AMBIGUITY OF ACCOUNTABILITY AND RESPONSIBILITY

The general issues discussed in Alternative Mornings is shown in TABLE V.10 for 1992-1993.

The general areas discussed in the alternative mornings in 1993-1994 were:

FACTORS AFFECTING STUDENTS' MOTIVATION

COURSE CONTENT/PEDAGOGY including timing, blocks ,levels, delivery of the lessons, students' presentation of projects, SUBSTITUTION

TABLE V.10. The Issues in Alternative Mornings During 1992-1993

ASPECTS (POSITIVE)	ASPECTS (NEGATIVE)
Possibility of Communication	Decision making processes
Negotiating the timetables	Lack of responsibility
Working in Small groups	Lack of accountability
Sharing and learning from colleagues	Lack of job descriptions
The Use of Bulletin Board	High number of meetings
The democratic attitude of administration about students problems	The differences in attitude of teachers towards students (outside classroom)
Being open to innovation	Lack of an established system
Internal and external staff development programmes	The problems about testing and PSS
Having administrators who listen	Continuous change in educational system
Including Project Writing into the programme	Lack of feedback on teachers feedback
	Problems with the course content and pedagogy
	Low pay and less opportunity for fringe benefits
	People's Individualist orientation
	Lack of recognition /punishment

DIFFERENT ATTITUDES OF TEACHERS TOWARDS MANAGEMENT and vice versa (the situation of assertive and shy people in relation to management).

TESTING including content, level, components, PSS, IMPROVEMENTS including teams, satisfaction of the team members, and their related areas, SUGGESTIONS, including enlarging the bulletin board, increasing the teams, involving more teachers in participation, and most importantly, having such meetings for the improvement of the classroom effectiveness.

The general issues of 1993-1994 in Alternative Mornings was shown in Table V.11 below.

TABLE V.11.The general issues of Alternative Mornings in 1993-1994.

ASPECTS (POSITIVE)	ASPECTS (NEGATIVE)
improvement in library	the librarian
the achievement of team members	too much demanded from the people who volunteer for different tasks
people involved in more organizational work	teachers' spoonfeeding their classes
more care for students	lack of course books
having the blocks system	inaccurate timing for courses
recognition of other universities	lack of reputation
gradual change not abrupt change including everything	marking for oral courses
improvement in students	problems of lecture courses
having the announcement well in advance	people who avoid extra-curricular tasks
	arrangement of notices on the bulletin board
	lack of display of who does what (as teams)

The researcher attempted to analyses these areas in the same manner as the previous year but since the content is rather different, the outcome was used to improve the course content/pedagogy together with efforts for classroom effectiveness. But special attention is given to the even distribution of extra-curricular activities for people who are volunteers and semi-volunteers.

As it could be seen in the tables above, the main areas that the teachers presented as positive and negative aspects changed within the two years. They started to talk about more specific areas rather than complaining about everything in

general. For example in 1993 they stated that there is a lack of an established system; in 1994 they spoke about the lack of ways for showing who does what apart from their normal teaching jobs. At the same time, they also started specifying problems and trying to find out the real causes. For example in 1994, they mentioned the improvement in the library as a positive aspect but pinpoint the librarian as a negative aspect. Their recognition of the exact problem helped the management to solve those problems easily.

V.E.1.c.THE OUTCOME OF THE FOCUSED INTERVIEWS

When reading and annotating the interviews, people's perceptions of their job in YADIM, YADIM itself as an organization and the teachers' profession were identified as common topics for each year separately. There was no attempt to quantify the outcomes. On the contrary, for categorization purposes both mutually exclusive(*) and exhaustive (e) features (Dey, 1993) are added to the list (see Tables V.12;13). Moreover, the interviewees' perceptions of the three case topic areas were listed as positive and negative for each year in order to show whether there is any change in their perception.

Table V.12 shows the interviewees' perceptions about being a teacher (as a profession) and Table V.13 shows their perceptions of their present jobs in the specific organization.

As these two tables show growing, the sophistication of the teachers' view of their profession and job can be observed. In 1994, they seemed to have established more constructs about their present job and their profession also.

For example while they stated they were happy to have in-service programmes in 1993; they were talking about implementing theory in practice in 1994.

TABLE V.12. TT's PERCEPTIONS RELATED TO THE PROFESSION

	1993	1994
@	to teach, educate ss	to transfer knowledge and to educate
@	to contribute to ss' lives	give priority to students needs
@	interaction between ss and tt	dealing with SS' problems, strategies
@	patience, tolerance	human relations
@	updating ourselves	reflection, finding better ways to teach better
@	English	leadership
*	earning less	way of earning money
*		economic limits to education
*	the necessity of discipline	dealing with problems outside class
*	problems related to materials	
*	to be a model for students	

*shows if that item was only referred by one person

@shows that the item is a collection of similar ideas

TABLE V.13. TEACHERS' VIEW OF THEIR JOB IN YADIM

	1993	1994
@	Being an instructor at the university (prestigious)	being updated-professionally, culturally, socially
@	Having in-service (COTE, CEELT, SEMINARS) programmes	implementing theory in practice
@	Good interaction with the colleagues	interaction between ss and other sections
@	Having a nice atmosphere in the staff corridors	contributing to the improvement of the organisation
@		participation in daily management
		attending meetings
		working in teams for different sections and dealing with problems
@	getting prepared for each lesson	teaching all items in the teaching order
@	have ss to reach a certain level of language in a certain time	
@	all problems with marking	
*	tutoring for project writing	
*	a demanding job	

Table V.14, representing how the interviewees perceive YADIM as an organization over the two years, becomes a representation of the improvement that the organization experienced after the areas that the teachers mentioned were looked into.

TABLE V.14. INTERVIEWEES' PERCEPTIONS ABOUT YADIM AS AN ORGANIZATION

	1993	1994
@	university/promising prep school	
@	needs 3-5 years to settle	
@	availability of in-service training	availability of in-service training
@	nice working environment (not too much control)	tough demanding, calm and pleasant working environment
@	lack of coordination	planned and coordinated
@	young staff and ss	
@		lack of trust built with students because of the mistakes in the past
@	good relations with colleagues	sharing and caring of the staff(including the administrators)
@	slow progress in everything	late payment of work
@	difference in the work load	still having problems with the library canteen and self-access
@	lack of responsibility and accountability	lack of responsibility and its effect on whole
		consultation file
@	having high number of meetings	having small groups and specific teams
*	too much grapevine	overwork of administrators
*	the disadvantage of working part time	being an area representative for testing team
*		working for the syllabus
*	technical and financial problems arising from the facilities	lack of students unions, and some facilities in the university
*	being as busy as a bee-hive	not being able to solve some economic problems
*		helping other teachers in the areas they need

Moreover, the researcher has the following entry in her diary about the interviews in 1994:

"It is quite interesting. This year all the interviewees have mentioned the location of YADIM and how it is helpful for their work. Almost all of them specified explicitly that it is very difficult for them to list 4 or 5 negative aspects about YADIM the first time. Moreover, their style and attitude seem different. Especially HF was striking in his change of attitude" (28 May 1994)

When the interviewees mentioned the areas cited above, they were generally invited to provide details such as giving examples of what they actually meant, etc. And the number of examples they gave about YADIM and their present job were more than those related to their profession because they tended to associate the concept of their present job with YADIM whereas they sometimes distinguished between being a teacher as a profession, and the organisation in both years.

Since the interviews were conducted twice, and since the explicit topic was YADIM and their job, they compared the two years (1992-1993 and 1993-1994 academic years), which was also encouraged by the researcher. They focused on the areas below:

- having a more planned and coordinated year with the help of the teams and documentation
- involvement of large numbers of people in organizational matters
- increase in daily management participation, like attending meetings, writing reports
- increase in the students' use of the library and self access
- improvement in the attitude of the administrators and the flow of communication
- important problems about the accessibility of the teaching materials though content improved this year.

The possible difference in the attitude of the people could also be traced when the two interviews of each interviewee were analyzed. Apart from the analysis of the

individuals' two interviews, there are some distinctive features in the interviews of the year 1993-1994 such as:

- 1.They were considerably longer than the first ones though both the interviewer and the interviewee thought the opposite at the time of the interview
- 2.The speakers' tone, way of speaking, wording, discussions and clarifications were distinctly milder
- 3.The effort to get them to talk was less than the first time.

The following tables (V.15; V.16; V.17) show what these people highlighted and talked about in detail during these interviews in answer to the same questions in the same context apart from those topics already presented above.

TABLE V.15.BEING A TEACHER AS A CONCEPT

INDIVIDUAL	1993	1994
T 1	to be able to help ss to reflect on what I have done to see what you give is received to earn less than other professions positive perceived image of university lecturer	to transfer knowledge to students economic limits on education importance of human relations to know about pedagogy, psychology
T 2	discipline to be able to use the technology language laboratory improving yourself to be good at teaching	to be knowledgeable and update knowledge have a variety of life experience facilitate communication to have initiative and flexibility have tolerance and discipline
T 3	active classroom communication ss & tt speaking English pedagogic material	to improve her teaching
T 4	patience tolerance to be able to contribute to ss' personality to be calm to be open	(not commented on)
T 5	different ss English to teach not to be able to teach ss not being able to learn	teachers tests dealing with ss' learning problems problems outside classroom possible suggestions
T 6	teach English interaction explain learning strategies work on ss' attitude toward English get to know ss	teach English finding ways to teach better open up ss' minds leading knowing a lot about ss themselves and learning strategies

(T n) shows each individual teacher interviewed.

TABLE V.16. YADIM AS AN ORGANIZATION

INDIVI DUAL	1993	1994
T 1	English colleagues acting as a body being a part-time new	the economic problems reflected in education and language education the environment and the place of YADIM late payment of overtime bad reputation of previous mistakes inservice training
T 2	people who work for it support its development earning less money high tech grapevine	people have good intentions for YADIM's future good and improving administrators and support staff students well behaved ambiguities physical constraints
T 3	people in YADIM (both administrators and staff) comfortable working environment but large number of seminars good relations with ss good facilities relations with colleagues	having COTE observations working for syllabus development more even distribution of work no hassle, almost everything is planned having solutions in small groups not tense the pace of improvement is higher
T 4	young staff and ss big expectations lack of explicit statements for about purposes of certain things different attitudes of teachers towards the shared values slow progress in many areas	problems with the library and the canteen the nice atmosphere in the building everything is effected because of the irresponsibility of some teachers everybody should contribute and then have a right to complain easy to talk to people in administration
T 5	teach and not to be able to teach coordination and lack of coordination unfair duty distribution careful choice for people at responsibility post	not enough help provided to ss despite We CARE teaching is more effective but not effective enough positive change in tt's awareness more awareness of infrastructure among staff lack of ss' trust about YADIM because of past mistakes
T 6	high pace of work problems with the system tt's lack of responsibility like a factory	redtape lack of ss' motivation like a bee-hive

(T n) shows each individual teacher interviewed.

TABLE V.17. TEACHERS' VIEW OF THEIR JOB IN YADIM

INDIVIDUAL	1993	1994
T 1	to teach English (core Language) to get prepared for the lessons different from other jobs and demanding	make students acquire language in FL context PSS calculations and assessment of ss some secretarial job working for different sections in teams being up-to-date, knowing psychology and pedagogy
T 2	everything related with teaching moral values of teaching responsibility of teaching	everything related to teaching work in the teacher-student-administration triangle contribute to the actual pedagogic material do what school requires attend meetings and contribute
T 3	help ss to improve themselves attending seminars in service training corridor where my office is follow the teaching order	working for syllabus take care of the ss' needs liaison between ss and administration reflections on good planning everybody -ss and tt-more aware
T 4	being a lecturer at university academic study in service training writing reports to help ss to be more socialized	to be more effective in teaching to help improving the organization to function the place that I earn money collaborate with other teachers the atmosphere of the corridor where my office is having responsibility to contribute to the functioning of the unit
T 5	teaching in accordance with the teaching order marking consultation for ss in service help the administrators	teaching personal development daily management participation participating in the system of coordination giving suggestions and opinions
T 6	feel the air in class finding & preparing the means for the lesson meetings tolerance secretariat	interact & change of information between administrators and other teachers liaison feeling that the administrators are burnt out

(T n) shows each individual teacher interviewed.

The following lines are added in order to show the difference between the two years IN THEIR WORDS:

in 1993:

- "In order to feel themselves as a part of YADIM, ...in my opinion, they [teachers] need to feel a sense of success in any area or move from one point to another"
- "administration is a bit selective"
- "there is a tendency to give a lot of work to one or two people-it is unfair"
- "there are some people who are isolated because admin gives all the work to them. When there is something to do we thought 'OK. This will be given to those people' Actually many people here can do whatever they do"
- "people do not attend meetings. When I do not attend I myself feel uneasy but not many people do so"
- "everything is very logical as a system but it is not working"

in 1994

- "a slight change in people's awareness" (proved by research)
- "higher attendance in meetings"
- "we do not have a right to complain if we do not contribute to anything"
- "for example in the last meeting, everybody took notes....People have not been attending the meetings for the sake of attending"
- "I think improvement is through getting organized and you, Ulya Hanim and HOCA [meaning the Mentor (literally); the director in this case] are leading this "
- "they [teachers] started to believe that problems which are specified are dealt with and feedback is provided, also so they continue with writing the Small Group reports"
- "I can not see any improvement this year, moreover I felt there is no centralisation. Everything seems to be scattered"
- "Everything is going more smoothly this year"
- "I do not know what you changed in the organization or I could not remember it now, but we have experienced the comfort of it this year"
- "The Testing Office started to receive thanks instead of negative criticism" for the exam implementation and marking procedures. Problems of mismatch between what is thought and what is discussed in the interviews.
- "We are better this year,This is achieved through everybody's contribution."
- "September exams were carried out without any hassle, crises or problems"
- "I never thought it [8-week-blocks] would work in such a smooth way"
- "There should be some precautions for not losing a week at the beginning of every block" [Since it was not like the previous years]
- "We are in a competitive environment. It helps us to improve. Everybody wants to be better"
- "You remember the case WE CARE settled in the entrance foyer; it solved almost all the problems with the students this year"

- "The briefing to the students at the beginning of the term is the very good and easy thing we did this year...it did not take long to get prepared for that. The meeting was in the big hall; the attitude of the students who had attended that session was quite different than the ones the year before"
- "We are dealing with the problems, just from the very beginning"

Teachers -during the interviews and alternative mornings- also tried to find out the established organizational values by asking who is accountable for what though everything was intended to be based on consent.

The focused interviews and the alternative mornings are helpful for complementing the feedback gathered in daily informal contact and the feedback received through diaries.

The research projects carried in YADIM and had direct impact on this research and the feedback on daily management will be the following parts of this chapter.

V.F. CONTRIBUTIONS OF TEACHERS' RESEARCH

Besides indirectly related research by the teachers themselves (see Chapter IV), two studies (Erkan, 1993; Özdemir, 1994) specifically contributed to the outcome of this research. One of them was looking at teacher development in an action research project while the other investigated the human factor within the organizational system. These will be taken as project 1 and project 2 below.

V.F.1. PROJECT I: EQUIPPING TEACHERS WITH RESEARCH SKILLS

In the belief that the teachers themselves can bring solutions to problems, the teacher who carried out this project believed that

a good starting point to gain some relevant research skills is to dwell on the problems that occur in their own class via *action research*.
(Erkan, 1993)

By using Nunan's model of an action research in-service training programme, she carried out her project in five stages : 1) general introduction to classroom observation; 2) methods and techniques of classroom observation; 3) issues for investigation; 4) participants' investigation of their videotaped lesson extracts; 5) introduction to the concept of action research as a professional development tool. In addition seven participants were asked to complete a questionnaire and write a diary after their video-taped lessons.

In conclusion this "democratic" involvement was to make teachers self-sufficient in detecting their own problems in class and help them to find effective solutions. Erkan (1993)

also states that this approach could easily be a step towards the implementation of *Quality Circles* .

She also had explained (in an alternative meeting) her worries about teachers' attitudes before starting the research. She had expected teachers not to accept the explained procedure so that she might not carry out the research project she was involved in. But to her surprise, every teacher she talked to accepted involvement in her project. Her conclusion on this was that the teacher development programmes in YADIM -either scheduled or not- create an atmosphere of openness to improvement and research (stated by her on one of the alternative mornings).

V.F.2.PROJECT II:TEACHERS' PERCEPTIONS OF THE SYSTEM IN YADIM

The main purpose of this study is to investigate the human factor in YADIM with the aim of defin[ing] the contributions made by the various academic units within the system applied at YADIM and [to] find[ing] out the underlying causes of the problems that have arisen during the application of the system (Özdemir, 1994).

Focusing on the small group meetings, the study did not aim to solve the problems but to highlight the underlying causes of these problems in a descriptive study within the scope of the .

breakdown in the flow of information at YADIM caused partly by the unawareness of the people working at YADIM of their being crucial to YADIM not only as individuals but also as part of the system (ibid).

The subjects in this study were the 53 instructors at YADIM who were at YADIM both in the 1992-1993 and in the 1993-1994 academic years. The questionnaire consisted of 5 parts, related to how the teachers perceive:

1. their roles at YADIM
2. the small group system in general
3. their own small groups in particular
4. their influence on the decision-making process at YADIM as individuals and as small groups; and
5. what they think of the role of the level coordinator

In conclusion her findings were:

- a) there were minor differences between the understanding of the teachers and management about the objectives of the small groups and the expectation of the teachers as individuals and as small group members.
- b) the main problem in the lack of information flow from the teachers to the administration seemed to have been the existence of level coordinators in the 1992-1993 academic year.
- c) there was a parallelism between what the reports reflect and what the level coordinators said about what they had done.
- d) for the teachers the most important aspect of their jobs at YADIM is teaching, but as a result of the development sessions, teachers have a more complete understanding of the purpose of their jobs and have a better understanding of their roles as parts of the system.
- e) It seemed that there was a change in the perceptions of teachers about the need for daily management participation so there was a slight increase in their perceptions of the importance of giving feedback in the organization as a result of development sessions.

f) they were more aware of the easier interaction with the other teachers of their classes, which comes from small group meetings.

g) The sessions led to an increase in regular attendance at the meetings and resulted in a more regular meetings days and times.

h) There is less suspicion about the administrators' evaluating the reports and more trust in the administration about attaching importance to the problems and suggestions.

i) Teachers have more confidence in their influence through the small groups on the administration to change things after the development sessions and to change the system.

j) Although there are considerable increases in the regular attendance of the meetings, being a member of a small group is not regarded as an enjoyable experience.

k) more teachers started questioning themselves about what they did to help the system work properly at YADIM

l) The attitudes of some teachers seem not to be very positive about the small group meeting system. But despite this fact, the results reveal that most of the teachers at YADIM became more aware of the responsibilities that being members of an organization bring and of their being crucial to YADIM both as individuals and as members of the small groups.

i) In addition to this, they agreed in the interviews that the administration would not be able to solve teacher's problems individually and take every teacher's suggestions and complaints individually.

j) Teachers who reported that they could not manage to change things at YADIM as individuals, but that they managed to have an influence on the conduct of the organization, seem to have more satisfaction with the system.

Although the initial plan for the current study (Hergüner) did not work well (see Chapter III), the outcome of these research projects contributed a lot to the improvement of the organization. The reason, from the present researcher's point of view, is that initial plan was more imposed and the people involved in it felt pressurised and were not motivated, whereas with these two projects, the teachers felt the need for research of this kind into these areas.

V.G.FEEDBACK ON DAILY MANAGEMENT

Continuous feedback from both teachers and students was the essential ingredient of this study. Apart from informal feedback, a questionnaire was implemented to the students once in every year prepared and administered by the administration. The researcher of this study was involved with the preparation and administration of the questionnaire as a part of a team. For the teachers, a questionnaire on organizational needs, prepared by the researcher as described in chapter IV was also administered.

V.G.1.ORGANIZATIONAL NEEDS QUESTIONNAIRE

In 1993, 34 teachers, and in 1994, 32 teachers filled in and returned this questionnaire though the questionnaire was administered to 59 teachers in each case.

The first part of this questionnaire aimed to find out the teachers' awareness about their roles in the organization

apart from their actual teaching. In 1993, none of the respondents including the coordinators, answered this question though in 1994, 14 of the teachers stated that apart from teaching they had responsibilities in the following areas:

1. fulfilling the requirements of the organization (by participating in daily management, meetings, writing reports, PSS calculations, attendance)
2. being a constituent part of the whole organization
3. liaison between students and different parts of YADIM
4. being a part of the small groups and various teams
5. attaining purposes/aims which are clearly presented and agreed.

All the coordinators also stated their roles in this section.

11 newly recruited teachers listed their responsibility areas as distinct from teaching as:

- 1.contributing to the functioning of YADIM
- 2.being a constituent part of the whole organization
- 3.completing the required duties in time
- 4.being aware that any lack of responsibility of one person will affect the others.

The second part of this questionnaire was for evaluating the assistant director. So this part was used as a part of the researcher's investigation of perceptions of her role as a reflection in her management style (see V.B).

The members of staff were asked to identify the needs of the organization by means of the following five questions below:

- 1.For this school (as an organization) to be an outstanding institution we need _____
- 2.We could get a lot more done around here if _____
- 3.What this school (as an organization) needs is _____
- 4.The job that needs to be done that is not getting done here is _____
- 5.People around here need skills in _____

These questions were in relation to their contents and the number of people who mentioned the same content in each question since people came up with answers covering the same concepts provided for the 5 questions above in 1993 and 1994.

TABLE V.18. The areas that teachers mentioned for organizational needs questionnaire Part III (1994 data is shown in bold in the table)

TOPICS MENTIONED	Q1		Q2		Q3		Q4		Q5		TOTAL	
	93	94	93	94	93	94	93	94	93	94	93	94
RESPONSIBILITY/ RESPONSIBLE TEACHERS	6	9	8	11	5	3	3	4	4	1	26	28
COORDINATION & COLLABORATION	7	-	2	2	5	6	1	2	4	-	19	10
TEACHERS WHO ARE GOOD AT THEIR JOBS	10	-	-	-	-	-	-	-	-	-	10	5
CONSISTENCY	2	2	2	-	4	5	-	-	-	1	8	8
POSITIVE ENCOURAGEMENT	3	-	2	-	2	-	-	-	1	-	8	-
DISCIPLINE/COMMITMENT	1	4	1	-	1	1	-	-	-	-	3	-
ACTION RATHER THAN WORDS	3	-	3	2	-	-	-	-	-	-	6	2
FINANCIAL MATTERS	-	3	-	4	-	1	-	2	-	-	-	10
MORE ATTENTION TEACHERS' OPINIONS IN DAILY MANAGEMENT	-	5	-	4	-	3	-	3	-	-	-	12
COMMUNICATION SKILLS	1	-	-	-	1	-	2	-	6	7	10	7
TEAMWORK AND PROBLEM SOLVING	-	-	-	-	-	-	-	-	-	13	-	13
EQUAL OPPORTUNITIES FOR TT	-	-	-	-	-	5	-	1	-	-	-	6
TEACHER SELECTION	-	2	-	-	-	2	-	-	-	-	-	4

The areas that the teachers mentioned are more varied in 1994 than the previous year when the results in Table V.18 are examined. The total number of people mentioning specific areas in 1993 helped the researcher to focus on special areas during the implementation project. The areas related to individual contributions and the organization (i.e responsibility and coordination and collaboration) increased in 1994, which was revealing for the researcher since the focus had mainly been on creating awareness. When the areas mentioned in 1993 and 1994 are compared, the researcher seems to reach her aim because in 1994, the areas mentioned show that teachers wrote specific areas mentioned in answers to specific questions and the areas they covered are more numerous than in 1993. The specification of team work and problem solving skills as the needed skills in the organization is an example of this.

V.G.2.QUESTIONNAIRE TO THE STUDENTS

Contrary to the general trend, the questionnaire was given to the students at the end of the first term rather than the end of the course, in order to find time to deal with any problems. In 1992-1994, 657 students; in 1993-1994 500 students filled in the questionnaire.

The questionnaire given to the student in the 1992-1993 academic year consisted of 8 sections covering general organizational aspects and others specific to their classroom. These covered their opinion of: themselves with regard to language learning; teachers who had been teaching their classes; the content and the quality of the course material; testing and evaluation; management; library; self-

access room, and there was an open ended question for each area if they wished to add anything else. In 1993-1994, the questionnaire consisted of only 4 areas: testing and evaluation; management; library; self access, and was implemented only for the purpose of this study.

The questionnaire administered in 1992-1993, had additional aims. Apart from the general outcome, the questions referred to their feelings about their teachers and the course pedagogy used in classroom. As a result of this, the assistant director (i.e the researcher) and the teacher development coordinator had one-to-one sessions with teachers on the students' perceptions. This is not, however, the basic concern of this study. The results related to the general organization, which is shown as 1993 below, were presented first to the Administration Board and then to the whole staff. Though the qualitative data gathered from the alternative mornings, focused interviews and the open-ended questions of the students questionnaire revealed more for the researcher, she made use of the quantitative results in these two meetings. At the same time, she used some of the extracts from students' open-ended answers (see the collated answers of students in each year to the open ended questions in appendix.V.2) to accompany the quantitative results. Moreover, she introduced the concept of prevention as opposed to detection in systems. She accepted these two meetings were the real initiation of the whole implementation scheme (see appendix V.3. for the content of the meeting).

The questionnaire was analyzed through the statistical package (SPSS) and the results were presented in percentages.

The result of the students' replies to the questions as related to general organizational areas are presented in Appendix V.4. Though the criteria were given as shown below, it was decided, at the director's suggestion, to present the results by adding the negatives and positive (i.e 1+ 2 and 4 + 5) in order to make it more striking.

The criteria originally presented in the questionnaire were as the following:

1. very bad or totally disagree
2. bad or disagree
3. in between
4. good or agree
5. very good or totally agree

But later it was presented in the combinations (1+2) as the negatives; 3 as it was, and (4+5) as positive. The results of this questionnaire is presented in Appendix V.4.

The results of each question were individually interpreted and the actions for the management project were planned accordingly in 1993. In 1994, the researcher's expectation was to find less satisfactory results since it was anticipated that the students who were more informed this year would become more critical. This was actually observed in questions 1,4,11,12,13,18,19,20,21,22 which are individually interpreted below.

The questions from 1 to 6 are related to testing and the results of these questions are better in 1994 except for question 1 and 4. Question 1 asks about the relationship of the contents and tests. The reason for the decrease in positive responses to this question is the problems that occurred concerning the syllabus and the teaching orders. In question 3, the students do not believe that continuous

assessment (PSS) system contributes to their attendance to classes. Question 2 asks whether they get the expected results from the achievement tests. The results are a bit more positive than the previous year. Question 3 asks whether the students believe in the fairness of marking or not. The difference is one of the highest in this group of questions. The researcher interprets the results of these questions as the outcome of the improvement of the Testing Team and their collaboration with the teachers. Administratively, she felt the ease and comfort during the implementation and marking of the tests. At the same time as a result of students' written requests, when the exam papers were re-examined, the number of mistakes caused by mathematical calculations found in test results decreased from 124 to 8 in the same year (Source: YADIM Students Affairs Office). Questions 5, and 6 are related to the continuous assessment system (PSS) and ask whether PSS help them evaluate their own progress and whether the marks appear to be on merit or not. The increase in positive responses to these two questions is interpreted by the researcher as a consequence of both the students and teachers, starting to get used to the system, which was different from their previous experiences and even started to experienced the advantages of the continuous assessment system.

A considerable improvement is observed in questions related to administration also, with the exception of question 9. Question 9 enquires about whether the students get results on written requests from the administration. There is a decrease in positive responses to this question

and the same type of complaints also occurred in open ended results (see appendix V.5). Unfortunately there is no available previous source (in the researcher's present knowledge) about the number of people who actually requested and received results from administration for both years over a specific period of time. So the comparison seems not very relevant at this point. However, the increase in positive responses to question 7 shows that the students consult administration more in 1994 when they did not receive accurate information from their teachers. The ease of communication with the administration (question 8) and administration's help to solve the problems also increased in 1994. In the researcher's opinion, this section can be considered as the reflection of the overall improvement in the organization in 1993-1994. The increases in different questions are not very remarkable, but the anticipation was a very small change in students' results.

Results of questions about the library show differences. While the results of the questions related to the students' own habits decrease in positive responses (questions 11,12,13); the satisfaction with the library's function itself improved (14,15,16,17). The change of the librarian brought some ease and satisfaction to the users (question 15) though the new librarian took a very long time to adapt to the pace of work in YADIM. The existence of LIT members at the library , though in very restricted times, had changed the satisfaction of the students remarkably (question 16). Also opening the library during lunch times consistently brought the same type of satisfaction (question, 17).

There was special attention paid to the functioning of testing, administration and library throughout the management project, as explained in Chapter III. The researcher thinks the improvement in those areas can only be reflected to a limited degree in students' opinion. The situation of the self-access room is an indication, as there is not much change. Within the management project, the improvement process had started during 1993 for the other areas mentioned. But for self-access, it only started in April 1994 with a new team orientation.

There is a sharp decrease in the number of students who go to self-access room (question 18), make use of the books with recordings and watch the films (question 19 and 20). After the establishment of the team, the reason for this was later found out with the help of the students rarely that the attitude of the person in charge was not cooperative enough for the students. The awareness of the students about the functions of the room seem to increase since more students believe in its value (question 21) and they found teachers' existence in that room also helpful (question 22).

The open-ended questions for each section were also analyzed by the assistant director (researcher) and the teacher trainer coordinator in 1993. In 1994, the specific teams (such as LIT and Testing) were asked to analyze their own areas for first hand feedback and also reported the result as a report to the administration (see appendix V.5).

Students mentioned their lack of knowledge in many areas and mainly reflect their feelings in the sentences they wrote. They mainly complain about everything in open ended

sections and the tone was bitter in 1993. In 1994, though some of them were still complaining, there were more students talking about better communication, good relationships, acknowledgement of research and the necessity of change in the system as opposed to the previous year. There were also entries pinpointing the actual problems that the teams worked on.

The entries for the open ended questions were very valuable for the researcher since they provided the actual feedback. In her opinion, it is enough for one student to spread the word and if that student was the unsatisfied customer, or had negative experience, the damage that the organization would receive in the end would not be probably guessed.

As the students questionnaire shows, the improvement in the organization has a slighter impact on students life than the teachers' life.

V.G.3.IMPROVING THE MEANS OF INFORMATION DEVICES

Changes to these devices and their improvement were crucial for better communication. The differences between the year 1992-1993 and 1993-1994 can be observed in informational devices and the announcements.

V.G.3.a.INFORMATIONAL DEVICES

The researcher included all the devices used for informing both teachers and students in this category.

Since the 1991-1992 academic year, pamphlets for teachers and students were prepared and distributed to both the groups.

V.G.3.a.1.The Teachers' Pamphlet

The Teacher's pamphlet was 12 pages long containing six pages of teaching order. It consisted of a short background, programme objectives, the description of the syllabus, procedures for the organization, a global job description of the related people, and general regulations. For 1992-1993, this pamphlet changed slightly. These pamphlets were generally distributed from the assistant director's office, generally a week after the term started. Using the information that the other management change devices provided, the researcher decided to make a fundamental change in the pamphlet. Two weeks before the 1993-1994 academic term started, teachers' pamphlets were turned into a Staff Consultation File which was prepared for each individual teacher. The file was 102 pages long and consisted of

I. Information concerning teachers

1. Background of YADIM
2. Job descriptions
3. General Requirements for the teachers
4. Teachers' Telephone numbers

II. Information about the functioning of specific units

1. Material Production Unit (MPU)
2. Testing
 - 2.1. Testing Procedures
 - 2.2. Continuous Assessment (PSS)

III. Research and Development

IV. Teacher development

V. Facilities of the Centre

VI. Students' Pamphlet

- a) exam promulgations
- b) the 10 most frequently asked questions relating to the promulgations

VII. Programme Information

1. Objectives of the Programme
2. Level descriptions
3. Inventories of the language and skills to be taught for the levels
4. Teaching orders for the 8 week blocks for all levels.

VIII. Procedures for coordination and Transfer of Information.

This file was presented to the teachers in the opening meeting of term, which was also the first meeting of a sequence of meetings aiming at staff development (see Chapter III).

The diary keepers and all interviewees mentioned the consultation file as an improvement and the researcher also observed and experienced the advantages of it in relation to daily management. During the preparation of the Consultation File, the researcher has the following entry in her diary:

" By the way, I wonder whether this file is a sort of equivalent to BS5750/ISO9000 manuals"(September 1993)

V.G.3.a.2.The Students' Pamphlet

The Students' pamphlet aimed at providing the necessary information for the students for the year they would have in YADIM. It had started in the 1991-1992 academic year and was distributed to the students by their classroom teachers. It was also revised every year according to the feedback from the teachers and students. At the end of the 1992-1993 academic year there was an emerging need for a general opening meeting with the students. At the beginning of 1993-1994 academic year, this need was also accompanied by the students' pamphlet.

V.G.3.a.3.Notices

As notices were a part of each school, so it was in YADIM also. Besides the notices from the Director, herself, and the Director's office, the Bulletin Boards were supplied by the assistant directors and the coordinators. The notices for the students were prepared by the students' office under the leadership of the assistant director in charge. The bulletin board for teachers covers almost every aspect of the

organization. The Bulletin Board is the major means of information exchange.

From the feedback provided by the students' and teachers' diaries and the alternative mornings, special attention was paid to the preparation and timing of the notices was paid. Both the assistant directors spent longer in preparing and consulting different people concerning the wording of the notices beforehand in order to ensure clarity. Also, in the year 1993-1994, special attention was paid to reminding and preplanning by means of notices. So the difference between the number and the variety of the notice was clearly seen, as presented in the table V.19.

TABLE V.19. The Number and Kind of Notices on the Bulletin Board

KINDS OF NOTICES	1992-1993	1993-1994
Formal notices from higher management	10	18
informative notices (like timetables, duties, warnings, reminders)	70	202
Notices for general and small groups meetings	7	46
Notices for team meetings	0	13
TOTAL	87	279

As clearly seen from the table, the amount of notices remarkably increased in 1994. In the researcher opinion, the main reason for that is the use of the Bulletin Board for everything related to the life in YADIM. She also observed the increase in the attendance of meetings which were announced through Bulletin Board, and the reaction of teachers if any meeting or change took place without any notice put up on the Bulletin Board.

There was also a change in the tone of the language used for the notices each passing year. The examples in Appendix V.5 can be the representation of how these notices had improved or changed.

To this point, this chapter presented the empirical evidence of external and internal measurement devices for culture change, the contributions of teachers' research and feedback on daily management. The next part will present the outcome of the diaries at individual level for students, teachers, and the researcher herself.

V.H. DIARIES AT THE INDIVIDUAL LEVEL

This part of Chapter V aims to represent the individual's perceptions about the system and change in YADIM through personal diaries of students, teachers and the researcher herself. The researcher shares the opinion of the scholars stating that the individuals' constructs are influential in both social and organizational life. For that reason, gathering personal data from students and teachers was crucial for her. Thus, she could have data free of her assumptions or attaching values. She also aimed to triangulate the outcome by having diaries from students (graduate and undergraduate), and from teachers' as well as her own. 4 teachers and 30 students were targeted for a year at the beginning. They were all told what the research concerned and the reason why they were asked to keep a diary. At the end only 14 students and 4 teachers kept diaries during the two years period.

V.H.1.ANALYSIS OF THE DIARIES

The diaries were used both for implementation of the management project and as a technique for the evaluation of research. For this reason the steps for the analysis took a long time and covered both of the purposes. Chiefly, the six steps described below, also suggested by Patton (1987), were used for the analysis:

STEP 1: During the academic year, the diaries of the students and teachers were read fortnightly, or if the diary keeper had been irregular, when they were brought. This is because the researcher wanted:

- to encourage the diary keepers. They wanted to know whether they were writing the right thing or not. This was basically encouragement rather than guidance because she wanted them to explore their own constructs on the topics.
- to bring immediate solutions to some of the problems which did not require long investigation or cumulative evidence (which will be exemplified below) or feedback from others.
- to choose some extracts of the data to use for the next phase of the research, i.e. for the implementation of the project, since this required quite delicate planning.

STEP 2: The second reading was done after the workshops and all the awareness activities with the teachers had finished.

The purpose was

- to match up the topics and to identify common variations and causes
- to see whether there was any parallelism between the diary keepers

STEP 3: The third reading was done for the classification of the whole data. At this step, overall areas were specified. At the same time, the entries in students' diaries were quantified. For quantification of the diaries the following approach was adapted:

- Every occurrence for any observation that is specified with a tick without regard to the importance of the entry counts.
- There is no difference in this quantification in the specification between a sentence mentioning a topic and a page describing a topic.

- Sometimes inferences and/or interpretations are made by the researcher to specify the topic (e.g. students mention the implementation of the exams or the facilities of the centre; teachers mentioned problems in marking. These are all regarded as system or administrative issues for the entries).
- All positive and negative aspects were treated as the same because of differences in student/ teacher perception. (e.g. The students had entries with very positive rating when a teacher cancelled a lesson)
- Though it was rare, some items are counted under two categories. (For example some entries that the students make are related to teachers as well as to the administration). These items are counted under both categories.

For teachers' diaries, quantification was not attempted because of the amount of the data; only the recurring items were listed.

STEP 4: After the third reading, every student, the diary keeper is identified by a code according to their level and status of the student. This was not applied to teachers. The entries by each students have been represented separately:

- to show how different the entries were, though they had been written within the same project framework.
- to show how much their priorities could change even when the same general purpose was mentioned (i.e. learning the language and passing the exam). The rationale for this is again related to the implementation phase because the concepts of customer focus of TQ is basically related to the variety of the needs of the customers.

Step 5: The recurring items and the corrective actions -if there were any - were specified under the personification of the students. This step was only carried in the year 1993 since it became normal procedure in the year 1994.

Step 6: The most representative sentences or parts of the diaries have been chosen and translated to exemplify Step 4-5.

V.H.2.STUDENTS' DIARIES

One student from every class was chosen randomly (one from each 30 students out of 30 classroom by drawing a name) in both 1992-1993 and 1993-1994 academic years. During the first year, seven students kept writing whereas only four students kept writing during the second year (see chapter IV for the students selection and their decision making). 7 students actually kept diaries continuously in 1992-1993 and 7 in 1993-1994.

Students' input in 1993-1994 was not as helpful as it was during the previous year when the number of entries and the regularity are considered. The outcomes presented below (Table V.20; Table V.21) were achieved during Step 3 i.e the quantification.

TABLE.V.20. The General Areas Mentioned in SS' Diaries in 1992-1993

STUDENT	The period each student keep the diary	# of entries about Teachers *	# of entries about Administration*	Specific area of the student
1/ UG** advanced	almost everyday for three months	31	17	content of courses
2/ G** intermediate	once or twice a month	5	6	language learning
3/ G** intermediate	almost everyday for six months	42	46	language learning
4/ UG** beginner	almost everyday for five months	14	0	social life
5/ UG** intermediate	quite frequent for four months	23	24	TT's treatment of ss
6/ G** beginner	daily for two months	4	4	language learning
7/ UG** advanced	daily for a month	15	1	specific comments on teachers
TOTAL		134 (58%)	98 (42%)	232 (100)

*these areas are the basic areas they have entries. But every entry has a tick during the quantification period. That is why all negative, positive, important and ordinary matters are quantified without value judgement.

****G and UG represent the status of the students. (G) stands for graduate and (UG) stands for undergraduate.**

As seen in the table above, the amount and focus of their entries are tremendously different from each other for every student. But the main areas they wrote in common are identified from the entries. These are about the teachers and about the administration which would later be the concern of the management project in 1994.

As it is expected by the researcher, the focus of the entries change from individual to individual although they were explained the research in the same way.

TABLE.V.21. The General Areas Mentioned In SS' Diaries in 1994

STUDENT	THE PERIOD EACH STUDENT KEEP THE DIARY	# of entries TT*	#of entries about ADMIN	Specific area of the student
1/ UG** advanced	For three months almost every day	14	15	language learning friendship
2/ UG** intermediate	For three months, two or three times a week	14	15	language learning & other's attitude
3/ G** intermediate	only twice	2	4	-----
4/ UG** intermediate	for two months occasionally	32	14	reflection of her own & about fellow students
5/ UG intermediate	only twice	5	3	-----
6/ G beginner	for a month, occasionally	8	11	exam anxiety
7/UG advanced	only three times	7	7	language learning
TOTAL		82 (54.3%)	69 (45.6%)	151 (100)

****G and UG represent the status of the students. (G) stands for graduate and (UG) stands for undergraduate.**

Though the number and amount of diary keepers are less than the ones in 1993, the outcome of the 1994 entries are

almost the same. There is only a slight change between the percentages. While the percentage for administration decreases (by only 4 percent points), the entries about teachers are increasing (again only about 3 percent points). This result actually corresponds to the outcome of the students' questionnaire.

During Step 4; the recurring items were analyzed in 6 categories as shown in table (V.22; V.23) below:

TABLE V.22. The recurring 6 categories in 1992-1994 specified by ss' diary keepers

STUDENTS/AREAS	1/UG	2/G	3/G	4/UG	5/G	6/G	7/UG	TOTAL
ORGANIZATIONAL PROBLEMS	15	12	45	3	32	5	3	115
PERSONAL REFLECTION	13	2	34	14	16	4	5	88
ENVIRONMENT/SOCIAL	9	2	10	31	25	2	2	81
TEACHERS	15	6	24	6	14	2	8	75
FELLOW STUDENTS	8	2	24	12	12	9	6	73
COURSE CONTENT/PEDAGOGY	20	8	20	0	8	6	3	88
EXAMINATIONS	3	0	21	9	4	5	0	42

The students' main concern either individually or together was organizational problems in 1993 as it was expected. Personal Reflection occupies large portions of the entries, and it was also helpful for the students to look at themselves.

The distribution of number of their entries as a whole was surprising for any conventional teacher who thinks the course pedagogy and the examinations are the central issues for the students.

TABLE. V.23. The recurring 6 categories specified by SS' diary keepers in 1993-1994

STUDENTS /AREAS	1/UG	2/UG	3/G	4UG	5/UG	6/G	7/UG	TOTAL
PERSONAL REFLECTION	29	13	1	8	44	4	3	102
TEACHERS	14	14	2	6	32	8	7	83
COURSE CONTENT PEDAGOGY	27	14	2	3	18	11	6	81
ENVIRONMENT/ SOCIAL FACTORS	23	13	0	3	27	4	1	71
ORGANIZATIONAL ADMINISTRATIVE	15	15	6	1	14	11	7	68
FELLOW STUDENTS	11	9	1	3	32	8	7	60
EXAMINATIONS	11	2	0	3	6	6	0	28

As is seen in table V.23 the main areas of students entries changed dramatically. Although the questionnaire results and the overall areas that they have entries on do not show great change, the recurring items in the diaries have changed a lot in 1994. This could in a way be expected since the students were different and the number of entries was smaller and the period of their diary keeping shorter than those during the previous year but it is, at the same time, very important that the students put the priority on personal reflection, teachers and the course pedagogy. These were the areas in which awareness of the problems grew during 1994 through internal measurement devices. Most of the teachers specified that through the staff development

sessions (transmission or otherwise) and through the way of life in YADIM, their handling of the classroom has changed (source: alternative mornings and focused interviews). This was expected to be reflected in the classroom, course and course pedagogy and their impact on the students. The way of approaching teaching learning process may lead the diary keeper students to reflect about themselves, their teachers and complaints of the course pedagogy more.

The students in 1992-1993 and in 1993-1994 have entries in positive and negative ways that is closely related to the previous tables.

The specific issues mentioned by the students under main recurring issues (see table V.24), reveal the centre of their individual concerns. Mainly Organizational Problems are related to exams, teachers' change, the use of facilities; Course Content Pedagogy courses areas for better delivery of courses, and problems with books and materials. Teachers and fellow students have become entries about their attitudes, principles and behaviours. Environmental/Social matters are related to students' welfare, life in campus accommodation and the city. Personal Reflections are generally centred to language learning difficulties and relationships among fellow students. Examinations cover* entries for organizational matters as well as the students' perceptions and anxieties.

TABLE V.24. The Specific Issues Mentioned Under the Six Major Recurring Issues

AREAS	1992-1993	1993-1994
ORGANIZATIONAL PROBLEMS	Exam result announcements, exam implementation, information, marking, change of teachers	late arrivals of materials, misuse of fire alarms, quality of videos and lack of video courses
COURSE CONTENT PEDAGOGY	requirements, listening, speaking, project writing.	content-base courses, content and delivery of lectures
TEACHERS	Their attitudes, class problems with the change of teachers, their way of teaching,	changing the time of the lesson for some reasons, their attitudes towards material problems and students, their observations for COTE
FELLOW STUDENTS	language learning , students' relations and students attitudes	students' attitudes, their lack of attention for learning
ENVIRONMENTAL/ SOCIAL	Accommodation, social life, climate, city	social life, climate, city
PERSONAL REFLECTION	Learning strategies, language learning, general life, the view of the world.	difficulties, personal anxieties both social and academic
EXAMINATIONS	Examination problems are also categorised under organizational problems and personal reflection since students have entries about exams relating to those areas.	anxiety about the exams, the regulation about final exam

It could also be observed from the issues mentioned in 1994 that the management project has influenced organizational life in YADIM since almost all the entries in 1994 are more specific than the those mentioned in 1993.

During step 5, the researcher translated the recurrent parts of the diaries and the specification of whether any corrective action was taken or not for the entries in 1993 for presentation purposes. Though the whole entry for the day is translated, the areas for the corrective action are marked.

5/G: 18 FEB 1993

" All the classes are very boring. Especially today was more boring than ever. I know it is always necessary to force ourselves to get motivated after a long holiday. But why there are 5 hours of Core language course one after the other. What is the use of it to us? But I do not know whether it is because there are no teachers or a mistake by the administration?

But we can't do anything (?) about 5 hours of core language one after the other. Both we and our teacher get tired and lost all the interest that we have for the lesson and on top of that we and our teacher lost interest in the lesson very easily anyway. There was even no need for praying -as Hacıvat does- for something to change the flow of the lesson. So there are very frequent 5-10 minutes breaks within the lessons and our performances are getting slower and slower all the time. where is it leading ??? I do not know?
the result? $1+1=1$ "

During the second term, there were no possibilities to take any corrective action. Since teachers had been negotiating their timetables it was not the responsibility of the administration to change them when the complaints were spotted. But during the year 1993-1994 timetabling problems were dealt with.

2/UG:15 APRIL 1993

"on the topic of the achievement exams again. It doesn't directly affect me but friends are complaining very much about the teachers who enter the classrooms frequently, changing places, the noise of the shoes of the teachers etc. These are really annoying and ruined our concentration. This issue was brought with our teacher in a core language lesson and our teacher stated that these are the reasons you invent to make excuse for the questions you could not do in the exams.. She might have been right in that respect to an extent but actually, everytime the door opens and a different teacher comes in and it at least causes us to look to see who comes in. Especially during the last exam, the coming and going of teachers was very frequent.

7/UG:26 FEB 1993

"The first class is with Mrs.-----. Only lessons. There are already 5 or 6 people in the classroom. They are yawning, and sleepy. The lesson finishes quickly. By the time we were awake enough for the courses, it was already the second hour. She is shouting again and treating us badly, though today she is not so bad as usual. She is a more optimistic today. All the lessons finish quite fast. The teacher does not force us much. The students already want the lessons to pass quickly and contributed to the efforts of the teacher. They all finished very quickly.

24 FEB 1993

"I did not go to school. I spent all day in different offices order to move to the other accommodation block. It seems I will move. This residence has bored me quite a lot. I wonder what the new one will be like?

As can be seen from this entry there is almost nothing that is within the scope of the project but it does illustrate the importance of the general environment to the student.

25 FEB 1993

"We have just dealt with the topics related to the course very quickly. And we are now ahead of the other classes. After the end of the first lesson, we left. Because our teacher has to finish something"

5 MAY 1993

"Despite all the effort we have made, we could not discover the exam results. We said to our teacher :At least we could be the first ones to learn the PSS results and be in the record book of YADIM for that but she seems to take no notice of it."

3/G:19 January 1993

"The groups in front of the bulletin boards attracted my attention. Some things were written up. I looked and found out that PSS grades and non-attendance periods were announced. I got 46 and I had only 1 hour of non-attendance. It was correct but the attendance situation of some friends who had not attended the classroom for days could be announced differently. Some are accepted as if they were always in the classroom. I am sure there was a calculation error. This shouldn't be taken as interfering with their job. Attendance should be a matter concerning only the student himself/herself. But, those who always attend and the ones who sometimes miss classes should not get the same grade from PSS attendance criteria. Moreover, how the calculation is done is not known to anyone. We asked our class advisor how it is calculated and even he does not know. Couldn't an explanation of how it is calculated and what it means for the students have been recorded and put up next to the grades?.

Corrective action was taken immediately after the diary was read and afterwards more time was spent on the notices. Though there are very frequent recurrent items for the exams there were no corrective actions. simply because the working procedures for the exams were changed completely and teachers

are expected to get used to following the exam procedures. The results of these will be observed in a different section.

The following section presents the outcome of teachers' diaries. The results are in some ways similar to those of the students.

V.H.3.TEACHERS' DIARIES

During the 1992-1993 and the 1993-1994 academic years, the teachers accepted the idea of keeping diaries though in the end they could not manage to continue. Three very young teachers whose first working place was YADIM and an experienced teacher who had already started to work for YADIM were asked to write diaries.

The analysis of the teachers' diaries was carried out following the same steps as for the students' diaries.

It should be noted that there is a considerable difference in the style and the attitude of the entries between two years. Though the teachers stated that they do not like the workshops and they have all known what is said both in the reflection forms and the diaries themselves, during the 1993-1994 year the entries were more positive, and the observations were less personal. The tone has also changed. Their entries are only presented in two tables specific to the years and months constituting the first and second terms.

TABLE V.25 .The Outcome of Teachers' Diaries For The First Term of the Years Concerned

1992-1993	1993-1994
<u>SEPTEMBER:</u> (no entries made)	<u>SEPTEMBER:</u> -The opening meeting -consultation file -PSS meeting -workshops -irresponsibility of teachers -WE CARE
<u>OCTOBER:</u> (no entries made)	<u>OCTOBER:</u> -exams and marking (organization, implementation) -meeting with students -small groups (partners; the change in small groups; more organized) -extra duties for the people around -assistant directors' attitude -meeting with students -timetabling -extra placement test
<u>NOVEMBER:</u> -Teaching area -wednesday seminars -exam (content and marking)	<u>NOVEMBER</u> -reflections about the first months (exams, meetings, system) -relations with students -meetings for initiating a group for R&D -small groups

During the first term of the each year, there was no entry for the first two months, contrary to the researcher's expectation. Managerially those two months are the months when the main problems occurred. At the same time, the researcher thinks that this period can also be considered as the period when the diary keepers were building their constructs since they themselves ask what they should be writing.

For 1993-1994, they started writing from the very beginning. It is also observed from the entries that they have been reflecting on themselves before writing anything. The entries also consist of improvements and changes.

As can be seen in Table V.26 for the second term of each year, the release of tension is more easily observed. The teachers tended to write on problems experienced during 1992-1993 second term and express their uneasiness about them. The

entries for the same period the following year (1993-1994) are fewer in number. Though they continue making entries about problems, these are -as in the focus interviews- problems that tend to be more specific than in the previous year.

TABLE V.26. The Outcome of the Teachers Diaries for the Second Terms of Years Concerned

	1993 -1994
<u>DECEMBER:</u> (no entries made)	<u>DECEMBER:</u> -new classrooms
<u>JANUARY:</u> -problems with health -administrators' attitude -concern for her students -substitution -Wednesday workshops (Gulten's workshops) -exams(content, marking implementation discrepancies in marking, the exam day) -small group meetings -monthly meetings -teachers' reluctance -PSS (objectivity, calculation)	<u>JANUARY:</u> - new year cards (Gulten's)
<u>FEBRUARY:</u> -cancelled and held meetings -regional conference preparations -conference organization -exam result announcements (2,5 weeks late after everything finished) -difficulties in timetabling -having problems with ss	<u>FEBRUARY:</u> -COTE observations -lesson plans
<u>-MARCH:</u> - PSS (not announced monthly as it is stated) -librarians -questionnaire results -exam and marking day	<u>MARCH:</u> -observations, assignments,
<u>APRIL</u> -mismatch in timing for a meeting in Testing office due to illness -inconsistency in administration -problems with adjustment test -exam and marking day -teachers' attitude towards the content and the pace of courses. -observation for the research.	<u>APRIL:</u> -exam (content), changes in levels -teaching assignments (Not what they wanted) -lack of material, the attitude of material coordinator -Bilkent exam -small groups
<u>MAY:</u> -- exam and marking	<u>MAY:</u> -Librarian -decrease in meetings -Marking and exams (She wrote as an account of three months' events and observation on these three areas) -Bilkent -intercom -proficiency(not very organized because of arranging new classes)

V.H.4.THE RESEARCHER'S DIARY

The researcher, apart from her research and the dilemma she experienced in her dual role, made entries about the daily life of YADIM, as her first purpose (see V.C above) though the variety of her entries was greater than that of the teachers and the students. There were entries both corresponding to those of the students and teachers, and others totally different from them. The length and frequency of entries also varied because as she developed keeping the diary as a habit, the amount she wrote increased. The areas on which she had entries are shown in Table V.27.

TABLE V.27. The Outcome of The Researcher's Diary

AREAS	1991-1992	1992-1993	1993-1994
ORGANIZATIONAL PROBLEMS	104	163	130
PROBLEMS CAUSED BY INDIVIDUALS (SPECIFICALLY BY THE ONES AT RESPONSIBILITY POSTS)	92	61	93
DAILY MANAGEMENT	108	109	215
DECISION MAKING	37	26	20
TEACHERS' CONCERNS' ABOUT CAREER PLANNING AND RESEARCH	22	38	19**
COURSE CONTENT /PEDAGOGY	16	18	0*
STUDENTS	8	24	12
SOCIAL SIDE OF YADIM	29	8	15
ORGANIZATIONAL IMPROVEMENT		12	72

* these areas are counted either as organizational problems or as daily management because of the analytic analysis that the researcher did during the process in 1993-1994.

**Teachers' concern about the research was the only entry here for 1993-1994 because teachers generally express their career concerns through being members of groups.

The main issues within the areas shown in the Table V.27. are shown above:

The organizational problems covered topics such as the length, content, outcome of meetings, any possible problem with the testing, materials, syllabus, library or such units, the stress within the school, and decisions or implementations of YÖK or institutes.

The problems caused by individuals covered coordinators and the teachers who filled different responsibility posts varying from team leading to organizing music for the canteen. While only one single entry was possible for one of them, it could be possible to have 36 entries for another one in an academic year.

Concerns related to daily management covered a wide range of issues from substituting an individual class for a sick teacher to conference organization and to meeting guests. The improvement in coping with the daily management can also be found in the following entries. During the first year, she generally had entries like

"It was a very hectic day, how I will finish these forms related to timetables, why are they (teachers) not responsible, why students do cause so many problems ?, etc". (December, 1991)

Later, she wrote:

"But why? Haven't we prepared the notices? Haven't they seen them? Do they know they have to read the Board everyday first thing?" (January, 1992)

"I think I know why. First the announcement was late. Second we had talked about it before the meeting. Third I think it was not strategic. We have to be thinking about presenting it again" (March, 1994).

Though the entries that the researcher had each year were varying, the total number of entries may change over the years. As well as increase in the number of entries, the quality of her entries also increased. Her expectation about

the increase in complaints, her formulation of problems and in her statements on the requirements of her job during the first year of implementation of TQM concepts are reflected in her own diary. At the same, her ownership of the problems caused her to write about those problems which could be a part of TQM implementation since quality must be owned and since the managers have to change themselves.

In the researcher's opinion, having a lot of entries about organizational problems is directly related to questioning processes of different tasks in the organization and the attempts to improve them, as is seen in the numbers of Organizational Problems and the daily management. With the implementation of TQM concepts an increase was expected in reported or observed problems. This is represented only slightly as organizational problem. However, the increase in daily management is very noticeable and was anticipated since most of the problems are caused by common variations. Moreover, a number of entries exclusive to organizational improvement is a reflection of the concepts in implementation in that specific year. Problems caused by individuals show a decrease in 1992-1993 and increase again in 1993-1994. The entries in 1991-1992 were limited to the people in responsibility posts and more than one third of the problems were caused by only one person. In 1992-1993, the entries again were only for the responsibility posts one of whom changed. The increase observed in 1993-1994 was related to the number of people involved in different responsibility areas such as the leaders of teams. At the same time, the

researcher was also more attentive to the problems and processes in that year.

The number of entries related to students also showed an increase though in 1993-1994 the entries are related to individual students while the entries in the previous years are related to groups of students. It can be interpreted that more individual students were contacted - those not necessarily provided with help- during the last year of the diary.

The data that the three types of diaries provided for this study was extremely helpful. In this way the researcher had individual contact with the immediate customers, although the data was limited and despite the fact that it could be observed that some of the students were trying to limit themselves while writing. Each student and teacher exposed their personal constructs while keeping their diaries, enabling the researcher to observe the whole field from two different angles, that is as a whole and from the individual's point of view.

In this chapter, the empirical evidence for the action research was presented in six main sections, namely the researcher's dual role, external measurement devices for culture change, internal measurement change devices for culture change, contributions of teachers' research, feedback on daily management, and diaries at individual levels. Next chapter will evaluate the TQM -oriented management project and assess the evaluation devices.

CHAPTER VI. ASSESSMENT OF THE MANAGEMENT PROJECT AND OF THE CULTURE CHANGE EVALUATION DEVICES

This chapter has two sections in which the aim is to present the state of the management project in June 1994 and evaluate the actual devices used to measure the change that was empirically mapped in the last chapter. The evaluation of the devices is presented under the categories of strengths and weaknesses. The researcher inevitably reflects on both of her roles during the evaluations.

VI.A.THE MANAGEMENT PROJECT:ASSESSMENT OF THE PROGRESS

VI.A.1.THE SITUATION AT THE END OF 1993-1994 ACADEMIC YEAR

When this situation is observed within the scope of TQM implementations, we do not have a conventional TQM procedure but we have 'Something Like It' (Cross,1993). Since culture change was intended from the very beginning, we did not attempt to apply international standards such as ISO 9000, but tried to introduce and foster TQM concepts.

Our approach to TQM can also be considered as drip feed because it is very difficult, as many proponents of TQM have stated, to reach all the prerequisites for Deming's 14 points or Bonstingl's four pillars at the same time. In many cases waiting for these prerequisites to be in place in order to start implementation would have made it impossible to start. This is because Deming's 14 points and the four pillars of the quality schools (see Appendix VI.1) require culture change of a kind that takes a long time, and as Deming

states "you cannot change the culture of the organization, you can only change the behaviour of the people."

Moreover even having elaborate frameworks such as Crawford (1991) suggests and University of Wisconsin (Doidge and Withchurch,1993) does would have also been unhelpful because loss of time could have weakened our ability to start to implement the philosophy; in Deming's words 'start as early as possible' (1986). More realistic ones as Mourtgaryd (1992;1993) suggests even need the adaptation of the contingency factors. Moreover, developing a model or a framework which has not been enmeshed within the existing structure could also be pointless as stated in literature. At the same time, being a user-supported institution inhibits the possibilities of implementing any different scheme because of the unpredictability of the future in relation to economic situation of the country. Though the financial constraints seem to be not yet as severe for state universities in Turkey as in UK or the States, present government's austerity measures left educational institutions in uncertainties for any long range planning. At the same time the possibility of changes in the language policy brought in different procedures, measures and unclarity which caused turbulence for the present and for the long range planning of any kind.

Within this situation, the activities and changes carried out in the department as a part of the implementation project was not advertised as is done in conventional TQM applications. The main reasons for this were:

a. we were not willing just to pay lip service to the approach

- b. we could not have any long range planning because of the changes in external governmentally determined policies
- c. the desire to undertake the implementation in the way that TQM does (no revolutionary change but finding ways for improvement).

So we have not made any Quality statement or Vision statement explicitly for YADIM, but it is also known that we would like to be one of the best preparatory schools in Turkey and keep that reputation. And in reaching and keeping this, the only way is to provide ways for continuous improvement for the staff (Ekmekçi, 1992 meeting for this study). This belief was also explained in her speech in June 1994 with the following intention: When lecturers are appointed, at the beginning they are dependent on each other and on the administration. Through development sessions and the diploma and degree courses they undertake, they learn to become independent. But working in YADIM requires these people to be interdependent simply through being in an organization with a system of its own. That is what we try to foster over the years and continue fostering (based on notes during speech at the meeting for the recognition of teachers in 1994 by Ekmekçi).

The following seven main areas can be accepted as the results achieved are the last three years as a result of the procedures of the implementation period.

VI.A.1.a.ACCEPTING THE IDEA OF BEING AT THE BEGINNING OF THE PROCESS

This, being at the beginning of the process, was a definite and inevitable advantage for the implementation of

TQM concepts for paradigm change since developing or/and changing the thinking habits of students at the very beginning of the university life is an established part of our work. This was only the awareness stage in our implementation because the teachers now had to live and experience the same paradigm shift in their jobs as teachers. So, one of the aims at the beginning was to have the teachers accept language learning as a pleasure. The outcome of focus interviews and alternative mornings (see chapter V) can be accepted the evidence of this.

VI.A.1.b. TOP MANAGEMENT COMMITMENT

This project had the great benefit of top management commitment, as explained in chapter III. Apart from being supportive, challenging and innovative, the director, during the period of the management project, provided the sources for improving the facilities in YADIM which helped the teams to carry out their missions. These could be listed as:

- air conditioning of the library
- establishing an intercom system for the standardization of listening components of tests
- internal telephone system
- setting up the rotating fund for providing fringe benefit for teachers
- setting up as an international centre for TOEFL (Tests Of English for Foreign Learners) and UCLES (University of Cambridge Examinations Local Syndicate) exams.

VI.A.1.c. THE STYLE OF THE MANAGER

If a man has not been seen for three days, his friends should take a good look at him to see what changes have befallen him

(Japanese Saying).

As a priority the researcher-manager of this study wanted to achieve change in herself. Since the teachers stated that they noticed how much she changed, she is of the view that her style change has been considerable. However it was not as quickly noticeable as required in the saying above. There was a considerable difference in the style of the researcher between November 1992 and June 1994. This could be observed through the project and as seen in the empirical evidence. This change has certainly had an impact on the improvement of the management project for both the researcher-manager herself and all other parties involved.

VI.A.1.d. THE DESCRIPTION OF THE CUSTOMER

Since satisfaction of the customers is one of the main indicators of the whole TQM philosophy, in 1992, we identified our external customers. Contrary to the conventional procedures, YADIM invited the higher management of the university, and the lecturers who had been teaching their courses in English to a meeting. The functioning of YADIM was explained to the guests. Every speaker focused on the idea that faculties are the main customers for us. This meeting was the result of a 6 months study of how we would be working in organizational respects and in which way we would be doing the research required for more effective learning and teaching for the students in the different faculties. The meeting became well-known and the faculties specified their

pleasure about this approach. It also led the departments to state what they actually want from their students at graduate level. These specifications led the students to focus on what they needed and also pointed to the change in course content (which has not been achieved yet.) (See appendix VI.2 for the departments specifications for graduate students).

There were also changes in the whole programme in regard to timing, content and exams which was started with the students' complaints and become a part of the organizational development. These changes helped both to reduce the prime time of the students and to change the organizational structure.

Despite these, there have been and there are a number of departments and lecturers at the faculties who are not satisfied with the language level of the students. For YADIM and for the researcher it is rather difficult to assure these people that the improvement of the Centre in itself has taken a long time and the impact of this improvement related to students would take longer time.

VI.A.1.e. CHANGES IN THE ORGANIZATIONAL STRUCTURE

As "[O]rganizations are to be sailed rather than driven" (Peters and Waterman, 1986), being more informative as management was one of the goals for the implementation of the organizational structure change. In three years time, YADIM achieved self-restructuring and was transformed into a working group and team-oriented structure rather than the classical hierarchical structure despite being in the larger hierarchical structure.

Management, as opposed its approach at the beginning that everything done and discussed was supposed to be understood, reached a stage of not assuming anything that either the teachers or the students should know. This led them to provide platforms for consent, and to adopt procedures for dealing with the main problematic areas thanks to the teachers' agreement at the proposal stages. Moreover, as a result of this team orientation, these proposals were presented by the teams themselves. It was observed that with the new organizational representation, teachers felt happier.

At the same time, spreading the responsibility (having at least one person in different areas for extra curricular duties without any extra payment) was one of the achievements. Finding out the powerful sides of each teacher and preparing platforms to transform those sides to the advantage of the organization helped both themselves and the organization in their quest for continuous development.

VI.A.1.f.TEAM ORIENTATION

"Although, no committee would ever composed Beethoven's fifth symphony, it's also unlikely that any individual could have sent a rocket to the moon.

(Wragg, 1984, cited in Handy and Atiken 1988).

With the accomplishments that the TESTING TEAM achieved during the last two years, people realised how effective teams can be in easing their lives. It was also realised as a result of the performance of WE CARE and LIT which are the Quality Improvement Teams. All three teams started by solving an existing problem and were not shown the way or directed in any way. Coaching was provided at any stage that

they required at but no other supervision was provided. They chose their leaders, found their names, had their proposals accepted and were later appointed formally by the Board, together with their names and with their specified procedures and duties.

It seems that the number of these teams is increasing. There are two new ones on the way.

One of the main ingredients of the successes of these groups is the way people are chosen. All these groups started semi-voluntarily at the initiation of the management. That was why at least two or three members who were invited to the initiation meetings were well known to the assistant director as having interest in the area to be introduced. Later the teams accepted new members at previous members' suggestions.

Another contribution to the team orientation was the change in the organizational structure. Since everything needs to be solved in small groups, the teachers are in a situation of living with the groups. The common characteristics of these teams were:

- they started in order to reduce a problem which is not generally definable
- they started as semi-volunteer groups and continued as voluntary groups
- the number of the people at the initial stage decreased for various reasons when they decided to work in long term issues.
- the leaders realised and stated the importance of their role in the long term.
- they realised the need to have making procedures.

VI.A.1.q.STAFF DEVELOPMENT

Having external and internal TD programmes in the department and allowing every teacher who would like to continue a degree programme at different Universities (in the country or abroad) has helped YADIM to achieve a very

good reputation. This also led teachers to be more involved in the effectiveness of classroom instruction and create an atmosphere of openness and encouraging discussion.

There was no conventional TQM training for the reasons outlined above. Though we have not been giving a TQM based staff development programme, the SD scheme covers a systems approach on teacher development, personal development and organizational development. Teachers are involved in learning systematic problem solving skills though not in a conventional TQM training way. Since language teachers are very used to many of the concepts presented in these programmes, staff development had to be carried out in a different form. As Fortune (1992) puts forward, idea generation is central in this situation since brainstorming is one of the devices teachers use for their teaching. Moreover the contents of those training courses are also being revised to match the real needs of the staff also.

VI.A.1.h. DIFFERENT WAYS FOR APPRAISING PEOPLE

Rewarding people needs to be structured. Learning organisations set up self appraisal schemes but it seems unrealistic in our situation because of the larger organizational structure. Therefore the following method was applied. At the end of every academic term, the teachers who are involved in extra-curricular activities in order to improve the system and who work on betterment activities are recognised in various ways. It was a thank you for the first year, a rose for the second year and a certificate for the third year. At the same time a form was developed for recording the teachers' professional development.

V.A.1.i. FEEDBACK ON DAILY MANAGEMENT

Every notice or meeting received feedback from teachers as their first reaction. The researcher tried to eavesdrop and also encouraged the teachers and students to comment on those devices later also. The devices used for transferring information is now more elaborate and clear with the help of the teachers. They always ask for a problem to be described and this has led the managers to make improvements.

VI.A.1.j. THE IMPROVEMENT OF THE MANAGEMENT TEAM

The problems at the beginning of the implementation phase seem to have been resolved within the three years since people have realised that being in the management team involves more commitment, more time, more criticism and more stress. It is also realised by the individuals in the management team that the tasks completed as a team generally have fewer deficiencies than those completed individually.

VI.B. STRENGTHS AND WEAKNESSES OF THE DEVICES USED FOR EVALUATION OF CULTURE CHANGE

In this study, the devices used for the evaluation purposes are assessed in six categories. These are ease of administration, time involved in administration and analysis, acceptability of the devices by the subjects, the role of the researcher, conclusiveness of the results and the judgement about the types of each device in use.

VI.B.1. EASE OF ADMINISTRATION

In choosing a device, ease of administration could be one of the main criteria for a researcher. The researcher in this case, being the manager also, paid special attention to

the way that these devices are implemented because she did not wish to create the feeling of that change was being imposed as a top down activity. Therefore, for the administration of each device, the researcher tried to find the best way to get teachers to give feedback. In the case of questionnaires, she did not send them through the internal post but handed them in to the teachers individually, explaining her purpose though it was written on each questionnaire. For some of them, as the reader will see in appendices, she signed each questionnaire by addressing it as well. She believed that teachers should not be in a position of feeling themselves as subjects only but also contributing to the whole process.

VI.B.1.a.HARRISON'S CULTURE SPECIFICATION DEVICE

The original device, prepared for individual use, has two sections to fill in : self and organization. For this study only the organization's section was implemented. There were no problems during the administration of the device.

VI.B.1.b.HOFSTEDE'S VSM

Receiving the copyright from Dr. Hofstede took sometime though it was no problem. Since it is a questionnaire, one could expect that it is easy to administer and it was so in this case. The only problem was to revise the questionnaire for the purposes of this research. That was why the second part of the revised VSM sent by Hofstede was changed from his original questionnaire. Once the copies were prepared, the only task was to distribute them. As mentioned, as far as the purposes of the questionnaire are concerned, the title page of the questionnaire has changed. Apart from that the

only task was replacing the word organization with schools or universities as organizations. The administration of this device was more difficult than the Harrison device since it is longer, more elaborate and actually designed for a different type of an organization. Moreover, teachers wanted clarifications in 1994. Once the questionnaire was distributed and returned, the next step left was the analysis.

VI.B.1.c.ALTERNATIVE MORNINGS

These meetings were announced through the Bulletin Board with a notice. Administration of these devices were more difficult than the questionnaires firstly because, as opposed to the questionnaires, the researcher had to carry on with both of her roles at the same time. Secondly, she had to plan the meeting though the content and the atmosphere could not be anticipated. The specific devices such as brainstorming, reflection etc. she used throughout the implementation were helpful. It was also not possible to guess the length of time for each session. These sessions were recorded, since the researcher wanted to be involved in the whole process and arrange the flow during the sessions themselves. Recording, however, did not affect the course of action or the way people spoke in these sessions. Apart from that the researcher had to go through the teachers' timetables and arrange the time according to their availability. If only two or three of the whole group was teaching at the time available for others, she either wanted them to shift with their peers or substitute the classes with other teachers.

VI.B.1.d.FOCUS INTERVIEWS

These interviews were also difficult to implement since they took a long time. At the same time the availability of the interviewees and the interviewer did not always correspond. The researcher had frequent entries in her diary indicating the changing appointment times of the interviews. Moreover, she tried to complete all the focus interviews in a month's period in order to have the same daily life conditions in YADIM. However, the interviewees' and the researcher's mood could change the style and the length of the interviews, which made the whole issue more difficult for the researcher.

The focused interviews were also recorded. The interviewees seemed to be not affected by the tape recorder except one who did not want to talk explicitly in the first year but the same thing was not experienced during the second interview in the following year.

A weakness, that was spotted during the analysis was that, the attitude of the researcher tended to change for each interviewee in relation to their personalities, and the structure of the interview again related to their characteristics.

VI.B.1.e.QUESTIONNAIRE TO THE STUDENTS

The administration involved all teachers and classes within a teaching hour. The notice was put up on the Bulletin Board with the purpose, date and time. Teachers checked out class sets of questionnaires just before the teaching hour and administered them to a group of students that they did not teach. The only problem experienced was with the teachers who

did not turn up to hand the questionnaires to the students. In those cases, the researcher took the questionnaires to the classrooms in the first 10 minutes of the same teaching hour. Organising of who would administer the questionnaire, in which classroom took a long time.

VI.B.1.f.QUESTIONNAIRE TO TEACHERS

This questionnaire was implemented in the same way as Harrison's and Hofstede's devices. The researcher distributed them to the individuals by stating the purpose. Generally, the teachers were asked to return their copies to a file in the office that is open all day.

VI.B.1.g.DIARIES

The implementation of the diaries was the most difficult task but from selecting the people to the stage of collecting them from all partners.

For the students' diaries the selection of the students was not very difficult but as explained before, talking to them of the decision making stage was very difficult because the researcher had to wait for a certain period for them to make up their minds. This period made the researcher anxious also because students' anxieties generally came to the surface when they thought of the specific role of the researcher. Moreover, some of the diary keepers did not want their friends to see them coming to the administration and giving something in regularly.

For the teachers' diaries the selection process was very difficult because of the sampling size. The number who is convenient in time was only 15. And five of them were very close friends of the researcher which was not suitable. The

10 left was talked on this respect. Some of them were not keen on contributing research, some expressed their disagreement with the researcher and some agreed but did not write anything. During this process, the researcher did not try to persuade anybody because of her position in YADIM.

After their decision, the teachers' anxieties surprised the researcher because she believed that this technique was familiar to them and probably in use for teaching purposes. It seemed that they did not have any constructs in diary keeping concerning administration and management. They asked for guidance from the researcher, but since she did not want to limit what they would probably write and the only guidance she could give was about the scope of the study, she explicitly asked for anything that they wished to write. The teachers did not bring in their accounts regularly and the researcher could not do anything about it. So at the end, the teachers handed in what they wrote every time she left YADIM for the study trips.

For her own diary, which was easiest in comparison to the others, the only difficulty was not being able to write every day. She ended up writing every other day and sometimes at the weekends as an account of the week.

VI.B.2.THE METHOD OF ANALYSIS AND TIME INVOLVEMENT IN THE ADMINISTRATION AND ANALYSIS

As expected, the analysis of the devices changed according to the type of device.

VI.B.2.a.HARRISON'S CULTURE SPECIFICATION DEVICE

The analysis was easy since Handy (1986) provided the guidelines. The time involved in analysis was not more than expected. The only problem was computing the organizational results, since the questionnaire was designed for the individual use.

VI.b.2.b.HOFSTEDE'S VSM

The analysis of the Value Survey Module is carried out with SPSS after the data was loaded in the computer. Calculations of dimensions were carried out as in the scoring guide provided by Hofstede (personal correspondence for the copyright) through factor analysis. Apart from implementing the mathematical formulas, there were no other problems. The analysis of the whole data did not take more time than anticipated. The researcher also decided not to analyse part III since the roles and levels of organization are not similar to YADIM and the demographic data were already known.

VI.B.2.c.ALTERNATIVE MORNINGS

The administration of the alternative mornings were more difficult than the questionnaires and the interviews because it involved more than two people. The teachers to be in the session and the researcher had to be free at a certain time and that period of time had to be unlimited since the researcher could not guess how long it would take, since she let the teachers talk as long as they wanted. For almost all of these sessions the researcher had to use her manager role to arrange the session and enable it go smoothly.

As shown in the framework, it was a very long process to analyze these sessions though reaching the framework also

took enormous time. Reflection was very delicate initially because the dual role of finding out the real causes of common variations and building trust at the same time. Secondly, transcribing and trying to find out the common areas were amazingly time consuming. Reaching the categories, determination of the problematic and non-problematic areas and the identification of people's attitudes during the analysis could only be achieved in a situation this case study has been carried out.

VI.B.2.d.FOCUS INTERVIEWS

As with the alternative mornings, the time involved in analysing the focus interviews was immense though the data gathered was invaluable both for the implementation of the project and evaluation. It also took long to decide whether the focus interviews should be analyzed with the same framework as the alternative mornings or not. As the researcher decided on using the same framework for analysing focus interviews along with the alternative mornings, it was easier for her to deal with this device from the analysis point of view.

VI.B.2.e.QUESTIONNAIRE TO STUDENTS

Loading the data in took a long time though some of the staff helped the researcher during that period. The quantitative analysis was carried out through SPSS and the open ended questions were analyzed in relation to what the students mentioned and the frequency of its occurrence. During the first year, the teacher development coordinator carried out the analysis of the open ended questions and the following year the teams worked on those. The division of the working

load was helpful in terms of timing. The analysis took as long as it was expected.

VI.B.2.f.QUESTIONNAIRE TO TEACHERS

The first and the third parts of this questionnaire were analyzed by content. Also the content reoccurred in different questions presented in the third part since five of the questions were asking about the needs of the organization. It took quite a long time to manage to get all the data presented together.

VI.B.2.f.DIARIES

The analysis of the diaries took a long time and the analysis was really tedious. The students' diaries started to be analyzed while they were writing since the entries were used to help the actual implementation of the management project. The same was intended for the teachers' diaries but could not be achieved because the teachers did not bring in their diaries regularly. The researcher's own diary was the most difficult because

1. she had to act as a third person (as an outsider)
2. she had to be as objective as possible
3. she had to be away from the field

in order to analyze her own diary. At the same time, she had the longest diary in terms of length and time. Since the amount of time she kept it was longer than the teachers and the students, it took longer to analyze. Moreover, an unanticipated difficulty also occurred during the analysis. This was her revisiting the events and trying to make reflections on those. It was really difficult for her to act as a third person during the analysis.

VI.C. THE ACCEPTABILITY OF THE DEVICES BY THE SUBJECTS

The researcher thought that all the questionnaires implemented received high acceptability by the subjects, despite being in a semi-controlled environment. Almost in all of the questionnaires she received 80% feedback.

As far as the alternative mornings and the focused interviews are concerned the same happened. In the end only 5 teachers out of the whole list of invitations to alternative mornings did not attend the meetings. Only one teacher decided not to be in a focused interview.

The situation was different with the diaries. Many of the students did not welcome this, thinking that the role of the researcher might affect their future prospects. Both teachers and students found diary keeping difficult since it required self discipline in both writing and reflecting. Moreover, it is a long term commitment when compared to the questionnaires. Even the researcher herself found it difficult to keep going everyday.

The researcher realized that none of the students had mentioned how they started to keep the diary. Also they have never questioned or focused on the research area that was explicitly explained to them. At the same time, the researcher had discussion sessions with some of them concerning a range of problems, and as a researcher, she was expecting those same problems to be recorded in the diaries but they never mentioned in the diaries. This might be because the students' focus on their own problems only.

Nevertheless both of these issues were recorded in the researchers' diary.

We had a get together at the end of May having tea and cake, in order to discuss how they felt during writing. Though at least half of them kept on writing after this get-together they did not record this event in the dairies. The researcher actually could not decide the students' criteria for recording events. Perhaps they only saw the classroom as their focus.

VI.D.THE ROLE OF THE RESEARCHER

The role of the researcher has always been very interesting in this study but as far as the administration of the devices are concerned, the style of the researcher-manager became crucial in revealing so much data. This was realized when the following pieces of data were traced through different devices.

Towards the end of the second alternative morning in 1993:

"By the way, since you are here" I should mention the problem related to...."

In an alternative morning in 1993:

"...since we can communicate with you about everything by different means ..."

In a focused interview:

"I should tell you this because I know that you would be interested in this problem and the suggestions"

In another focus interview:

"I think you should know this..."

It was interesting to find out that they wanted to mention some specific problems 'since [she] was there' and

either solve or record the problems on the spot though the researcher tried to make the purpose clear for the specific devices, and especially for the alternative mornings she had explained that those sessions did not aim at solving anything explicitly.

The teachers and some of the students refer to the fact that they could talk to the researcher about any area without any problem since they were taken seriously. Moreover, the researcher found out that her reflections about some events -negative or positive - were also helpful for the subjects' exploration of some topics that they had reservations to talk about.

It was also interesting in 1993 that the researcher spent quite a long time on explaining the processes during the focus interviews and the alternative mornings when she realized the teachers were not aware of them.

VI.E.CONCLUSIVENESS OF RESULTS

Questionnaire to Students The questionnaire provided quantitative and qualitative results of help from a management point of view. It was powerful enough to highlight the need for improvements and to make the teachers aware about the problems.

This questionnaire provided the triangulation of the data for the research. The qualitative results and students open-ended remarks verified teachers' uneasiness and researcher's assumptions in many areas.

Harrison's Culture Specification Device: By answering the questionnaire for assessing her/his own ranking and the

organization's ranking, any individual in an organization can find out his/her dominant culture and the organization's dominant culture -from her/his point of view with the help of the calculation presented in Handy (1986).

When this questionnaire is implemented to individuals for their organisational ranking only. When the result is gathered for the organization, generally the four cultures are almost similarly identified as Handy suggested. Though the operational definition is very clear, the device seems not to be very helpful for the organization itself. In the researcher's opinion, if it is any of help to individual, the prerequisite is that individual is genuinely open to continuous improvement.

As a research device, administered to more than one person, this questionnaire seems to provide nothing more than personal information. If the questionnaire was possible to be administered with names on, it could be very helpful to specify each individual's dominant culture. For assessing change purposes and administered for more than one unanonymously, it seems not useful. However, the outcome of the results can also be accepted that four of the cultures were almost equally dominant in the organization when the management project started and it did not change during the period.

Hofstede's Value Survey Module: This device was very crucial both for managerial and research purposes. The results for November, 1992 provided the researcher with the information which was possible to use during the implementation of the management project. The results showed what the teachers

wanted in their desired working place and how satisfied they were in YADIM. It was a valuable information for starting a management project aimed culture change.

The present values of the employees and their satisfaction became the crucial area that the researcher wanted to spot at the time she started this study and the same at the end of the study. This, through Hofstede's Value Survey Module, seemed to be recorded. Also, the change that could be felt in the organization seems recorded. The results of the calculation for the three dimensions in question are the strong indication of this though Hofstede has not aimed at measuring culture change when designing the device.

Alternative Mornings: Between the two years, there was also a change in the way that the researcher conducted the alternative mornings. She shortened the period and reduced the amount of talk in the second year. The alternative mornings were revealing because teachers stated that within and after the session that they felt themselves quite relaxed and satisfied though this was not among the many aims of the alternative mornings. Alternative mornings also gave quite a large picture of how the teachers interpreted the events and what was really missing in the system. The researcher came to the conclusion that the alternative mornings were extremely useful for the process to find out the real reasons of the common causes at organizational level.

The alternative mornings were helpful to gather first hand data which show similar trends with the quantitative devices. The researcher finds the alternative mornings contributed to the whole research period since they represent

more than one teachers' point of view and since the teacher's and the researcher felt the issues talked were explored in detail and mutually understood. As a research tool, the researcher also experienced the power of the group dynamics for provoking discussion and at the end gathering more data than any device involves individuals.

Focused Interviews: Focused interviews were as helpful as the alternative mornings but in the absence of any group, the interviews largely represented the personal views of the teachers. The interviews helped the interviewees reflect and realize different issues in the organization. Even this process was very helpful for the researcher to observe how the changes and improvements observed both in the organization and within the individuals. This was what the researcher valued very much since focus interviews turned out to be the devices for specifying the personalities of the teachers besides other aims. This helped the researcher enormously for identifying the different points of views among the staff.

The focused interviews was important for the management project because of the individual's importance in organizations. The interviews were very helpful to find out ways for individual's perceptions and values to contribute to the organization. The interviews proved again the diversity of the teachers values and beliefs as well as the symbols and similar perceptions in relation to their job and the organization they work in.

Diaries: The diaries helped the researcher to observe the trust building and the change in the attitude of teachers

during the three years, which could only be highlighted in the study by the anecdotal data cited in the diaries.

The diaries provide critical bits of information both for the management project and for the research as real life entries. In this respect the students' diaries were immensely helpful since they were the real reflections of the immediate customers and since they are reflections that came bottom up. The researcher believed that no questionnaire can create that type of data for any action research project like this though through the analysis the results do not seem to be so conclusive.

VI.F. JUDGEMENT ABOUT THE TYPE OF DEVICES

[A]lthough both qualitative and quantitative methods are used for data collection in case studies, the latter will normally predominate in the study of processes where data collection, analysis, and action often take place concurrently[.](Gummesson, 1991;2),

this does not happen in this study. The qualitative devices, alternative mornings, focus interviews, diaries and information gathered during coffee breaks or in the corridors, were not regarded as second grade information (ibid) but found extremely helpful for the identification of the problems and for the improvement efforts. These qualitative devices were also helpful to identify the sources of common and special variations. At the same time they provide enormous evidence for the diversity and complexity of the individuals in organizations that has been crucial for the implementation of TQM procedures. Each individual device has proved that the individuals with their beliefs and values help to create organizations.

In the researcher opinion, the qualitative devices provide the insight and reality for the research. This led the researcher to use research evidence in practice in the short term, which she thinks contributed to the results of this study.

The quantitative devices seemed not to reflect what happened very clearly, when the results from Harrison's device are considered. However, Hofstede's device shows the opposite of what Harrison's device shows. When the researcher compared the results of these quantitative devices, the result was confusing since both of them are very different from each other. If there had been no qualitative devices to look deeply into the events, it would not have been possible to draw any conclusions at the end of the day.

Almost all of the devices have been used widely for both management and research purposes though most of them were used in the context of measuring culture change in HE as well as in Turkish context for the first time for the first time. The conclusiveness of the results are also related to the specific setting, the situation and the relationships among people in this particular case study.

CHAPTER VII. CONCLUSION

Western management in industry, education, government, is due for sweeping changes. The prevailing system of management has smothered the individual, and has consequently dampened innovation, applied science, joy in learning, joy in work. It will be necessary to restore dignity and self-esteem to the individual. This can be done, but only by transformation of the style of management now practiced (E. Deming, Foreword in Neave, 1990;vii)

It is not just management that have a new job; educators have a new job...(Neave, 1990;272)

It is the individual that lives and acts, not the organization. It is therefore, the experience of individuals that we must seek to understand. (Greenfield, in Ribbens and Greenfield, 1994;123).

VII.1.INTRODUCTION

The inquiry in this study took place from two perspectives; from the organizational point of view and from the individual in an organization point of view. From the organizational point of view, the research has shown a project involving all the organization has an impact on the organizational change and organizational development. From the individual point of view the research registers the change and development of the researcher as an individual as well as the awareness and the development of the individual teachers.

In the end, the study joined two approaches: top down and bottom up. When the study is viewed in the Turkish Higher Educational context, it has a bottom up approach since the emprical study focus on only.YADIM in concern. Whereas in the specific case study as a management project,

it has a top down approach since it is implemented by the management of YADIM in relation to the teachers. At the same time, the individuals' contribution to the development of YADIM together with the researcher herself show the bottom up approach to the whole study.

The conclusions drawn from this study are presented in seven sections below; first of all conclusions central to the management project (chapter 3), secondly the record of change as a result of the management project as research issues (chapter 5), thirdly a summary of the assessment of the effectiveness of the devices used for measuring the change (chapter 6), fifthly the defects and limitations of the implementation, then suggestions for future research and finally the implications for educational management specific to language teaching organizations.

VII.2.THE MANAGEMENT ISSUE

As a bottom up approach, this management project proved that it is possible to implement TQM concepts in tertiary sector preparatory schools in Turkey. The SWOT analysis (see below) carried out for the case study in June 1994 has shown that there is a considerable increase in the strengths and opportunities over the three years. These strengths mainly derive from the development of teachers, from having a more homogeneous culture, and from focusing on the customers. Whereas they were not even considered for the SWOT analysis in 1991 and the researcher observed that the research helped the problems becoming the strenghts (see Table I.1).

TABLE VI.1.SWOT Analysis Carried Out in 1994

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> -USER-SUPPORTED; BEING NOT MARKET ORIENTED -SUPPORT FROM HIGHER MANAGEMENT -TOP MANAGEMENT COMMITMENT -THE INCREASING AMOUNT OF RESEARCH -HAVING INTERNATIONALLY QUALIFIED TEACHERS -CATERING MORE TO THE NEEDS OF THE STUDENTS -SOME SPECIFICATION OF THE TARGET COMMUNITY -HAVING MORE UPDATED AND TRAINED MANAGERS -HAVING TEACHERS AND MANAGERS OPEN TO CHANGE -HAVING A MORE COHERENT PROGRAMME -RECOGNIZED AS ONE OF THE TOP TEN LANGUAGE CENTRES AMONG UNIVERSITIES IN TURKEY BY YÖK -HAVING VERY UPDATED LIBRARY -HAVING LOW PDI SCORE 	<ul style="list-style-type: none"> -GOVERNMENT AUSTERITY MEASURES -EXTERNAL (UNIVERSITY AND GOVERNMENT) CONTROL OVER THE BUDGET -INFREQUENT INTERFACE WITH THE FACULTIES -LACK OF AWARENESS OF STUDENTS -LACK OF SUPPORT FOR THE STUDENTS
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> -HAVING ELT ORIENTED MANAGERS -HAVING TEACHERS WHO ARE INTERESTED IN RESEARCH OPPORTUNITIES OF IMPLEMENTING NEW IDEAS -BEING ABLE TO OFFER SPECIALIST LANGUAGE COURSES TO RELATED PARTIES (in and out of the university) -BEING AN INTERNATIONAL EXAMINATION CENTRE FOR FCE/TOEFL -YOUNG AND ENTHUSIASTIC STAFF -THE OUTCOME OF RESEARCH PROJECTS -TEACHERS' INTEREST IN CONTINUING WORKING FOR YADIM 	<ul style="list-style-type: none"> -DISSATISFIED STUDENTS -DISSATISFIED LECTURERS -INEFFICIENT LINK WITH THE DEPARTMENTS -THE LACK OF AN EFFICIENT NEEDS AND SYLLABUS SPECIFICATION

The implementation of TQM concepts in YADIM has not had a conventional approach. Though no framework or vision statements were followed explicitly; and though there was no official explanation of TQM implementation to the staff by the management until May 1994 that TQM procedures have been implemented, the improvement of the organization can be observed through the confidence of teachers in the university and in the intra-university relationships as evidenced by their statements and recorded by teachers' diaries and focussed interviews. We can also observe that teachers stopped mentioning having other universities as their model.

The researcher, as the middle manager, has experienced the advantage of being the implementor and being the subject of the research herself. She observed the change in herself;

can confirm that YADIM has not experienced the resistance to change often created by middle managers in manufacturing organizations as evidenced in the first section of Organizational Needs Questionnaire and the feedback of 'Alternative Mornings'.

YADIM has not been in a real customer-driven market oriented context when it is compared with universities abroad and the private language schools. At the beginning, it was considered as a Weakness (see Table I.1) but in this specific context, this became an advantage later because the students are placed in the university by ÖSYM and therefore management did not have to focus attention on market forces and promotion measures. This also gave the opportunity for management to work on the awareness of the teachers, which would have a future impact on the classrooms and on the students.

The importance of small staff turnover in TQM implementation is also observed as an important factor in this study. This issue is addressed as 'life-long employment' in studies of Japanese organizations and is indicated as one of the crucial factors in their success in implementing TQM. The same trend is also observed in YADIM. Since there is not much change in staff apart from the new comers, the improvement efforts have not been effected by the leavers during the years. The development of staff and individuals' understanding of the organization, though started as awareness only, indicate a great impact on the development of the organization.

The effects of top management commitment, manager style change, team orientation and flattening the organization is observed within the daily life of YADIM (see chapters III, VI). Also, the continuity of the commitment, honesty and trust will certainly ensure the continuity of this journey in YADIM.

VII.3.THE RESEARCH ISSUE

Since the inquiry took place both at individual and organizational levels, the outcome observed has been more marked than anticipated since both complicated each other. Anticipation of organizational culture change by the researcher was small because the literature about educational and manufacturing examples show that the possibility of any change of this kind is difficult and requires at least five years. However, the change traced by all the devices used show at least a change of feeling and behaviour if not attitude.

Moreover, in the researcher's opinion, there has certainly been a marked change in the attitudes and values of the teachers towards management and their relation to organization. This is believed to have been achieved through top management's commitment to organizational development, the style change of the middle manager, adopting a more participative, flatter structure, and moving towards team orientation. One of the main ingredients in the change has been critically listening to problems and reacting to any problem to find its source and a consistent solution.

This belief is supported by the qualitative measurement devices and by one of the external quantitative devices, that is the Hofstede Value Survey Module. Change in the three dimensions, Power Distance Index, Individualism and Masculinity characterised the observed and recorded perceptions of teachers, students and the researcher in diaries, alternative mornings and focused interviews. The alternative mornings, focus interviews and diaries also show how individuals' feelings and actions changed and led towards consistent behaviour including on the part of the researcher manager. The original parallelism found between the Hofstede's national results (see table IV.1) and the results found in YADIM provided the comparative basis for the clear change recorded in 1994.

The researcher believed that this research proved the importance of both the national culture and the individuals' contribution for the process of change.

VII.4. EFFECTIVENESS OF THE DEVICES

In the researcher's opinion, the contribution of all the devices was invaluable but neither of the quantitative devices could map the change alone and nor could the qualitative devices. The results of quantitative devices such as the Hofstede VSM and Organizational Needs Questionnaire Part II is regarded as showing the change but the evidence recorded by the qualitative devices is more powerful for the support of quantitative devices.

All devices, external and internal, were used as both management and measurement devices. Though external

measurement devices aimed only to measure the culture change from the beginning, the findings became invaluable information source for the researcher as manager to know her staff better and contribute to the management project with this knowledge. At the same time, the internal measurement devices were directed towards the management project at the beginning but they became, later, indicators of how teachers perceive the change. So they provided measurement for the change despite the fact that the results are not as easy and definite as the quantitative devices.

From the point of the process of administration, the analysis and the conclusiveness of all the devices, the researcher believes that the Hofstede's VSM was the most outstanding device though it did not give any room for any open ended as it verified the results of the qualitative devices. Whereas Harrison's culture specification device, though being easy to administer and analyse seems to have reflecting insensitivity of recording culture change. Rather it proves that, supporting Handy's argument for the mixture of cultures, the organizations have a composite culture rather than one dominant culture in each occasion of the administration of the questionnaire.

Organizational Needs Questionnaire as a part of the internal measurement devices was powerful for observing the change in manager's style change and change in people's awareness in sections I and II but proved the difficulty of the management task for shared values in section III. The Students' questionnaire was basically designed for providing data from the students since they were the customers. The

device served its purposes although administering was difficult and loading the data took a lot of time.

The qualitative devices were difficult to administer and analyse. Diaries proved to be very difficult to keep both for the researcher and for the other parties though the quality of the data gathered was very high. Similarly, the focus interviews and alternative mornings were difficult and very laborious in transcription and interpretation. Apart from that quality of the data collected were considered invaluable for the overall assessment of the management and the research issues.

All devices within the research framework do corroborate each other in respect to the outcome of the whole research, that is to record the change, except Harrison's Culture Specification Device. As stated above Harrison's Culture Specification Device help determining the mixture of cultures rather than determining the culture change.

VII.5.THE DEFECTS AND LIMITATIONS OF THE IMPLEMENTATION

The explicit lack of the university's organizational commitment to TQM was experienced in some cases in the form of decisions being taken by different authorities throughout the university without any consideration for the all parts of the system, or of late announcements of decisions. Since the university has not been in a planned change programme, having commitments like meeting the expectation of the students (i.e the customers) were not meaningful for YADIM in some cases.

The researcher in this study experienced the researcher-manager dilemma. At the beginning she was anxious about the

subjects showing desired behaviour because of her post. But later, she found out through the internal measurement devices that trust and confidence were ensured between her and the subjects and the researcher has not come across any attempt of subjects in showing desired behaviour. Moreover, in some cases, the research and the management project was so embedded that she had difficulty in deciding whether the management project or the research had the priority. At the same time, in the researcher's opinion, it would be beneficial if there could have been another researcher observing the change as a non-participant observer during the same period.

VII.6.SUGGESTIONS FOR FUTURE RESEARCH

The possibility of the implementation of TQM and its consequences, both at the conceptual and the practical level, on a larger organizational scale in Turkish universities needs the attention of higher managers, as well as the researchers. Leadership, collaboration, the change process and financial development through the implementation of TQM in HE institutions in Turkey needs initiation and research.

Hofstede's VSM in this study has certainly shown that

[S]chools are obviously a reflection of the culture they exist within, but they are also a prime instrument for shaping and developing that culture. (Greenfield and Ribbens,1994; 192)

For that reason, the culture of the HE institutions -both in Turkey and in any other country - could be investigated and the possible change projects could be undertaken accordingly.

The researcher believes that prospective studies in the

management of schools and HE institutions have to focus on the individuals' contributions to those institutions. For that reason, the teachers', students' and leaders' constructs about the schools and future of the schools should be at the centre of the research for the management of schools and HE institutions.

In the researcher's view, the personal constructs of the teachers towards managers and towards organizations in the change process should also be studied in a longitudinal form in education through Kelly's personal construct theory (Kelly, 1991). This might help to investigate the nature of and change in organizations which are formed of individuals' specific actions that stemmed from their values and beliefs.

Language Learning Institutions, private or user-supported, may have certainly benefited from TQM implementations. Changes in the language teaching methodologies - as has been seen in the literature - do not bring the desired innovation in language learning. The need for a customer-oriented needs analysis and specification is one of the big issues to be researched, that is a different and most probably more beneficial approach for future ESP projects. The specialism and diversity of the types of learners and the concepts of learning will become more and more important in the market-oriented and TQM led language organizations of the future that will certainly highlight the necessity of the research. For that reason, these areas of investigation will bring insights for the implementation of TQM and its success in the organization and in classroom efficiency.

The contribution of Quality Circles formed by the students to classroom efficiency is probably an answer for teachers who are seeking to increase motivation in the classroom. It can also be a real resource for the teachers themselves as a part of their development. This has a great impact on classroom research and the empowerment of both the teachers and the students.

The learners' constructs about learning a foreign language were generally formed in earlier years. The change achieved in the teachers' point of view may also lead researchers to search for the possibility of paradigm change in students' learning approach and consequently language learning approach. At the same time, the possible impact of organizational development on classroom efficiency together with the development of teachers certainly needs investigation. Organizational development at school and at HE institutional level aims to change the attitude of the teachers towards continuous improvement. The impact of this should be investigated on students' satisfaction (i.e. internal costumers) and on faculties' and employers' satisfaction (i.e. external customers).

VII.7.THE IMPLICATIONS FOR THE MANAGEMENT OF ELT

The researcher has certainly believed that language organizations should emphasise the importance of individuals in the learning process more than other areas, since language learning is directly related with individuals' peronal aims, purposes, abilities, competence, perceptions and dedication.

So, an approach like TQM can find answers to the frustration of both learners and teachers in the language learning process if supported by an organizational commitment also. Because in an approach like TQM, educational organizations, as others, are expected to become learning organization (Segne, 1992) expecting their managers to have a transformational style to empower the staff, and staff especially teachers are expected to develop themselves continuously for one reason only. That is to satisfy the customer, ie the student. At the same time, students need to be aware of the market forces, real needs of the companies and society and the future prospects of what they want from the language learning process they are in. Organization-wide TQM implementations in language schools will certainly lead the learners and teachers to this point. And, the organizations highlighting the values and goals of individuals will provide grounds to reach this consent as shared values. At that time it will be necessary for everybody to learn and practise TQM not as it emerged in the late 1980s but in the way that Deming recently described as the System of Profound Knowledge. That is:

Knowledge about a system;
Some knowledge about variation;
Some theory of knowledge;
Some psychology.
(E.Deming, foreword in Neave,1990;viii)

In conclusion, the researcher has seen that the research questions stated in Chapter I.D. have been answered throughout this study. The researcher believes that the research questions stated in Chapter I.D. found answers throughout this study. The researcher observed the

possibility of implementing TQM concepts in a user-supported Language Centre at tertiary level in Turkey as an answer to her initial research question. She also believes that the implementation of the management project depicted in this study caused culture change as required in TQM. Also, this case study proved that this culture change can be determined through the devices used in this study. With these results the researcher comes to the conclusion that this study has the following contributions:

1. This implementation of TQM concept was the first in Turkish HE and in a user-supported organization.
2. This study is also the first implementation in an ELT context.
3. This is also the first study for the measurement of culture change, longitudinally, as a result of implementations of TQM concepts in educational context.

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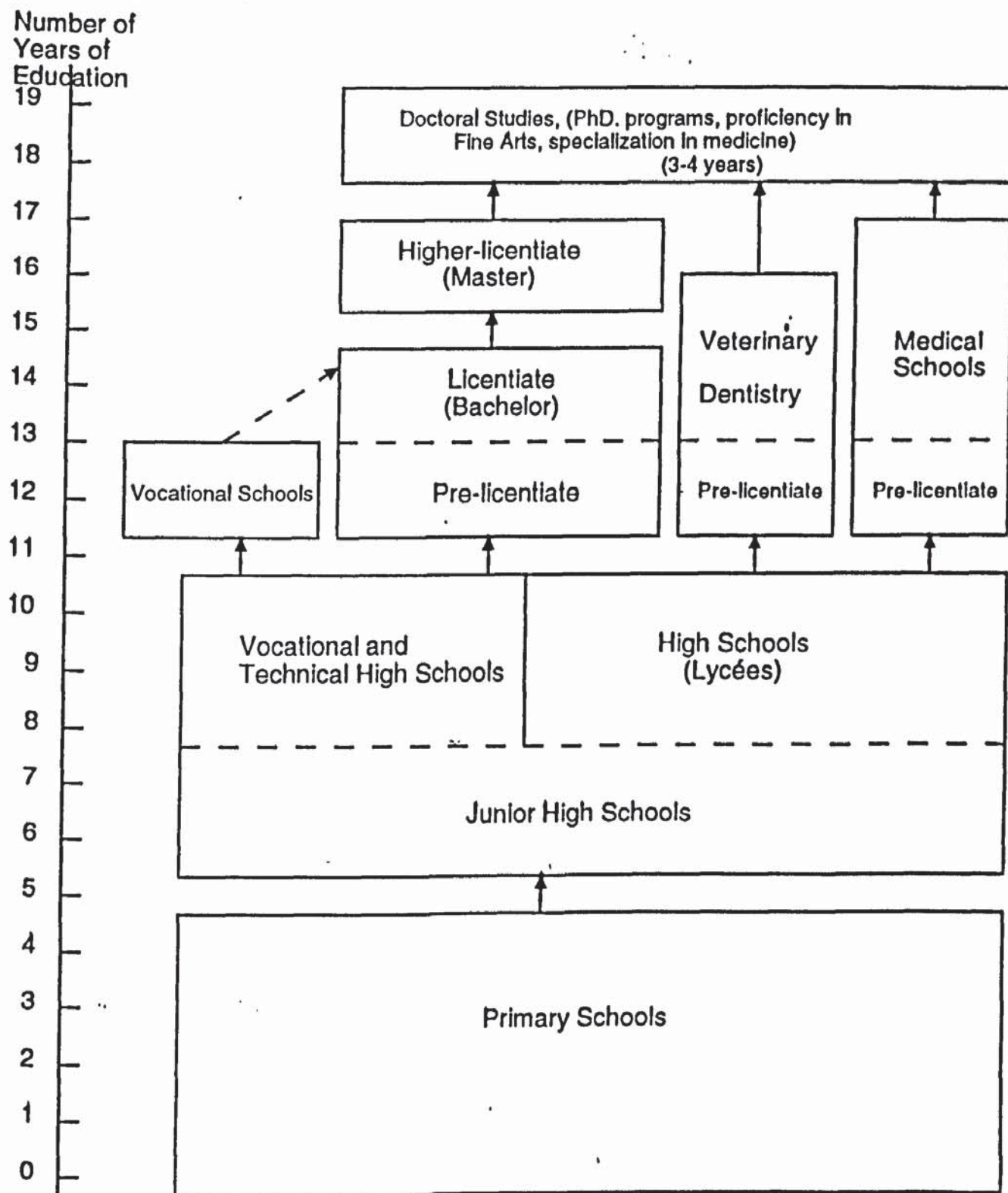
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APPENDICES

APPENDIX II. 1

General Structure of the Turkish Education System



N.B. Graduates of all types of high schools may have access to all types of undergraduate programs.

APPENDIX II.2
DEPARTMENTS THAT YADIM SERVES
GRADUATES

	<u>1990-1991</u>	<u>1993-1994 (*)</u>	
<u>1. Institute of Applied Sciences</u>			
a)Agricultural Economics_____	15	11	6
b)Agricultural Engineering_____	7	5	2
c)Agricultural Mechanization _____	12	12	4
d)Animal Husbandry_____	12	20	0
e)Biology_____	2	4	1
f)Chemistry_____	8	23	1
g)Civil Engineering_____	4	7	11
h)Crop Sciences_____	16	22	3
i)Food Sciences_____	11	7	0
j)Geological Sciences _____	25	21	16
k)Horticulture _____	16	13	12
l)Landscape Architecture _____	11	5	8
m)Mathematics _____	6	5	0
n)Mechanical Engineering_____	12	16	11
o)Plant Protection_____	15	23	3
p)Physics_____	5	5	2
q)Soil Sciences_____	14	19	15
r)Electrical Engineering_____	10	13	0
s)Sea Products _____	3	8	1

t)Environmental Sciences_____	0	5	3
u)Industrial Engineering_____	0	7	2
v)Architecture _____	0	3	0
y)Mineralogy_____	0	8	4
z)Conservatoire_____	0	1	0
<u>2. Institute of Public Health</u>	5	8	0
<u>3. Institute of Social Sciences</u>			
a)Administration_____	21	11	0
b)Economics_____	27	8	0
c)Education_____	8	13	0
d)Arts_____	0	17	0
TOTAL:	265	291	100

UNDERGRADUATES

<u>1. Faculty of Economics and Administrative Sciences</u>		
a) Dept. of Administration	109	102
b) Dept. of Economics	103	125
c) Dept. of Finance	0	29
<u>2. Faculty of Engineering</u>		
a) Dept. of Electrical Engineering	16	32
b) Dept. of Civil Engineering	53	52
c) Dept. of Mechanical Engineering	56	50
d) Dept. of Architecture	0	21
e) Dept. of Industrial Engineering	0	21
<u>3. Faculty of Science and Letters</u>		
a) Dept. of Physics	53	43
b) Dept. of Chemistry	48	43
c) Dept. of Mathematics	50	43
TOTAL:	488	561

*the second column for the graduates show the number of students who starts in the spring term.

APPENDIX III.1

PROCEDURES FOR TESTING*

The procedures below were proposed to the teachers and Board by the Examination Committee (hereafter Exam Committee). After they were presented and discussed they were approved.

PROCEDURES FOR TESTING: EXAM COMMITTEE'S ROLE

PROCEDURE

WHOSE RESPONSIBILITY

1. Composition of exam committee:

(1) Testing Coordinator

(2) 3 non-specific members

- (Syll, Matls, TT Coords)

Administration

(4) Area representatives for:

Core Language

Listening/Speaking

Reading/Writing

(Project Writing)

- Syllabus Coordinator

- Teaching Member

- Teaching Member

- Teaching Member

(occasional)

* One area representative to change each semester

2. Chairperson of the committee be elected by the committee members only from only the 3 non-specific members.

-Exam Committee

3. The committee undertakes to:

(1) present in detail for consideration its examination procedure proposals to

(a) the Administration

-Exam Committee

(b) the teaching staff

(2) if necessary, review its original procedures in the light of feedback received from both Administration and teaching staff at the initial presentation and present a revised version of its proposals

(3) continue to review and refine the procedures in the light of experience of implementation

(4) supervise the production and implementation of examinations

(see next page)

PROCEDURES FOR TESTING

PROCEDURE	WHOSE RESPONSIBILITY
1. Provision of possible syllabus items to include:	
a. point reached in syllabus	-individual area members
b. suggestions from teachers for testing of the specific syllabus items	-Exam Committee
c. possible weighting of sub-skills within areas	
2. Initial selection of syllabus items within areas	Area Member +Testing Coordinator +One other member
3. Decision on the testing style for each item after discussion of possible familiar ways available for the testing of these items	Area Member +Testing Coordinator +Same member as in 2
4. Preparation of the first draft of each item strictly according to agreement reached in 3	Testing Coordinator
5. Preparation of test rubric for each item	Testing Coordinator
6. Preparation of marking key for each item	Testing Coordinator
7. Review(s) of draft(s) of:	
a. test items	Area Member
b. test rubric	+Testing Coordinator
c. marking key	+Same member as in 2
8. Presentation of final draft to all Committee members individually-in Testing Office-for consideration before the full committee meeting	Testing Coordinator + all other members individually
9. Consideration of drafts by whole committee for approval or amendment of:	
a. test content areas	Whole committee
b. selected method of testing of each item	
c. weighting of each area	
d. test rubric	
e. marking key	
10. Revision where necessary of any item in 9 a-e	Testing Coordinator (see next page)

PROCEDURE	WHOSE RESPONSIBILITY
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11. Approval of revised version of any item in 9 a-e	Whole Committee
12. Typing of: a. test items b. test rubric c. marking key	Testing Coordinator
13. Proof-reading of typed items in 12 a-c	ODA trainers
14. Decision as to nature of master copies i.e. photocopies, stencils, etc.	Testing Coordinator + Administration
15. Physical supervision of duplication of papers	Testing Coordinator + Technical staff
16. Setting-up of arrangements for stapling of each test area separately -i.e. L/R/W/C Lang.	Testing Coordinator
17. Collation, stapling and preparation of sets of test papers with Listening texts kept separately for distribution to trainers	Testing Coordinator + technical staff + clerical staff help
18. Preparation of instructions in Turkish as to contents of test papers	Testing Coordinator
19. Preparation of instructions to proctors, including reminders: a. to students to write answers ONLY in pen b. to students to put their names on each section c. to proctors and students that NO PART of the test rubric or questions should be translated into Turkish or paraphrased/explained since ability to read and follow the rubric in English is part of the test itself	Testing Coordinator
20. Review of a. test paper contents instructions b. instructions to proctors	Whole committee
21. Revision where necessary of a. and b.	Testing Coordinator
22. Approval of revised version of a. and b.	Whole Committee

(see next page)

PROCEDURE

WHOSE RESPONSIBILITY

-23. Preparation of full test pack ID label	Testing Coordinator
24. Preparation of classlists	Administration
25. Preparation of sets:	Testing Coordinator
a. test papers	+Technical Staff
b. contents instructions	
c. proctors' instructions	
d. test pack ID label	
e. classlists	
26. Prepared sets locked in cupboards in Testing Office	Testing Coordinator +Administration
27. Keys retained by Administration until unlocking by at least 2 committee members	Administration
28. Speaking marks in Achievement Teachers Tests to be provided by Speaking teachers on a continuous assessment basis for each period between tests	S p e a k i n g
29. A detailed set of criteria to be prepared to assist teachers to provide a standardized continuous assessment mark	Testing Coordinator
30. Review of Speaking criteria for approval	Whole Committee
31. Marks to be submitted to Teachers Testing Coordinator at least 24 hours before the exam day	S p e a k i n g +Testing Coordinator
32. Formal oral testing to be carried out for Proficiency Tests	Administration
33. A separate set of procedures to be arrived at for preparation and implementation of formal oral testing in Proficiency Tests	Whole Committee
34. Reporting of feedback on implementation of test	Any Member
35. All matters related to collection, recording, storage and provision of	(see next page) Testing Coordinator

statistical data on examinations held

PROCEDURES FOR TEST DAY

PROCEDURE	WHOSE RESPONSIBILITY
36. Consultation regarding subsequent revision or amendment of any part of any item of agreed procedures outlined in these pages.	Whole Committee
37. Issue of sets of Listening Texts to trainers twenty-four hours before the exam day for distribution to readers at rehearsal	Testing Coordinator
38. Testing Coordinator + 3 other members of the committee on a rotation basis to be released from all other duties for test administration and supervision purposes.	Administration
39. Listening rehearsals start 30 minutes before the exam start time	Administration
40. Separate rehearsal room provided for each level being tested and teacher groups appointed to each.	Administration
41. Native-speaker trainers conduct rehearsal	ODA Adviser
42. Second proctors collect test packs from Testing Office 30-20 minutes before exam start time	Testing Coordinator + proctors + duty members
- issued by committee members on duty	
43. All proctors and students to be in exam room 15 minutes before exam start time	Administration + proctors & students
44. No students are admitted to the examination room after the official exam start time	Administration + proctors
45. Proctors go through test papers with students using the instructions in Turkish provided in the test packs to check the paper's contents	Proctors

(see next page)

PROCEDURE	WHOSE RESPONSIBILITY
46. One proctor only from any room	Proctors

comes to Testing Office to have
any discrepancies rectified by
the committee members on duty

47. Collection of test scripts by proctors includes:
- a. check that all students have written their names on all sections of the paper Proctors
 - b. separation of papers into the different sections for marking purposes - L/R/W/CL
-

48. All test packs to be returned to the Testing Office by the Proctor to whom it was issued immediately after the exam is completed. Proctors containing all the items issued.
-

49. Test packs checked in by committee Testing Coordinator
members on duty and testing coordinator + duty members
-

(see next page)

PROCEDURES FOR MARKING

PROCEDURE	WHOSE RESPONSIBILITY
50. To complete the entire test process in two days. Examinations will take place on Tuesdays whenever possible to allow continuous marking to take place during office hours on the day of the exam and the following afternoon.	Administration
51. A communal centralised marking system be used as a learning process until marking standards are raised to a consistent level	Administration
52. Markers are provided in 5 separate groups in 5 separate rooms until completion of marking process.	Administration
53. Each subject area (L/R/W/CL) marked by a different group of markers on rotation basis	Administration
54. Each group to be given the same number of papers to mark - the Coordinator rotation basis balancing out the unequal amounts of time needed by different groups.	Administration + Testing
55. Each group of markers to be supervised by one member of the exam committee on rotation basis individually	Committee
a. Marking keys are prepared by each group of markers and compared to the one provided by the Testing Office	
b. Each group of markers are divided into two - first check and second check. Spot-checking is done at the same room by one of the committee members. It is first and second checkers' responsibility to remark their papers if anything is spotted by the spot-checkers.	

(See next page)

56. Marking keys to be presented on OHTs Committee Members
with queries answered immediately as the
marking is carried out section by section

57. Markers' signatures to be placed on Teachers
all items marked - checked by the
committee member marking
as papers are collected

58. Marks to be transferred onto front page Teachers
of the paper by markers - checked
by the committee marking member as
papers are collected

59. Collection of test packs from 2 remaining members
marking groups for spot-checking
concurrent with the main
marking process.

60. Marking groups are free to leave Committee member
after they have completed the marking
of their subject area and the committee
member is satisfied with presence
and legibility of markers' signatures
and marks on front page.

61. Decision-making regarding marginal Whole Committee
cases where necessary

62. Review of marks resulting from Administration
petitions from students for re-marking
be carried out by a Review Committee
set up by: a. Testing Coordinator
b. Representative of Administration

*These procedures were prepared in collaboration with Vincent Dunwoodie.

APPENDIX III.2

The procedures below are developed by the group for their way of functioning.

PROCEDURES FOR WE CARE

The aim of the committee is to serve as a guide and a counsellor to the students both who experience their first year at the university at the language centre and who re-visited the university for higher degrees starting at the language centre.

PROCEDURE	WHOSE RESPONSIBILITY
1. Composition of We Care	
1. Chairperson	
2. 9 members	
3. Area representatives	
2. Chairperson of the committee	
be elected by its members	whole committee
3. New members are suggested to the Board	
4. The Committee undertakes to :	
1. explain the vision of YADIM	
2. create awareness of the system at YADIM	
3. help students to overcome the problems they face at YADIM	
4. Help students financially	
5. Create a link between teachers and students	
7. help students to become sociable	
8. listening to the problems of the students for guiding or just for the sake of listening	
5. Vision of YADIM includes	
1. helping students who do not know about university	
2. helping the students about the system of YADIM	
3. helping students who have information only based on odd rumours about YADIM	
4. welcoming the students in a friendly manner	
6. Creating awareness of the system at YADIM includes:	
1. giving information about exams,	
procedures,	
attendance,	
books, classes etc.	
7. Helping students to overcome the problems they face at YADIM includes:	
1. informing students about everything they want to know before they go to the administration	
2. Therefore, reducing the work of the administration	

(see next page)

3. Therefore, the students receive more and accurate information
4. helping students to adapt themselves to the university life.
8. Helping students to overcome the problems they face in and out of YADIM includes:
 1. helping students to overcome the problems in the dormitories
 2. helping students who come from different cities to adopt themselves to the environment.
-
9. Helping the students financially includes:
 1. providing students with textbooks received from ex-students
 2. Providing students with free lunch fees.
 3. providing students with grants offered by various foundations and We Care committee itself
 4. organizing garden parties both to find financial sources and to have a ground for the students having good time
 5. finding them part time jobs.
-
10. Creating a link between students and teachers includes:
 1. trying to solve the problems between teachers and students when one party require help
 2. creating awareness on the teachers about the problems their students have related with lessons.
-
11. Helping students to become sociable includes:
 1. Organizing parties to give students the opportunity to meet different people and their teachers and other students
 2. encouraging them to take part in seminars, pane discussions, conferences, plays, exhibitions, day trips.
-
12. Listening to personal problems of the students for guidance or just for the sake of listening
-
13. We Care meets weekly for the processes of its procedures
-
14. We Care members have the office open by having turns in order to be ready at any time students need them.
-
15. We Care helps the organization of the general meeting at the beginning of each academic year.
-
16. The activities of WE CARE is reported to management.

APPENDIX III.3

THE CONTENTS OF THE MEETINGS FOR LAUNCHING TQM

In the researcher's opinion two general meetings marked the launching of the TQM concepts. The first one was the meeting held for the general feedback that students had given in the questionnaire in March 1993, and the second meeting was for the termination of the term in June same year.

a) GENERAL MEETING ON STUDENTS' FEEDBACK IN THE QUESTIONNAIRE

This meeting, the first one, was planned to give feedback received from students through the questionnaires. The notice for the meeting was put up on the Bulletin Board as usual (see the announcement below). The assistant director and the teacher training coordinator prepared the agenda for the meeting. The aim of the meeting reflected the information that was collated as a result of the students' questionnaires. It was specifically stated that this meeting was for neither discussion nor solution. It was only for awareness into how the students perceive the teachers and the administrators.

After presenting the results that had already been presented to the Board, the assistant director asked the teachers to consider the difference between HOCKEY and BALLET. Her speech below is considered as the first manifestation of TQM implementation in this study.

"Please consider the difference between Hockey and Ballet

Hockey is a game requiring the instant application of learned and natural skills to an ever-changing situation. Everyone knows what to do, there is no script; there is no respite. Only action, force, and

player against player. Hockey is an exciting sport and its style is exciting (Crosby, 1980;134).

A ballet is deliberately designed, discussed, planned, examined, and programmed in detail before it is performed. The placing of the prob, the timing of each movement, the disclosure of the plot, the beat of the music - all are carefully thought through to the last detail. Yet because of the creativity of the artists, [i.e. the teachers in our case], and the orientation of the audience , [i.e. the students], each performance is original.

Ballet is a communications medium.

HOCKEY IS DETECTION; BALLET IS PREVENTION.

& PREVENTING IS EASIER THAN TRYING TO DETECT AND SOLVE (emphasis is the researcher's) (ibid;135)" (Hergüner, April 1993).

This was the end of the meeting.

TERMINATION OF THE TERM

This meeting was planned to recognize the contributions of teachers to extra curricular activities. Each individual teacher was invited to the meeting with a formal letter, which is unconventional in YADIM since all meetings are announced on the Bulletin Board (see invitation below). Higher Management was also invited by the director.

The theme of the meeting was decided to be CONSISTENCY AND UNITY. After the director's speech on the theme, the assistant director (students' affairs) presented the facts and figures. The area coordinators summarised the functioning of their units basically with the developments and future plans in their unit retrospectively. The Assistant Director (academic)(i.e the researcher) presented YADIM's aim for 1993-1994 academic year, which was considered as the second step of the launching of the TQM concepts publicly. For this reason her speech is included below:

"Dear Guests and Colleagues,

First of all I would like to thank everybody for being here.

As you have already listened to what we did during the year, I will be mentioning what we are aiming at for the 1993-1994 academic year.

What we aimed at for the next year is to have a better vision and try to solve the matters we and our students have been complaining about.

In order to achieve this, we are planning:

---TO WELCOME THE STUDENTS IN A BETTER WAY

---TO PAY ATTENTION TO COMPLETING OUR TASKS ON TIME AND WITHOUT ANY DEFICIENCY I.E. NO REWORK

Accepting the motto CONSISTENCY AND UNITY in order to reach a better quality for the satisfaction of our students and yourselves we need to be :

---TRANSFERRING THE LEARNT SKILLS TO ACTION

---ACCEPTING OVERLAPPING RESPONSIBILITIES

---BEING AWARE OF OUR JOBS

In order to achieve this

---we will try to plan in more detail

---and communicate better and we would like YOUR INVOLVEMENT.

We would like you to pursue your enthusiasm for change and progress.

Lastly I would like to focus your attention to the same analogy as the one we used during the year.

Hockey is a game requiring the instant application of learned and natural skills to an ever-changing situation. Everyone knows what to do, there is no

script; there is no respite. Only action, force, and player against player. Hockey is an exciting sport and its style is exciting (Crosby, 1980;134).

A ballet is deliberately designed, discussed, planned, examined, and programmed in detail before it is performed. The placing of the prob, the timing of each movement, the disclosure of the plot, the beat of the music - all are carefully thought through to the last detail. Yet because of the creativity of the artists, [i.e. the teachers in our case], and the orientation of the audience , [i.e. the students], each performance is original.

Ballet is a communications medium.

HOCKEY IS DETECTION; BALLET IS PREVENTION.

& PREVENTING IS EASIER THAN TRYING TO DETECT AND SOLVE (emphasis is the researcher's)(ibid; 135)."

(Hergüner, June 1993)

YADİM
SORMACA' DEGERLENDİRME
TOPLANTISI

Yer : YADİM Toplantı Salonu
Tarih: 21 NİSAN 1993
Saat : 13:30

Tüm Öğretim Elemanları
davetlidirler.



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APPENDIX III.4

THE ORIENTATION PROGRAMME FOR STAFF DEVELOPMENT & THE DESCRIPTION OF THE SESSIONS

THE ORIENTATION PROGRAMME* BETWEEN 20TH AND 24TH SEPTEMBER

20th Sept. 1993 Monday	:	OPENING OF THE TERM
21st Sept. 1993 Tuesday	:	TEACHERS' IMPORTANCE
		Workshop 1
		the first group 9:00-11:00
		Workshop 2
		the second group 11:00-13:00
22nd Sept. 1993 Wednesday:		MODIFICATION FOR CONTINUOUS
		ASSESSMENT (PSS) 10:30
23rd Sept. 1993 Thursday :		WAYS FOR BEING MORE EFFECTIVE
		AT YADIM
		Workshop 1
		the first group 9:00-11:00
		Workshop 2
		the second group 11:00-13:00
		STUDENT AFFAIRS
		14:00-15:00
24th Sept. 1993 Friday :		REFLECTIONS
		Workshop 1
		the first group 9:00-11:00
		Workshop 2
		the second group 11:00-13:00
		WE CARE COMMITTEE 14:00-15:30
11th Oct. 1993 Monday :		BRIEFING TO THE STUDENTS 10.00

*as it appeared on the bulletin board

see next page

DESCRIPTION OF THE SESSIONS

These sessions, so called Development Sessions were organized by the administration at YADIM. Their aim was to create an awareness in the teachers of their roles as individuals and as parts of the system.

The first workshop, Teachers' Importance, aimed at creating awareness on the importance of each individual teacher and was held by the academic assistant director. The message was to show how much the responsibilities were overlapping and how extremely one person can affect others.

The second session was on the PSS and the aim was to give information to the teachers about the modifications in the system and held by the team who worked on the modifications.

The third workshop (Ways For Being More Effective at YADIM) aimed at emphasizing the importance of group work and the importance of each member individually in a group and held by the academic assistant director. The message was that in group work every member is important for achieving the successful accomplishment of a task.

The fourth meeting, **Student Affairs**, was to give information to the teachers about the changes in the regulations, what the students should be informed about, the differences between the rights of graduate and undergraduate students, etc. and was held by both of the assistant directors (academic and administrative).

In the fifth, the **Reflections** workshop, the aim was to show how everything is interdependent within an organization, and teachers in small groups were asked to fill in the worksheets (see next page). The last meeting was for the members of the **We Care Committee**, to identify the aims and the action plan for the following days.

WORKSHEET 1

Within your group, discuss and come to a conclusion for each of the questions. Please do not forget to write your conclusions within the spaces.

1.Any comments on the Consultation Files?

a)opinions

b)omissions

c)alterations

2.Any comments on the workshops?

a)content

b)improvements

c)alterations, etc.

3.Any comments on the PSS presentation and the modifications of the system?

4.Has your opinion/attitude/knowledge of your job as a teacher and the system at YADIM changed since Monday.

If so, how?

If not, why not?

5.Define what you perceive as your role/importance in the system at YADIM.

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**APPENDIX III.5
YADIM APPRAISAL FORM**

NAME: _____

FORM FOR THE YEAR _____

STARTING YEAR: _____

This form is prepared in 3 main areas. In section A, the overall generalisation of the person in concern is shown in for the three areas. The person is assessed in three main areas according to the criteria shown on the form.

PART A: OVERALL GENERALISATION IN

1. QUALIFICATIONS _____

2. TEACHING _____

3. NON-TEACHING _____

PART 1: QUALIFICATIONS

RECEIVED BEFORE YADIM _____

1. AVAILABLE PROGRAMMES:

1.1. TAUGHT TRAINING COURSES AND GOVERNMENT EXAM			
CEELT	C	B	A
COTE	C	B	A
DIPELT	C	B	A
KPDS	C	B	A

1.2. DEGREE COURSES:

ÇUKUROVA UNIVERSITY _____

BILKENT UNIVERSITY _____

ASTON UNIVERSITY _____

2. TEACHING MATTERS:

THE AREAS TAUGHT _____

PARTICIPATION IN THE MEETINGS	US	S	G	VG	EXC
QUALITY OF INVOLVEMENT	US	S	G	VG	EXC
QUALITY OF CONTRIBUTIONS	US	S	G	VG	EXC
	US	S	G	VG	EXC

3. NON-TEACHING MATTERS:

WE CARE	US	S	G	VG	EXC
LIT	US	S	G	VG	EXC
COMMITTEES FORMED FOR SPECIAL DUTIES () ***	US	S	G	VG	EXC
SELF -ACCESS	US	S	G	VG	EXC

***Committees related with promulgations, systems, materials, PSS and not continuous as WE CARE and LIT.

APPENDIX IV.1

The questionnaire given to the students related to YADIM in 1992-1993 had four more sections than the one given in 1993-1994. These sections were related to the courses offered that year. At the same time these four sections were administered separately in each classroom for the particular teacher who was teaching to that classroom. In 1993-1994 academic year, the questionnaire was administered for the sections related to the organization, not for the courses and for the teachers. The questionnaire was administered in Turkish. The translation of the questionnaire (provided below) is the version used in 1993-1994.

QUESTIONNAIRE ABOUT YADIM*

Dear Student,

We are carrying out research concerning YADIM. We believe that your answer will help us to provide you with much better service. The objectivity of your answers will highly contribute to the achievement of our objectives.

Thank you.

Please circle ONLY ONE CHOICE concerning each statement.

Please do not write any information that reveals your identity.

Evaluation Criteria 1.Very weak/never
2.weak/occasionally
3.Average/Sometimes
4.Good/Often
5.Very good/Always

Your View on Testing and Evaluation:

1.Achievement Examinations test the covered syllabus	1	2	3	4	5
2.The grades I get from achievement tests are grades that I expect.	1	2	3	4	5
3.The evaluation of tests are objective.	1	2	3	4	5
4.PSS enables me to attend the classes regularly.	1	2	3	4	5
5.PSS enables me to study daily and provides self-assessment.	1	2	3	4	5
6.PSS grading is objective.	1	2	3	4	5

Your View on Administration

7.When the teachers are unable to solve my problems concerning YADIM, I contact to Administration	1	2	3	4	5
8.It is easy for me to communicate with administrators.	1	2	3	4	5
9.I make suggestions and get response					

from the administrators.	1	2	3	4	5
10. The administrators help me solve my problems.	1	2	3	4	5

Your Views on the Library

11. I borrow books from the library for reading for my pleasure.	1	2	3	4	5
12. I study in the library in my spare time.	1	2	3	4	5
13. I devote time to read and study in the library.	1	2	3	4	5
14. There is a sufficient number of books I can use.	1	2	3	4	5
15. The librarian is cooperative.	1	2	3	4	5
16. It would be useful to have a teacher in the library to help us.	1	2	3	4	5
17. The Library is open outside normal teaching hours.	1	2	3	4	5

Your Views on Self-Access Room

18. I use the self access room.	1	2	3	4	5
19. I use story books with accompanying tapes.	1	2	3	4	5
20. I watch video film in original soundtrack.	1	2	3	4	5
21. I believe that self-access is useful.	1	2	3	4	5
22. teachers provide help in self-access room.	1	2	3	4	5

General Question: Please summarize any relevant points that have not been included in this questionnaire but that you believe need to be considered for the benefit of your study here.

Your Views On Testing and PSS:

Your Views on Administration

Your Views on Library:

Your Views on Self Access:

Any Other Business

*This questionnaire was prepared by Turan Paker in collaboration with the area coordinators and the reseacher.

APPENDIX IV.2

ORGANIZATIONAL NEEDS QUESTIONNAIRE

Dear _____

For the effectiveness and the efficiency of the school information and feedback from you absolutely essential. As a result of the feedback sessions we have had with you, we thought that we have identified one of the real cause of our problems; i.e. inconsistency in all areas and at all levels. That is why we are planning a series of awareness activities from different perspectives. This paper consists of three of them. If you spend some of your valuable time on it, the end result will affect you for the good. 21 April 1993.

GÜLTEN HERGÜNER

Assistant Director

(Academic)

I.Please write what you think your organizational responsibilities are? (If you think there is any).

II. Could you please evaluate my job performance on the following scale.

- 1.very good/very efficient/totally
- 2.Good/efficient/on the whole
- 3.Average/more or less efficient/sometimes
- 4.bad/ inefficient/ seldom
- 5.Very bad/grossly inefficient/ never

1.The relations with the teachers	1	2	3	4	5
2.The relations with the students	1	2	3	4	5
3.Academic competence	1	2	3	4	5
4.The effectiveness of the Assistant Director in other areas.	1	2	3	4	5
5.The team she works with	1	2	3	4	5
6.The establishment of clearly defined goals and priorities for the organizational process.	1	2	3	4	5
7.Development of the key performance objectives from these goals.	1	2	3	4	5
8.Achievement of a LEVEL OF TRUST which allows people to: .deal directly with other people about their concerns in face-to-face confrontation	1	2	3	4	5
.search for mutually satisfactory solutions	1	2	3	4	5
.establish working patterns that enable these satisfactory solutions to be applicable in the future to the same or similar problems	1	2	3	4	5
9. Giving close attention to the work group process.	1	2	3	4	5

Any other business that you want to mention??

III. NEEDS OF THE ORGANIZATION

1. For this school (as an organization) to be an outstanding institution we need _____

2. We could get a lot more done around here if _____

3. What this school (as an organization) needs is _____

4. The job that needs to be done that is not getting done is _____

5. People around here need skills in _____

APPENDIX IV.3

HARRISON'S QUESTIONNAIRE (HANDY'S VERSION)

Dear Colleagues,

Since every school is considered as an organisation, it is also accepted that the schools have specific cultures within themselves. This is our first attempt in such an identification. When you fill in the questionnaire it will be helpful for us to organize in a better way. Please rank the choice from 1 to 4. Use 1 as the best.

Thank you for your collaboration.

GÜLTEN HERGÜNER

Organisation's Ranking

1. A GOOD DIRECTOR
- a) _____ is strong, decisive and firm but fair. S/he is protective, generous and indulgent to loyal subordinates.
- b) _____ is impersonal and correct, avoiding the exercise of his authority for his own advantage. S/he demands from subordinates only that which is required by the formal system.
- c) _____ is egalitarian and influenceable in matters concerning the task. S/he uses her/ his authority to obtain the resources needed to get on with the job.
- d) _____ is concerned and responsive to the personal needs and values of others. S/he uses his/her position to provide satisfying and growth stimulating work opportunities for subordinates.

2.A GOOD SUBORDINATE

- a) _____ is hard working, loyal to the interests of his superior, resourceful and trustworthy.
- b) _____ is responsible and reliable, meeting the duties and responsibilities of his high job and avoiding actions which surprise or embarrass his/her superiors.
- c) _____ is self-motivated to contribute his best to the task and is open with his ideas and suggestions. He is nevertheless willing to give the lead to others when they show greater expertise or ability.
- d) _____ is vitally interested in the development of

his/her own potentialities and is open to learning and receiving help. He also respect the needs and values of others and is willing to give help and contribute to their development.

3.GOOD MEMBER OF THE ORGANISATION GIVES PRIORITY TO

- a) _____ the personal demands of the director.
- b) _____ the duties, responsibilities and requirements of his own role, and the customary standards of personal behaviour.
- c) _____ the requirements of the task for skill, ability energy and material resources.
- d) _____ the personal needs of the individuals involved.

4.PEOPLE DO WELL IN THE ORGANISATION

- a) _____ are politically aware , like taking risks and operating on their own.
- b) _____ are conscientious and responsible with a strong sense of loyalty to the organisation.
- c) _____ are technically competent in personal relationships, with a strong commitment to the growth and development of individual talents.

5.THE ORGANISATION TREATS THE INDIVIDUAL

- a) _____ as a trusted whose time and energy is at the disposal of those who run the organisation.
- b) _____ as though his/her time and energy were available through a contract having rights and responsibilities on both sides.
- c) _____ as a co-worker who has committed his/her skills and abilities to the common cause.
- d) _____ as an interesting and talented person of his own right.

6.PEOPLE ARE CONTROLLED AND INFLUENCED BY

- a) _____ the personal exercise of rewards, punishment or charisma.
- b) _____ impersonal exercise of economic and political power to enforce procedures and standards of performance.
- c) _____ communication and discussion of task requirements leading to appropriate action motivated by personal commitment to goal achievement.

d) _____ intrinsic interest and enjoyment in the activities to be done; and/or concern and caring for the needs of the other person involved.

7. IT IS LEGITIMATE FOR ONE PERSON TO CONTROL ANOTHER'S ACTIVITIES.

a) _____ if s/he has more power and influence in the organisation.

b) _____ if his role prescribes that he is responsible for directing the other.

c) _____ if s/he has more knowledge relevant to task at hand.

d) _____ if he is accepted by those he is controlling.

8. THE BASIS OF TASK ASSIGNMENT IS

a) _____ the personal needs and judgement of those run the place.

b) _____ the formal division of functions and responsibility in the system.

c) _____ the resource and expertise requirements of the job.

d) _____ the personal wishes and needs for learning and growth of the individual organisation members.

9. COMPETITION

a) _____ is for personal power and advantages.

b) _____ is for high status position in the formal system.

c) _____ is for excellence of contribution to the task.

d) _____ is for the attention to one's own personal needs.

APPENDIX IV.4

HOFSTEDE'S QUESTIONNAIRE

The questionnaire below is the version used in YADIM .

4 . 1 1 . 1 9 9 2

Dear Colleagues,

As you know, I have been working on the effectiveness of the working situation in YADIM, and this is directly related with the organizational culture of the school. That is why for description purposes, I need to apply the accompanying questionnaire, which is copyrighted by Geertz Hofstede through IRIC International Research or Intercultural Cooperation. I know you are quite busy but if you spend 10 minutes to answer the following questions, it will be quite beneficial for both my studies, and as a result, your working situations.

Please return the questionnaire on the 15th of November the latest.

Thank you in advance.

GÜLTEN HERGÜNER

PhD Student

PART 1

Please think of an ideal job - disregarding your present job. In choosing an ideal job, how important would it be to you to (please circle one answer number in each line across):

- 1.OF UTMOST IMPORTANCE
- 2.VERY IMPORTANT
- 3.IMPORTANT
- 4.OF MODERATE IMPORTANCE
- 5.OF VERY LITTLE IMPORTANCE

1. Have sufficient time left for your personal or family life.	1	2	3	4	5
2. Have challenging tasks to do, from which you can get a personal sense of accomplishment.	1	2	3	4	5
3. Have a little tension and stress on the job.	1	2	3	4	5
4. Have good physical working conditions (good ventilation and lighting, adequate work space, etc.).	1	2	3	4	5
5. Have a good working relationship with your direct superior.	1	2	3	4	5
6. Have security of employment.	1	2	3	4	5
7. Have considerable freedom to adopt your own approach to the job.	1	2	3	4	5
8. Work with people who cooperate well with one another.	1	2	3	4	5
9. Be consulted by your direct superior in his decisions.	1	2	3	4	5
10. Make a real contribution to the success of your school or organization.	1	2	3	4	5
11. Have an opportunity for high earnings.	1	2	3	4	5
12. Serve your country.	1	2	3	4	5
13. Live in an area desirable to you and your family.	1	2	3	4	5
14. Have an opportunity for advancement to higher level jobs.	1	2	3	4	5
15. Have an element of variety and adventure in the job.	1	2	3	4	5
16. Work in a prestigious, successful school or organization.	1	2	3	4	5
17. Have an opportunity for helping other people.	1	2	3	4	5
18. Work in a well-defined job situation where the requirements are clear.	1	2	3	4	5

The descriptions below apply to four different types of managers. First, please read through these descriptions :

Manager 1: Usually makes his/her decisions promptly and communicates them to his/her subordinates clearly and firmly. He/she expects them to carry out the decisions loyally and without raising difficulties.

Manager 2: Usually makes his/her decisions promptly, but, before going ahead, tries to explain them fully to his /her subordinates. He/she gives them the reasons for the decisions and answers whatever questions they may have.

Manager 3: Usually consults with his/her subordinates before he/she reaches any decisions. He/she listens to their advice, considers it and then expects all to work loyally to implement it whether or not it is in accordance with the advice they give.

Manager 4: Usually calls a meeting of his/her subordinates when there is an important decision to be made. He/she puts the problem before the group and invites discussion. He/she accepts the majority viewpoint as the decision.

19. Now for the above types of manager, please mark the one which you would prefer to work under (circle one answer only):

1. Manager 1
2. Manager 2
3. Manager 3
4. Manager 4

20. And, to which one of the above four types of managers would you say your own superior most closely corresponds?

1. Manager 1
2. Manager 2
3. Manager 3
4. Manager 4
5. He/she does not correspond closely to any of them.

21. How often do you feel nervous or tense at work?

1. I always feel this way
2. Usually
3. Sometimes
4. Seldom
5. I never feel this way

22. How frequently, in your work environment, are subordinates

afraid to express disagreement with their superiors?

1. Very frequently

2. Frequently

3. Sometimes

4. Seldom

5. Very seldom

23. How long do you think you will continue working for the university or school you work for now.

1. Two years at the most

2. From two to five years

3. More than five years (but I probably will leave before I retire)

4. Until I retire.

PART II. About the satisfaction of your goals:

In the preceding questions, we asked you what you want in a job. Now, as compared to what you want, how satisfied are you at present:

VERY SATISFIED	1
SATISFIED	2
NEITHER SATISFIED NOR DISSATISFIED	3
DISSATISFIED	4
VERY DISSATISFIED	5

1.The challenge of the work you do- the extent to which you can get a personal sense of accomplish- ment form it?	1	2	3	4	5
2.The extent to which you live in an area desirable to you and your family?	1	2	3	4	5
3.Your opportunity for high earnings in this school?	1	2	3	4	5
4.The extent to which people you work with cooperate with one another?	1	2	3	4	5
5.Your training opportunities (to improve your skills or learn new skills)?	1	2	3	4	5
6.Your fringe benefits?	1	2	3	4	5
7.The recognition you get when you do a good job?	1	2	3	4	5
8.Your physical working conditions (ventilation, lighting, work space, etc).	1	2	3	4	5
9.The freedom you have to adopt your own approach to the job?	1	2	3	4	5
10.Your security that you will be able to work for this school as long as you want to?	1	2	3	4	5
11.Your opportunity for advancement to higher level jobs?	1	2	3	4	5
12. Your working relationship with your immediate manager?	1	2	3	4	5
13.The extent to which you use your skills and abilities on your job?	1	2	3	4	5
14.The extent to which your job leaves your personal or family life?	1	2	3	4	5

PART III.

1. Are you:

1. male
2. female

2. How old are you?

1. Under 20
2. 20 - 24
3. 25 - 29
4. 30 - 34
5. 35 - 39
6. 40 - 49
7. 50 - 59
8. 60 or over

3. How many years of formal school education did you complete?
(Starting with primary school; count only the number of years each course should officially take, even if you spent less or more years on it; if you took part-time or evening courses , count the number of years the same course have taken you full-time).

1. 10 years or less
2. 11 years
3. 12 years
4. 13 years
5. 14 years
6. 15 years
7. 16 years
8. 17 years
9. 18 years and over

4. What kind of work do you do ?

a. I am a manager (that is, I have at least one hierarchical subordinate)- go to f.

b. I am not a manager and I work most of the time in an office - go to e.

c. I am not a manager and I do not work most of the time in an office- go to d.

d. If you are not a manager and you do not work most of the time in an office, what do you do:

1. Work for which normally no vocational training, other than on-the-job training, is required (unskilled or semi-skilled work)

2. Work for which normally up to four years of vocational training is required (skilled worker, technician, non-graduate engineer, nurse, etc)

3. Work for which normally a higher level professional training is required (graduate engineer, doctor, architect, etc.)***

e. If you are not a manager and you work most of the time in an office, what do you do:

4. work for which normally no higher-level professional training is required (clerk, typist, secretary, non-graduate accountant, etc.)

5. Work for which normally a higher level professional training is required (graduate accountant, lawyer, etc)

f. If you are a manager, are you:

6. A manager of people who are not managers themselves (that is, a first line manager)

7. A manager of at least one other manager.

5. What is your nationality? _____

6. And what was your nationality of birth (if it is different from your present nationality)? _____

APPENDIX V.1

THE RESULTS OF ORGANIZATIONAL NEEDS QUESTIONNAIRE FOR THE YEARS IN COSIDERATION

Evaluation Criteria

- 1.very good/very efficient/totally
- 2.Good/efficient/on the whole
- 3.Average/more or less efficient/sometimes
- 4.bad/inefficient/seldom
- 5.Very bad/grossly inefficient/never

QUESTIONS/ CRITERIA	1		2		3		4		5	
	1993	1994	1993	1994	1993	1994	1993	1994	1993	1994
1.Relations with the teachers	11.8	21.9	35.3	56.3	44.1	15.6	8.8	13.1	0	0
2.Relations with the students	0	6.3	14.7	25.0	50.0	31.3	23.5	12.5	2.9	3.1
3.Academic competence	20.6	46.9	32.4	34.4	38.2	12.5	2.9	6.3	2.9	0
4.Effectiveness of the Asst. Director in other areas	11.8	25.0	14.7	43.8	55.9	9.4	5.4	12.5	0	0
5.The team she works with	8.8	18.8	17.6	37.5	47.1	31.3	11.8	3.1	5.9	3.1
6.The establishment of clearly defined goals and priorities for the organizational process	11.8	18.8	20.6	37.5	52.9	34.4	8.8	6.3	2.9	3.1
7.Development of the key performance objectives from these goals	0	15.6	26.5	34.4	50.0	40.6	20.6	3.1	5.9	3.1
8.Achievement of LEVEL OF TRUST which allows people to:										
.deal directly with other people about their concerns in face-to-face confrontation	11.8	28.1	44.1	21.9	26.5	43.8	11.8	3.1	2.9	3.1
.search for mutual satisfactory solutions	20.6	31.3	32.4	34.4	26.5	28.1				
.establish working patterns that enable these satisfactory solutions to be applicable in the future to same or similar problems	17.6	21.9	20.6	25.0	38.2	40.6	23.5	0	0	0
9.Giving close attention to the work group process	14.7	31.3	20.6	18.8	44.1	31.3	14.7	0	2.9	3.1

APPENDIX V.2
THE RESULTS OF HOFSTEDE'S QUESTIONNAIRE

The results obtained from Part 1 of Hofstede's VSM in November 1992. This part seeks to find out what people's values about their ideal jobs.

QQ#/CRITERIA***	1	2	3	4	5	X	TOTAL
1. Sufficient time left for your personal or family life.	32.5	60.0	7.5	0.0	0.0	0	100
2. Challenging tasks from which you can get a personal sense of accomplishment?	45.9	40.5	13.5	0.0	0.0	3	100
3. Little tension and stress on the job	52.5	22.5	20.0	2.5	2.5	0	100
4. Good physical working conditions	57.5	32.5	10.0	0.0	0.0	0	100
5. Good working relationship with your direct superior	62.5	32.5	5.0	0.0	0.0	0	100
6. Have security of employment	62.5	25.0	10.0	2.5	0.0	0	100
7. Have considerable freedom to adopt your own approach to the job	57.5	35.0	7.5	0.0	0.0	0	100
8. Work with people who cooperate well with one another	57.5	35.0	5.0	2.5	0.0	0	100
9. Be consulted by your direct superior in his decision.	35.1	29.7	29.7	5.4	0.0	0	100
10. Make a real contribution to the success of the school	33.3	53.8	12.8	0.0	0.0	1	100
11. Have an opportunity for high earnings	45.0	50.0	2.5	2.5	0.0	0	100
12. Serve your country	25.0	55.0	15.0	5.0	0.0	0	100
13. Live in an area desirable to you and your family	45.0	45.0	10.0	0.0	0.0	0	100
14. Have an opportunity for advancement to higher level jobs.	50.0	22.5	25.0	2.5	0.0	0	100
15. Have a element of variety and adventure in the job	23.1	28.2	38.5	10.3	0.0	1	100
16. Work in a prestigious, successful school	47.5	30.0	20.0	2.5	0.0	0	100
17. Have an opportunity for helping other people	25.0	40.0	32.5	2.5	0.0	0	100
18. Work in a well-defined job situation where the requirements are clear	45.0	42.5	10.0	2.5	0.0	0	100

x represents no answer

* The number of respondents are 40.

**All values are in percentages

***Criteria represents: 1.of utmost importance

2.very important

3.of moderate importance

4.of little importance

5.of very little importance or no importance

The results obtained from Part I of Hofstede's VSM in June 1994

#QQ/CRITERIA***	1	2	3	4	5	X	TOTAL
1. Sufficient time left for your personal or family life.	35.1	48.6	13.5	0	0	2.7	100
2. Challenging tasks from which you can get a personal sense of accomplishment?	29.7	45.9	21.6	0	0	2.7	100
3. Little tension and stress on the job	40.5	27.0	18.9	5.4	2.7	5.4	100
4. Good physical working conditions	54.1	37.8	5.4	0	0	2.7	100
5. Good working relationship with your direct superior	70.3	24.3	2.7	0	0	2.7	100
6. Have security of employment	62.2	24.3	10.8	0	0	2.7	100
7. Have considerable freedom to adopt your own approach to the job	37.8	54.1	5.4	0	0	2.7	100
8. Work with people who cooperate well with one another	56.8	37.8	2.7	0	0	2.7	100
9. Be consulted by your direct superior in his decision.	32.4	43.2	18.9	0	0	5.4	100
10. Make a real contribution to the success of the school	37.8	48.6	8.1	2.7	0	2.7	100
11. Have an opportunity for high earnings	37.8	35.1	18.9	5.4	0	2.7	100
12. Serve your country	32.4	43.2	13.5	0	8.1	2.7	100
13. Live in an area desirable to you and your family	24.3	62.2	5.4	5.4	0	2.7	100
14. Have an opportunity for advancement to higher level jobs.	21.6	51.4	18.9	2.7	0	5.4	100
15. Have a element of variety and adventure in the job	27.0	32.4	37.8	0	0	2.7	100
16. Work in a prestigious, successful school	40.5	43.2	10.8	2.7	0	2.7	100
17. Have an opportunity for helping other people	16.5	56.8	21.6	2.7	0	2.7	100
18. Work in a well-defined job situation where the requirements are clear	40.5	51.5	5.4	0	0	2.7	100

x represents no answer

* The number of respondents are 37.

**All values are in percentages

***Criteria represents: 1.of utmost importance

2.very important

3.of moderate importance

4.of little importance

5.of very little importance or no importance

The results obtained from Part II of the questionnaire applied in November 1992 which seeks to find out the satisfaction of the employees' goals.

#QQ/CRITERIA***	1	2	3	4	5	X	TOTAL
1. Personal Accomplishment	2.6	43.6	25.6	25.6	2.6	1	100
2. Desirable place to live	7.5	42.5	30.0	10.0	0.0	0	100
3. Higher earnings	10.3	38.5	20.5	15.4	15.4	1	100
4. Cooperation with one another	10.0	50.0	25.0	10.0	5.0	0	100
5. Training opportunities	2.6	46.2	28.2	10.3	12.8	1	100
6. Fringe benefit	12.5	42.5	20.0	15.0	10.0	0	100
7. Getting recognition	2.6	46.2	38.5	7.7	5.1	1	100
8. Physical working conditions	17.5	37.5	25.0	7.5	12.5	0	100
9. Freedom to adopt your own way	7.5	42.5	27.5	17.5	5.0	0	100
10. Security of length of work	15.0	42.5	35.0	7.5	0.0	0	100
11. Opportunity of advancement	10.0	42.5	25.0	17.5	5.0	0	100
12. Working relationships with immediate manager	10.3	46.2	23.1	10.3	10.3	1	100
13. Extent to which you use your skills	5.0	42.5	40.0	12.5	0	0	100
14. Time left to you and your family	10.0	42.5	20.0	22.5	5.0	0	100

x represents no answer

* The number of respondents is 37 in 1992 and 40 in 1994

**All values are in percentages

*** Evaluation Criteria:

1. Very Satisfied
2. Satisfied
3. Neither Satisfied Nor Dissatisfied
4. Dissatisfied
5. Very Dissatisfied

The results obtained from Part II of the questionnaire applied in June 1994 to find out the satisfaction of the employees' working goals.

#QQ/CRITERIA***	1	2	3	4	5	X	TOTAL
1. Personal Accomplishment	10.8	59.9	24.3	0	2.7	2.7	100
2. Desirable place to live	32.4	43.2	16.2	0	0	8.1	100
3. Higher earnings	2.7	18.9	32.4	29.7	13.5	2.7	100
4. Cooperation with one another	13.5	35.1	32.4	16.2	0	2.7	100
5. Training opportunities	32.4	35.1	13.5	8.1	5.4	5.4	100
6. Fringe benefit	2.7	1.6	21.6	29.7	13.5	10.8	100
7. Getting recognition	13.5	43.2	21.6	13.5	5.4	2.7	100
8. Physical working conditions	16.0	54.0	18.9	5.0	2.7	2.7	100
9. Freedom to adopt your own way	2.7	13.5	43.2	18.9	18.9	2.7	100
10. Security of length of work	16.2	56.8	13.5	8.1	0	5.4	100
11. Opportunity of advancement	8.1	35.1	35.1	10.8	2.7	8.1	100
12. Working relationships with immediate manager	18.9	51.4	24.3	2.7	0	2.7	100
13. Extent to which you use your skills	18.9	56.8	10.8	8.1	2.7	2.7	100
14. Time left to you and your family	10.8	32.4	27.0	21.6	5.4	2.7	100

x represents no answer

* The number of respondents is 37 in 1992 and 40 in 1994

**All values are in percentages

*** Evaluation Criteria:

1. Very Satisfied
2. Satisfied
3. Neither Satisfied Nor Dissatisfied
4. Dissatisfied
5. Very Dissatisfied

APPENDIX V.3

The results of the Students' Questionnaire for the years in consideration

	QUESTIONS ABOUT TESTING	(1+2) *		3		(4+5)	
		1993	1994	1993	1994	1993	1994
1	Content of the tests	27.4	35.8	27.2	35.3	43.1	27.8
2	expected grade from the achievement tests	27.5	18.3	25.7	23.4	42.9	57.0
3	believing in fairness of marking	46.2	15.3	20.5	17.4	31.4	66.0
4	PSS help the attendance of SS	36.7	48.0	17.2	18.1	44.2	33.0
5	Help PSS for the evaluation of own progress	63.7	61.3	16.4	19.8	15.5	18.0
6	Marks for PSS are on merit	54.0	34.0	18.3	22.6	17.5	40.0
QUESTIONS ABOUT ADMINISTRATION							
7	consult admin when it don't help in administrative matters	46.2	41.3	15.6	17.9	12.5	28.9
8	ease of communicate with the administrators	50.1	48.2	18.4	18.3	18.0	41.4
9	having results on request from admin	36.6	48.2	27.8	26.9	33.5	22.0
10	admin's help to solve problems	64.2	40.6	20.7	27.9	12.4	28.8
QUESTIONS ABOUT LIBRARY							
11	Borrowing books from library	29.3	43.5	23.0	17.0	43.4	29.6
12	Spending time in library for my pleasure	51.9	70.5	19.2	23.9	23.4	12.7
13	Spending time in the library for studying	41.8	69.4	24.3	24.7	25.9	8.2
14	The collection of books for students	70.0	26.7	13.4	17.0	10.3	41.5
15	The librarian's cooperativeness	77.0	36.3	9.1	15.9	5.8	35.7
16	The possibility of any teachers' help in library	83.0	11.2	2.2	5.4	3.9	69.2
17	Library opening times	63.7	21.1	13.8	11.6	14.4	51.1
QUESTIONS ABOUT SELF-ACCESS ROOM							
18	Going to self-access room	24.3	73.1	15.8	20.0	47.7	7.9
19	Making use of story books with recordings	32.6	79.8	17.0	14.2	22.6	5.3
20	Watching the films	60.7	79.0	25.0	8.2	11.2	7.8
21	Believing of its help	55.9	29.6	28.5	16.4	13.0	47.7
22	Teachers' help in the room	0	37.6	0	18.1	0	28.4

*Evaluation Criteria: (1+2) 1. Very weak/never + 2. weak/occasionally
 (3) 3. Average/Sometimes
 (4+5) 4. Good/Often + 5. Very good/Always

**Total number of respondents 535 each year.

APPENDIX V.4

Collation of students' answers for the open ended questions in the Questionnaire for the years in concern

Table 1. Answers Related to ADMINISTRATION

POSITIVE	
1992-1993	1993-1994
<ul style="list-style-type: none"> -We do not know and are not interested -not good , not bad -this place is well-organized -they are interested in our problems -though the image is strict and distant, they deal with the problems related with us 	<ul style="list-style-type: none"> -very good, perfect -efficient -in general they are good but in some aspects... -they are seriously interested in what I want -they want themselves be better -no problems at all -students' demands are their priority -though the system is different we get used to it with their help -thanks to management for their interest -they are very organized -teachers they recruited are very good -the administrators suggest solutions for the specific problems and students -they took our complaints seriously
NEGATIVES	
<ul style="list-style-type: none"> -no comment -no communication -there have to be better and more precise decisions and earlier notification -they have to listen to us -we must have a say in admin -they have to hold meetings with the students once in a month -we have not met them yet -very slow and uninterested -they have to be very organized but they are not -distant and not smiling -we cannot get any answers to any questions -everything is vague the system changes continuously and we are not happy -rules are very strict -they have to look at the overall result of success -some of the teachers are not very good 	<ul style="list-style-type: none"> -no contact with the students -more and better communication -not effective -the continuous change is not good -the approach is wrong, not practical, everything is based on theory -teachers are not very efficient -they have to control the teachers more -it takes long to have answers to the written requests -the secretary in the office is not helpful at all -more explanations on the system is needed -both the rules and administrators are very strict

Table 2. Answers related to TESTING

POSITIVE	
1992-1993	1993-1994
<ul style="list-style-type: none"> -want to learn the rules and regulations -I do not believe that exams assess our knowledge -I do not understand PSS -PSS is a perfect system, it increased the participation and the success -PSS helped us become more involved and have better results at the end -PSS is strange but not bad -a bit scary but useful. -when it is not on merit, it caused problems 	<ul style="list-style-type: none"> -marking is totally objective -the exams are easy they have to be difficult -Quizzes related to PSS can be in a different type -exam questions are very well prepared -the timing of the exams are long enough -some changes are necessary for the promulgations
NEGATIVES	
<ul style="list-style-type: none"> -the testing system is not sensible -there is no relation between the course content and the tests -In my opinion the third marking is not done. -the aims of the tests should be different -the timing of the tests are not accurate -PSS should not be a punishment method -Pss is not a good way of assessment -PSS generally does not serve its purpose -why don't we go back to the previous system -PSS creates stress 	<ul style="list-style-type: none"> -The limit for changing levels has to be lower -the central system of testing is not good -teachers are not objective in assessing us through PSS

Table 3. Results Related to LIBRARY

POSITIVE	
1992-1993	1993-1994
<ul style="list-style-type: none"> -very easy to use -it is nice to have it in the same building -very good and organized 	<ul style="list-style-type: none"> -very easy to use. -having teachers there is helpful -the librarian is kind -it is a convenient place to study -cool in summers and it help us to study in the library -it is now open at lunch breaks -systematic -we find what we are looking for
NEGATIVES	
<ul style="list-style-type: none"> -the librarian's attitude is not good at all -longer opening hours -somebody needs to help us -the heating problem has to be solved -hot in summers and cold in winters -more long loan books -the presence of the librarian discouraged me from going to the library -more reference books -why don't you change the librarian -more support from the librarian 	<ul style="list-style-type: none"> -numbers of books should be increased -more grammar practice books needed -more long loan books are needed -fines are high -why is it not open during weekends

Table 4. Answers Related to SELF-ACCESS ROOM

POSITIVE	
1992-1993	1993-1994
<ul style="list-style-type: none"> -It is very useful -I used it very frequently -I believe that it would be useful if one goes everyday 	<ul style="list-style-type: none"> -it is helpful to plan before going there -it is very good to learn English in an easier and better way
NEGATIVES	
<ul style="list-style-type: none"> -there has to be a permanent person in charge there -it is not open at the times it is supposed to be open -it opens later than the time it has to open. -it is small -tape-recorders and tapes are out of order -the use of the room has to be encouraged -I never used it -the purpose of the room is not clear -I just learnt in the questionnaire that there is such a room -the organization of the room is not logical. -it is generally closed -more tapes and recorded books are needed -more new films are needed 	<ul style="list-style-type: none"> -the person there has to change -we have to queue for using it -the video has to be replaced somewhere else -the purpose of the room was not explained at all. -the location of the room is not good -headphones are not working -the lists of materials can be announced -the number of recorded book has to be increased -weekly programme can be prepared

APPENDIX V.5

The notices on the following pages are chosen in June 1994 as samples of the whole period in order to show the types and difference between the previous and the later ones.

NUMBER V.5.1: Those belonging to Higher Management

NUMBER V.5.2: Those related to teams

2A-is the first notice put up to form the Testing Team

2B-for one of the team meetings by the team leader

2C-for the consequence of a decision taken in a general meeting

NUMBER V.5.3: For the announcement of assignments

3A- announcement in October 1991

3B- announcement in November 1993

3C- for the announcement of exam assignments (1992 and 1994)

NUMBER V.5.4: For demonstrating the change of tone, language and the informativeness of the announcements (four different announcements)

NUMBER V.5.5: For the types of informative notices that appeared in 1993-1994

NUMBER V.5.6: For the research and visiting lecturers

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**TEXT BOUND
INTO
THE SPINE**

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19.10.1992

YADIML EXAM COMMITTEE

needs

3 members — one C/L
— one L/S } teachers
— one R/W }

Job will involve:

- examination content development
- liaison with teachers
- weekly meetings
- collective responsibility

If you are interested, apply office 23

by Friday, 23.

(All names will be kept confidential)



WE CARE!

Remember, we have a
meeting at 13.00 today.

18.5.94

/ink

ATTENTION TO ALL TEACHERS!

As suggested in the meeting
on Tuesday, please give your
INITIALS to testing office until
Friday 1.30.

There is a list provided in
the office.

S/S.

(S mean the Testing office)

Pages removed for copyright restrictions.

ALL TEACHERS!

You are expected to be in the
meeting-room at 1.30
on ~~1~~ Wednesday, 9th June

Agenda:

About the new system!!

7.6.1992

Dillen

ALL THRESHOLD LEVEL
TEACHERS! (SKILLS &
CORE LANG)

WE ARE MEETING ON TUESDAY

MAY 4th, 1993 at: 15:30.

NUMBER V.5.4

CHAIRPERSON: GÜLTEN HERGÜNER

Place: Meeting Room

~~M. Hergüner~~

FOR ALL THE TEACHERS!

NUMBER V.5.4

We are meeting

at: 1.00
on: 16th Wednesday
in: the Meeting Room.

about: Small Groups

Full participation will ease your working
pace.

5.3.1994



For the attention of
all teachers:

We're meeting at 12.45
on Monday
in the meeting room
for the next weeks agenda

* It is planned for 15 min.

* It'll cover the agenda for the small group
speakers.

1.4.94

sf.

DUTIES AND
CLASSES FOR EVENING-
GROUPS HAVE NOT
SETTLED YET!

MOST PROBABLY AFTER
LUNCH?!

21

URGENT ! URGENT !

URGENT !
L/S

URGENT ! URGENT !

Teachers <

Please remember to
hand your L/S grades to
Testing Office.

(starting from Monday 28th)
20.5.1994
JF.

FOR INFORMATION

CALENDER FOR THE FOLLOWING TWO WEEKS :

- 14th June : 9.30 LIT / 9.00 WE CARE
- 14th June : Announcement of the Duties for PROFICIENCY EXAM
- 14th June a.m : General Meeting
- 15th June a.m : PROFICIENCY EXAM
- 15th June p.m : MARKING
- 16th June : MARKING
- 17th June a.m : MARKING (if necessary)
- 17th June pm : General Meeting
- 20th June a.m : Visiting Lecturer
- 21st June : Speaking Component of Proficiency Exam.
- 22nd June : Speaking Component of Proficiency Exam (if necessary)

Please refer to related
 memo for details
 10.6.1994

ALL TEACHERS:

Please excuse the disorder
in the questionnaire I handed
in.

Please regard part III

as Page 4.

Thank you!

16.5.1994
Gülter



ENGLISH LANGUAGE TEACHING SEMINAR

English language teachers are cordially
invited to a seminar organised by

PENGUIN BOOKS LTD.

on

TESTING OF COMMUNICATIVE COMPETENCE IN
SPEAKING AND WRITING

by

JAKE ALLSOP

ADANA SEMINAR:

on Wednesday, September 29th, 1993 at 17.00
in SEYHAN OTELİ Konferans Salonu
T.Cemal Beriker Bulvarı No:30 Adana
Tel:4575810

RSVP:Dünya Kitabevi
Tel :4581636

MERSIN SEMINAR:

on Thursday, September 30th, 1993 at 17.00
in ÖZEL METRO İNGİLİZCE DİL KURSU
İnönü Mahallesi 917 Sokak No:20, Mersin
Tel:3262873

RSVP:Metro İngilizce Dil Kursu
Tel :3262873

APPENDIX VI.1

DEMING' S 14 POINTS

1. Create constancy of purpose
2. The new philosophy
3. Cease dependence on mass inspection
4. End lowest-tender contracts
5. Improve every process
6. Institute training on the job
7. Institute leadership
8. Drive out fear
9. Break down barriers
10. Eliminate exhortations
11. Eliminate arbitrary numerical targets
12. Permit pride of workmanship
13. Encourage education
14. Top management commitment and action

BONSTINGL'S FOUR PILLARS OF SCHOOLS OF QUALITY:

1. A primary focus on suppliers and customers
2. Constant dedication to continuous improvement
3. A system/process orientation
4. Strong and consistent Total Quality leadership from top management.

APPENDIX VI.2

DEPARTMENTS SPECIFICATION OF THEIR STUDENTS NEEDS

The chart below shows the language skills requirements of the departments of applied sciences

The departments specified the need of language skills of their students according to the skills assessed in YADIM proficiency test. The criteria of the need specification is unknown to YADIM.

DEPARTMENTS	READING	WRITING	TRANSLATION	SPEAKING	LISTENING
AGRICULTURAL ECONOMICS	X	X	X		
AGRICULTURAL ENGINEERING		X	X	X	
AGRICULTURAL MECHANIZATION	X	X	X		
ANIMAL HUSBANDARY	X	X	X		
BIOLOGY	X	X	X		
CHEMISTRY	X	X			X
CIVIL ENGINEERING	X	X			X
CROP SCIENCES	X	X	X		
FOOD SCIENCES	X	X	X	X	X
GEOLOGICAL SCIENCES	X	X	X		
HORTICULTURE	X	X	X	X	X
LANDSCAPE ARCHITECTURE	X	X	X	X	X
MATHEMATICS	X	X	X		
MECHANICAL ENGINEERING	X	X	X	X	X
PLANT PROTECTION	X	X	X	X	X
PHYSICS	X	X	X	X	X
SOIL SCIENCES	X	X	X	X	X
ELECTRICAL ENGINEERING	X	X	X	X	X
SEA PRODUCTS	X	X	X		
ENVIRONMENTAL SCIENCES	X	X	X		
INDUSTRIAL ENGINEERING	X	X	X	X	X
ARCHITECTURE	X	X	X	X	X
CONSERVATOIRE	X	X	X		
maden	X	X	X		