# Open and Equal Access for Learning in School Management

*Edited by Fahriye Altınay*

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# Meet the editor

Prof. Dr. Fahriye Altınay has research interests in the field of Educational Technologyand Educational Management. She is a full time professor at Near East University and a Director of Graduate School of Educational Sciences Institute. She is also an active member of Societal Research and Development Center at Near East University.

# Contents

# Preface

School management refers to participatory efforts of the people. A group of people fosters a culture of school. Culture gives a spirit on the process and decision-making process based on values and beliefs. School is a social institution that represents dynamic environments. These environments establish a network of management processes.

In today's context, digital transformation becomes a base to reach out openness and equal access for learning within societies. In this respect, cooperation with others, working with technology, information and acting, play a great role to adapt for digitalization. In addition, management turns its faces for more involvement among people and actions. Schools become an environment for transferring digital skills. This maintains the competences for the digital transformation in societies. Therefore, school management is essential for acquiring the digital transformation.

This book encapsulates different practices about school management. It gives promises to different angles on open and equal access for learning. The main aim of the book is to give insights into the role of school management for openness and equality to learners.

The book covers four main headings to underline the significance of leadership, school culture, open learning, and equal access for learning in curriculum, environment, and gender. In this respect, international contributors from different research backgrounds and contexts provide a great value in putting emphasis on equality and openness in learning and contexts. In addition, this book also provides a comprehensive look into digital transformation process for schools.

This book will be beneficial for graduate students, teachers, researchers, and other professionals who are interested in expanding their knowledge about school management and the role of changing dimensions in the school management. I am grateful to all the contributors and leading experts for the submission of their constructive chapters. I would like to thank Kristina Kardum, Author Service Manager, IntechOpen managers, and members through my deepest appreciations for their encouragement and collaboration.

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# School Management and Leadership in Equal Learning

# Institutional Metacognition as an Improvement Tool for Educational Management

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Additional information is available at the end of the chapter

## Abstract

A theoretical article is presented in order to describe and analyze an innovative methodology for educational management called institutional metacognition (IM), and it's defined as a reflective and participatory process of an educative community to face conflicts, applying techniques that generate a conscious, dialogical and collaboratory learning in educational organizations. This perspective is relevant to school management field, because it implies the need to build a new vision of the school as an organization that not only teaches but also learns and therefore delivers new tools to current social needs of communication and participation that are stressed nowadays in educational organizations. This process can be used as a management tool for organizational change, to promote an effective learning, and to improve coexistence in schools; it would be used to manage organizational change, and it allows monitoring and accomplishing activities and conflicts that may occur. The characteristics of IM help to improve managing the organizational process when it is visualized as a part of improvement cycle. It presents benefits to collaborative learning, diversity, conflicts mediation and participatory diagnostics. On the other hand, there are challenges that hinder their application to improve relationships, both internally, as a new and unknown tool, and externally related to features of educational institutions.

**Keywords:** metacognition, organizational learning, school management, improvement, reflection

## 1. Introduction

Currently, the educational institutions are facing multiple challenges with respect to the improvement of learning, decrease of violence and conflict situations, effective use of resources,

implementation of social policies, etc. This, thus, leads to a complex conception of what education implies, which implies not only generating effective and significant learning but also effectively integrating the influence of factors related with the social interaction and of socio-political factors related with the classroom and the school [1].

Therefore, the importance of the individual learning, at a social and organizational level, should be considered for the development of the educational institution, for the strengthening of the organizational culture and the learning goals in students [2, 3], and for the implementation of educational inclusion processes and complete formative development of people [4]. While these different levels of learning that occur in the school (individual level and organizational level) are usually worked separately, obeying different logics, it is possible to generate them in an articulated way, through collaborative and reflective processes.

One of these processes is called institutional metacognition (IM) originally discussed by [5], as a reflection and dialog process to deal with situations of conflict; however, it can be posed as an innovative methodology to elicit and evaluate processes of improvement and change, at both the individual level and institutional level [6].

This methodology has consequences on the learning and organizational culture and is relevant to the field of educational management, since it implies the need to build a new vision of the school as an organization that not only teaches but also learns and, thus, contributes a participatory methodology to the actual social needs that currently stand out in educational organizations [7, 8].

In this way, the student learning in the community, the operation of the school organization, the processes of school coexistence and the procedures for education inclusion can be understood as processes of change that require systems of participatory and reflective information management that can lead to a more effective and democratic development of the educational institution. It is therefore a relevant factor for the educational management and can be established as a systemic process of diagnosis and intervention to generate organizational change. This thus allows IM to be understood as a mechanism for continuous improvement of school management [8].

In this chapter, an analysis of the different levels of learning and how they benefit from the metacognition process will be presented; likewise how the institutional metacognition is a methodology for the learning of the organization itself, as well as a mechanism of organizational change, considering it as an adaptive tool of the educational institution. Finally, it will be shown how the IM supports the educational management, so that it can be used by school managers within the perspective of the organizational improvement cycle.

## 2. Institutional metacognition as a strategy for the promotion of individual and organizational learning

We can consider learning as one of the relevant processes in the current educational policies; however, it is still a phenomenon little understood and therefore perhaps underused, due to

which it presents itself as a complex and dynamic concept but insists on being treated as a rigid and simplistic concept [1, 9]. Since the 1970s, learning has been considered a process of thinking which allows us to use reasoning in an effective manner; for this the use of cognitive strategies to learn effectively and meaningfully is not enough, but reflective strategies that evaluate the same process of using those strategies to learn, that is, metacognition, also should be used.

The metacognition is defined as a set of knowledge generated by the individual, both the knowledge they achieve and the way in which they carry out an activity [10]; it is relevant to decision-making and the evaluation of the results of this, which turns the metacognitive process into a tool so that people learn better, expressing themselves in individual, group, and organizational situations. In this sense, the IM is an evaluative methodology, of a reflective and participatory character, in an educational community, to face the difficulties present in the institution and to evaluate their effects, applying techniques that generate a conscious, dialogic, and collaborative learning in the educational organizations [6, 8].

On the one hand, it can be used as a strategy to evaluate the academic development of the students, as well as the teaching methodologies of the teachers, which allows generating improvement plans to remedy difficulties that arise in these areas. On the other hand, it can be used as a diagnostic mechanism for the school coexistence, determining the existence of poorly resolved situations of conflict, as well as teaching the culture of peace, necessary for the good life of the members of the educational community [5, 6].

Furthermore, the IM is a tool that can orient the organizational development, based on the promotion and evaluation of collaborative processes in the educational management This permits, on the one hand, fostering collaborative work between teachers and professionals of the institution and, on the other, generating a process of evaluation that is reflective and oriented toward action that permits improvement of the difficulties found.

## 2.1. Metacognition and learning in community

Knowledge and the metacognitive strategies help in the learning process, allowing it to be achieved effectively; this implies not only a dimension of knowledge but also a dimension of regulation over the decisions made by the person [10, 11], which becomes especially relevant to the learning process. The ability to self-regulate is important for the achievement of better learning [12], providing the student a tool for reflection on their specific knowledge. All this will allow them to guide their own formation with better results [13].

Working the metacognition processes with the students, helping them to become conscious of their knowledge and of their conceptual structures, improves both the involvement with the learning and the methodological and conceptual results. In this sense, the student's metacognitive abilities influence their learning, also serving as indicators of academic performance and problem-solving processes [14, 15].

The development of metacognition achieves, in this sense, profound and meaningful learning, since the ability to know one's own knowledge and to determine how it is achieved is related to the ability to recognize and memorize relevant information [16] and to understand

and apply it, for this reason it is argued that there would be a strong relationship between metacognition, profound learning, and self-regulation [17, 18].

Applying IM in processes of evaluation of learning by the teachers with the students can help generate knowledge of the positive and negative aspects of learning assessments and lead to a search for actions that can enhance them.

On the other hand, the constructivist and sociocultural vision of teaching and learning conceptualize the latter as a process of construction of meanings, as well as of attribution of meaning to contents and tasks; although this is done individually in educational processes, under certain conditions, collaborative work between students allows for the implementation of inter-psychological processes of knowledge construction that favors the meaning of learning and the attribution of meaning to it, which would form a type of learning called collaborative, as opposed to individual [19].

Collaborative work is one of the fundamental pillars of education and community life, since social participation and democracy are fundamental values of the modern societies; furthermore, it is crucial for the achievement of quality learning that permits the establishment, through dialog, of a construction of profound and meaningful learning, finding higher abilities of learning and abilities of metacognition than when developed in individual work [20–24]. The dialog and discussion processes between people allow us to consider thinking as a social construction, which must include participation and dynamic and interactive collaboration [22]. In this way, the importance of collaborative interaction and learning for the development of learning processes is evident, not only in terms of cognitive achievement but also metacognitive achievement.

The proposal of collaborative learning (sometimes called cooperative), based on the proposals of Johnson and Johnson, as well as Kagan and Slavin [24, 25], points out the importance of generating a process of integrating the work of different students toward a common learning goal. Although it is expressed from [20] that there are differences of meaning and organization between what is denominated as cooperative learning and collaborative learning, other authors suggest that there are different nuances of a similar process, oriented to valuing the conscious and motivating union of the students for a better learning [26]. As it is not the subject of this chapter to delve into these distinctions, it is valued that cooperative and collaborative work generates learning situations that foster the development of metacognition and critical thinking, which emphasizes the importance of interaction and communication for the development of thinking skills and regulation of tasks.

Learning is especially effective when it is done by sharing with others, like say Marqués [27]; the group builds their learning creating collaborative cultures in which contents and meanings are shared. Encouraging cultures of collaboration and collective agency involves continually learning at multiple levels, which gives it an undeniable weight in professional teacher development [27].

In this way, the institutional metacognition can be a relevant factor as part of the evaluation that requires self-regulation of the team, principally based on the positive interdependence and co-responsibility characteristics that are indicated as those that must be present in this culture of collaboration for learning [25].

In this area, the IM can be used as a tool both for the students, who can support them in their group course to assess the relevance and functionality of collaboration in their collaborative/ cooperative learning processes, and for teachers, who can use this tool to achieve professional learning based on the development of collaborative work teams in which they can improve their teaching practices [28]. In relation to the latter, IM is also useful in overcoming the difficulties that are present among teachers in assessing collaborative work and putting it into practice, since some teachers discredit the need to work collaboratively for biased reasons or for lack of knowledge [29].

## 2.2. Metacognition and organizational learning

The traditional perspective of educational management sets that the achievement of the institution's objectives is reached through a series of standardized procedures that oblige one to respond in a univocal and homogenous manner and in the majority of cases "blind" to changing situations of the environment [30]. Contrary to this, decades ago, a perspective, called strategic, was implemented in the administrative and educational management processes that has considered that the response of the institution should be based on safe but flexible, reasoned and reflective procedures that allow for the minimization of negative consequences but give a more pertinent response to the dynamic environments of the institutions, and in this the process of metacognition is fundamental [31].

This ability to achieve a guided and planned change that allows for the adaptation of the organization's members is one of the greatest objectives of organizational learning, bringing as benefits the ability to face the processes of change in an efficient manner and to identify the effective aspects to maintain them [6]. It can be understood also as a set of accumulated knowledge by people that the organization is composed of, synergistically organized to foster innovation in the organization [32]. Thus, an institution learns in an effective manner by allowing support to achieve a significant and transcendent change in its patterns and actions in response to the dynamic needs of its educational community [33].

As it is noted [34], the metacognition could serve as a tool to promote the organizational improvement through training based on metacognitive reflection and to allow bringing the members of the organization to a state of high consciousness of their actions and needs. The reflective collaborative work would demonstrate the various benefits, on the one hand, to allow organizing responsibilities in a clear and balanced form, increasing the achievement of the metacognitive processes of the individuals, and, on the other hand, to encourage development of support strategies between the group and community members, through the identification of limitations in the development tasks and coordination of efforts, increasing the achievement of goals and of motivation [35].

On the other hand, it is discussed [36] that the concept of organization metacognition refers to the knowledge that the members of the institution should have about the networks of the existing knowledge in the same, noting that, many times, the institutions are not able to realize what they do not know with respect to their own institutional process. In this way, the metacognition is a process related to the management of knowledge, in which the organization generates learning starting from the pertinent and effective information that is used. The

management of knowledge uses the information produced by the members of the organization, converting the said information into an active capital that permits decision-making and the resolution of problems [4].

The IM is a relevant factor for the organizational learning, being that it promotes conscious and shared processes of knowledge between the members of the educational community and necessarily relates to the management of the knowledge, given that it allows determining information that can orient the processes of organizational change and clarifying unknown aspects of the functioning of the organization to strengthen its effectiveness.

## 3. Institutional metacognition as a strategy for educational change

Currently, the educational change is understood as a complex, long-term process that must then be analyzed in detail, favoring its understanding so as to be able to anticipate in an adequate way the contingencies associated with this process (planning, management, project evaluation); this is always from a collaborative perspective incorporating all the members of the institution. The processes of change in education have an institutional dimension that forces them to develop with a certain structure and order, so that they have a systemic and institutionalized character, based on a process of understanding and decision-making that involves the whole educational community [37].

The change becomes substantive only if we manage to activate reflective and critical processes based on the deliberate analysis of emerging issues of the institution, paying particular attention to the way in which information is managed. In this sense, processes such as educational self-evaluation understood as the process of systematic and analytical collection that implies, on the one hand, the exchange of data related to education process [38] and, on the other, a necessary step for the development of the educational institution.

Changes are processes of social construction that from a situational strategic logic are associated to cognitive processes of problematization, prioritization and design of improvement actions, which must be precisely monitored by the different teams. These processes are linked to what some authors have defined as organizational learning (Senge [39]). Understanding the school as a learning organization implies an institution that allows itself to manage a significant and transcendent change in its patterns and actions in the face of the dynamic and systemic needs of its educational community [34, 40]).

As Bollen points out [41]), "the school improvement only is possible if the school, as an organization is able to learn, not only in the case of individuals, such as teachers or administrators, but also in the way that the school can overcome ineffective behavior through close cooperation" (p.29). This shared metacognitive ability implies a process of monitoring of the own institutional cognition and includes activities of "planning, monitoring or knowledge of the understanding and performance of tasks, and evaluation of the effectiveness of the process and monitoring strategies" [42]. If we see the change processes as generators of knowledge, we must say that the processes of reflective monitoring play a key role in the development

and improvement of metacognitive knowledge in the educational institution. At the same time, the knowledge seems to facilitate the ability to regulate cognition. The two are empirically related and can be integrated in the form of metacognitive theories, as representational frameworks of knowledge, in this case institutional.

The construction of an educational project or institutional development project implies necessarily the active fostering of a series of attributes in the educational community that implies the self-exploration and critical analysis of the school. The institutional metacognition understood as a shared cognitive act is extremely important in the understanding of the progressive complexity that the institutional management has acquired in the educational establishments. This is especially relevant if we view this process of educational development from the critical perspective, in which the study of the correspondence of the actions with transcendental principle and values becomes relevant [43].

The metacognition is an attribute that involves cognitive aspects as well as interpersonal, that is, to the person and their social environment, being necessary to establish effective interactive guidelines both for the community within the educational establishment and for its link with the external environment. It is a process of systemic approach in terms of its purpose to rescue the visions of all the members of the educational community [6].

This ability of institutional self-consciousness must sustain itself, furthermore, in a participatory dialog that permits cooperative exchange of information about the critical topics of development of the institution. The cooperation between people from this perspective of the situated cognition sets that the aspects of human cognition are inherent to the work contexts in which various people participate [44].

From a situational strategic logic, it is recommendable to enhance the self-consciousness in management of educational institutions. In this sense, the formulation of plans and associated projects implies commitments of action that emerge from a particular view at what the institution does, from a proactive and transformational direction.

As [27] point out, the learning potential "is maximized in contact with others, which makes it necessary to be nourished by reflective processes that return cyclically to the practice (…) It is also essential not to restrict the knowledge of traditional processes of inquiry, but to promote knowledge that arises from the experience of subjects as the central axis of their history" (p.7). In this sense, the educational change must necessarily imply a cognitive change, in the way that we must inquire about the development of our educational institution [45]. The vigilance and analysis about this school learning potential imply an inquiry and reflection of diverse aspects; which we want to improve our particular forms of conflict processing [6] and organizational learning [8].

Also, according to [46], there are subprocesses associated with organizational learning that are worth mentioning in this section. The systematic resolution of problems, experimentation of new approaches, critical memory of past experiences and transfer of knowledge are processes that management must actively and deliberately foster, thus encouraging the reflective and conscious action of the institution.

It is important to emphasize that this idea of change based on the learning of the educational organization and its teams is not limited to a specific group of people, but affects the institution in general, through a metacognitive training that allows access to a higher level of awareness that occurs in the institution. As [47] points out, it is necessary to know the school culture in order to be able to then transform it, and this shared knowledge is a good starting point for a global change in the institution. The approach is to promote new ways to be a school; to understand it as an organization that learns and implies new forms of management and school cultures that place its managers, teachers, and students as authentic protagonists of institutional making.

Therefore, according to [48], the schools present the need to learn; therefore, it is convenient to analyze the obstacles that exist to be able to produce the said learning. This author emphasizes (op. cit) that an educational institution closed to learning, hermetic, comfortably settled in routines will inevitably repeat the mistakes of the past so that it will neither learn nor change.

To improve the processes of an institution, the development of the critical and transformative rationality over the traditional emphasis of the mere technical and practical role is vital [49]. In this way, institutional metacognition emerges as a tool that allows educational improvement, from the generation of a cooperative and trusting work climate, and through the conscious dialog, inquiry processes emerge about the most pertinent initiatives linking the different actors of the educational community. The reflection on the practice, thus, seeks to promote self-transformation through substantive changes in one's own practice, based on the questioning of everyday personal conceptions and discourse [50].

For [48], schools are institutions that tend toward routine, for which the institutional metacognition sets up, then, an inquiry method that seeks to break with the ways of doing and thinking of the school. It is positioned in a reflective transformative approach that questions those traditional practices that are reproduced in an uncritical form. The emphasis here is on the importance of knowledge management in educational establishments.

In this way, the IM encourages and maintains the change of the educational institution, serving as its base the strengthening of the democratic processes and the participatory management. For the educational managers, the support provided by the IM is relevant, due to the fact that the changes can be organized in cycles of improvement, which, being complemented by the participatory and reflective instances of this methodology, grants its greater meaning and relevance to the management.

## 4. Institutional metacognition: methodology for the development of a cycle of continuous improvement

One of the most appropriate forms of school management is from the view of the continuous improvement cycle, as a logical structure of management. In fact, many school programs, projects, and policies are found designed under this work structure, within which

the educational improvement plans [51]) and institutional education projects [52]) stand out. Thus, it is proposed that the institutional metacognition must be applied in the way it is related with the management structures, adding the metacognitive component to each step of the improvement cycle: determination of the current situation, determination of the desired situation, design and implementation of the action plan, monitoring and evaluation [53].

These steps, more than a linear sequence, correspond to a spiral of improvement in the management [54]. What characterizes this process is that at the end of each step of the improvement cycle the construction of meaning and analysis must imply a joint view between all of the community actors, so that a conclusion can be drawn up at the institutional level, having as its backbone the common convergences and perspectives of each aspect, but not discarding the dissent.

The first step, called determination of current situation (see **Figure 1**), seeks to detect, analyze and problematize the main improvement needs of the institution. In essence, the central problems must be defined, identifying their causes and consequences for the community, with an emphasis on the impact on learning [54]. It is also relevant to ask if these situations are of recent origin or have crawled on for a certain amount of time, whether they affect all or part of the school community, whether they are permanent in time or arise during particular moments, and if there have been previous attempts to solve it, both in the organization itself and in others with similar characteristics [55].
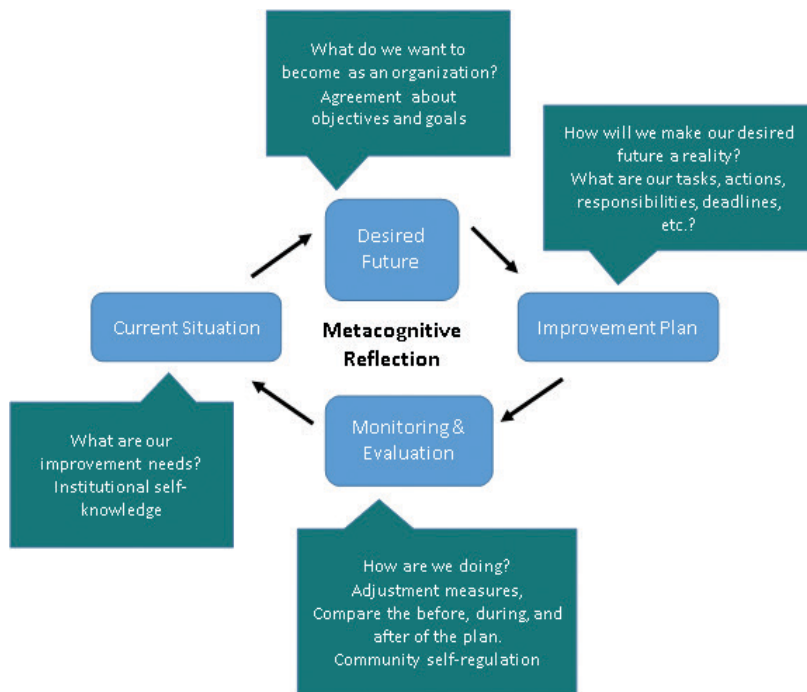
**Figure 1.** Institutional metacognition in a continuous improvement cycle (own elaboration).

So, the institutional metacognition can be used as a methodological perspective in the process of analysis of the problems and improvement needs of the school community, with the objective of generating a process of institutional self-knowledge. For this, the traditional forms of information gathering, like the data analysis, professional reports, interviews, survey, etc., must be accompanied by moments of group reflection. Additionally, to favor the quality of the reflection, it is important that a large level of participation and collaboration of all the actors exists during the information gathering.

An example of this is the implementation of reflective encounters within and between the different actors of the school community (teachers, managers, students, parents, educational assistants, etc.), both before and after the application of more traditional forms of self-exploration, with the aim of analyzing the problems that affect the community, with emphasis on those of greater relevance for the whole community. As it has been reviewed, the consecution of this learning requires a collaborative advisory and development process, for example, in the action research perspective where the critical friend role emerges [43, 56, 57]), which operates like a collaborator that through dialog that favors educational improvement provides continual feedback about the factors that create obstacles or that promotes educational development [58].

A second step of the improvement cycle corresponds to the determination of the desired situation, which consists of reaching agreements regarding the objectives and goals to be achieved, which must be the values and behaviors expected in the members of the school community, which allows us to overcome the problem situation detected in the previous phase. In order to do this, the IM perspective can promote the use of techniques such as discussion groups, assemblies, surveys, essays and debates, always constructing a final conclusion as an organization, highlighting convergences and divergences.

Once the current and desired situations have been clarified, the organization must develop an improvement plan. Like all planning, it should contain actions, people responsible, timelines and resources for its execution [54]. In this aspect the institutional metacognition can be taken advantage of by the same techniques as in previous steps, being careful that the plan maintains its participatory character. It is essential in this regard to provide the opportunity for all actors to propose ideas, present previous experiences, investigate experiences of other organizations and consult other institutions. It is recommended to keep a record of all the divergent proposals, which were discarded in the generation of the plan for not achieving consensus, being that during the execution of the plan, elements, situations and unexpected results could arise, which require making modifications to the plan and can then incorporate elements that were not considered in the initial plan.

The fourth step is the monitoring and evaluation of the plan; it is here that the institutional metacognition, especially the community self-regulation, plays a fundamental and enriching role for the improvement of the organization. The process must be carried out in two ways, on a focused way and a general way; on the focused way, we refer to the exercise of reflections and self-regulation regarding the implementation of a specific improvement plan and its established ways to deal with emerging situations in the processes of change. It is important in this process to have an accompaniment during the observation of situations and subsequent reflection with the agents involved, both individually and in small groups.

On the second way, the more general, the same techniques for the previous steps can be used to favor the reflection of the implementation of the plan, contrasting the situation before, during and after the plan and, especially, determining consensual adjustment measures. Also, meetings can be held to exchange professional experiences regarding the process, in order to promote the exchange of knowledge and professional skills within the organization. This way, once the first work plan is completed, the improvement cycle can be reinitiated, incorporating the organizational learning achieved in the first instance and determining new aspects to be improved for a second plan.

Central to the development of institutional metacognition is the development of reflective instances during all the steps of the improvement cycle, which should be based on conclusions and decisions based on the informed participation of all actors and the establishment, seeking to establish consensus, but without losing awareness of the existence of elements of divergence, which can be kept as elements of an alternative plan, to be revised in the face of unexpected changes in the context, the implementation, or the results.

## 5. Conclusions

Institutional metacognition (IM) is a methodology that allows for the development of the educational institution, based on the actions of participation and reflection by the school community. It is an innovative methodology since it allows for the joint development of the reflective process of educational practices and the diagnosis of conflict situations, with the participation and dialog necessary for the meaningful and democratic evaluation of the members of the educational institution.

Although there are strategies that promote reflective processes in educational practices so that teachers can revise and modify their teaching practices and their previous knowledge, and there is a great tradition of action research that has been generated [49], these processes are usually worked independently and do not take advantage of the particularity of the collaborative and decision-oriented reflection given by the IM.

While originally the concept was thought of in the context of collaborative reflection for inquiry and improvement of school coexistence [5], and that similar concepts of organizational metacognition have been proposed, such as the process of recognition of knowledge networks in the management of organizational knowledge [36], the idea of institutional metacognition seeks to transcend these areas and is presented as a methodological perspective focused on the evaluation and improvement of situations that affect both learning and the school coexistence, thanks to the diagnosis, planning, intervention, and evaluation processes in participatory and reflective instances [6, 8].

The advantages that can be derived from the IM are, in the first place, the value that is given to the participation as a fundamental element of learning and educational improvement. Even when there is an extensive literature pointing to the advantages of collaboration in learning and in processes of educational change ([43, 44, 49, 53, 57]; Salomon [44]), this aspect is

not always valued and promoted by teachers and school administrators [29], and therefore a management structure is needed that values and promotes it explicitly.

Secondly, another advantage is the reflective analysis that entails participatory dialog; as a metacognitive process, it must respect the deep search for information and not stay with the superficial or biased information that is often used in the educational space for decision-making. The reflection allows for knowing in depth and in extension the situations that are experienced in the institution, which is why it generates a level of information as pertinent and significant, which can promote better learning.

In the third place, the IM does not only allow you to know but also to decide what to do with the information produced in a participatory manner, which necessarily guides the action. It is in this sense a process that is oriented toward educational change at the level of improvement of collaborative learning, since it can promote the reflective analysis of the processes of interaction and positive interdependence [25]. Likewise, it focuses on institutional improvement, strengthening processes of organizational change based on strategic decisions.

The fourth point regarding the benefits of this proposal is the possibility to work it into a cycle of continuous improvement, which is a set of processes that allow the implementation of the whole process of reflection/participation in four major phrases (diagnostic, planning, implementation of plans and evaluation); in this way it can be promoted as a systemic and sustained methodology over time [54].

The last point in favor, related with the previous paragraph, is that this methodology would permit promoting significant and contextualized learning, not only for the increase of knowledge but also so that this knowledge serves as a base for the improvement (improvement cycle), and this can generate at the level of learning communities, as educational organization, promoting a virtuous circle of actions that lead to such improvement, including dialog, reflection, planning, participatory change and evaluation (and new cycle).

On the other hand, within the factors that limit this proposal, we find the level of participation that is allowed or promoted in educational institutions. Participation is one of the basic assumptions of the IM, so that an institution with policies or cultures that restrict or do not promote participation would not allow the development of this methodology. Also, in relation to the above, institutions that do not allow or do not promote reflection and dialog cannot benefit from this methodology, as these processes are also basic elements of the proposal.

The third type of limitation is related to political elements or to functioning of the educational system, which many times has difficulties with management of human resources, time, or materials, and this ends up impeding the reflective and participatory work in the institution [6].

Finally, it has as a limitation, the theoretical character of the proposal; since its methodology is still being developed, it does not have empirical data that validates or rejects the approaches outlined in the proposal; and this has not been allowed for detailed analysis of the practical elements of the methodology.

Despite the previously mentioned limitations, the authors propose that the institutional meta-cognition proposal has sufficient epistemological and theoretical foundations to present it as a

relevant and innovative methodology for educational management, both at the level of classroom management and at the level of the global school management. Therefore, we believe that it is a feasible tool that can be used by both teachers in the development of evaluation processes and improvement of individual and collaborative learning between students, as well as can be used by administrators and professionals in charge of programs and policies in the educational establishment, to improve the school coexistence and the educational practices. Finally, it can also be used by administrators of the educational institutions, in the development of improvement plans and in the use of strategic knowledge (knowledge management), implementing it as a continuous improvement cycle.

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# The First Step to Leadership in School Management: Taking Initiative

İlknur Şentürk

## Abstract

*Problem statement*: The present study aims to determine the situations and the characteristics of these situations, in which school administrators take initiatives, and the outcomes of these initiatives for the school.

*Aim of the study*: The aim of this study is to investigate school administrators' use of initiative. Consistent with this purpose, conditions and frequencies of school administrators encountering with unordinary situations, references and strategies they apply when there is a complication without formal solution, conditions of taking initiative instead of over-validating the legislation, principles, values, ethical outlines and outcomes of taking initiative are intended to be identified.

*Methodology*: This study aims to identify the conditions of taking initiative, characteristics of these conditions and outcomes of the cases where school administrators take initiative based on interviews.

*Results*: Initiative domains of school administrators participated in this study bare very limited contribution to lead changes in daily routines and bureaucratic procedures. When legislations and regulations fall short, participating school administrators seem to feel worried, anxious, conflicted, helpless, distrustful and worried about being aggrieved and going under investigation. While taking initiative, principles and values school administrators take into account can be summarized as common interest, institutional benefit, justness, objectivity, and human-orientation.

**Keywords:** initiative, taking initiative, school administration, school administrators, qualitative study

## 1. Introduction

Origins of organizational and administrative complications in Turkish educational system are mainly rooted in the centralized organizational structure of the state, which is positioned

behind authoritarian and hierarchical power fields of administrative practices and processes. Modern democratic administration approaches on the other hand prioritize effectuation, leadership, prudential rationality, and willpower. Arranging and implementing decision-making mechanisms are a prerequisite for flexible and democratic organizations and administrations.

Decision-making procedures in educational organizations of Turkish educational system take shape with a centralist conception and lack of pluralistic and efficient participation of stakeholders. Şişman and Turan [1] argue that decentralization and democratization efforts led to greater levels of authority in schools. This in turn led to participation in decision-making processes and school-based management. Principals taking initiative can be considered as a first step toward school-based management. Initiative is defined as the ability to assess and initiate things independently and an act or strategy intended to resolve a difficulty or improve a situation, a fresh approach to a situation [2]. Initiative can also mean a plan that is targeted at solving a particular problem. It also means independent evaluation and ability to act, power to make an attempt, a behavior to overcome a difficulty or to develop a situation further, or a strategy in different languages [3]. Decision-making in an administrative process is a primary factor for determining to what extent it is democratic and autocratic. For school administrators, the extent of taking initiative on school matters is a key to more flexible, humanitarian, and creative institutional processes. Beyond the bulkiness of centralized administration, initiative-taking school administrators would indeed render these processes more effective and efficient.

Personal initiative can be considered as a concept which can contribute to popular debate and research such as leadership, modern management paradigms, decentralization, school-based management, school improvement, and exercise and transfer of authority [3–10]. Initiative can be described as self-starting volition of active decision-making and actualization in order to accomplish organizational objectives and overcome organizational challenges [7–9, 11, 12]. To an individual extent, initiative represents a lifestyle. It is related to intelligence, contributing to a certain profession; will of control on situations; exhibition of an active and positive attitude instead of passivity; and hence cultural descriptors of lifestyle [7, 8]. Quality of work life has been criticized with the remoteness of authority, which is explained as the power distance between the superior and the subordinate.

The concept of decision-making styles is related to the level of contribution of subordinates in decisions, and the extent of power distance in this context is a sign of centralization. There is a demand for an authoritarian leadership in organizations when power distance is large, and in such organizations, active control, low levels of job satisfaction, and fear of change in organizational structures are observed. Workforce is in constant need of orders [3, 13]. Accordingly, remoteness of the authority has to be reduced to pave the way for initiative in organizational models and administrative approaches.

In conditions where there is dense competition of powers, centralized and hierarchical organization structures, employees are expected to be more obedient to the authority and adopt an understanding of order-based conduct and not to exceed their well-defined limits. Initiative on the other hand is a potential facilitator to revoke such orthodoxy of management models. Beyond individual way of behavior, taking initiative is an organizational

behavior. It requires being in compliance with the objectives of the organization, such as action- and strategy-oriented thinking, a vision, a long-term perspective, consistency, and commitment [14–16]. Aypay and Şekerci [17] indicated that initiative-taking behavior includes listening, human relations, motivating others, conflict management, and personal adaptability. Similarly, Goerdel [18] argued that administrators who take initiative were able to establish an interactive and holistic organizational structure since they grasp actions well. The logic behind initiative is to look out for the interests of the organization, instead of personal benefits. Indeed, interests of the school were the basis emphasized by the administrators during interviews. In the essence of initiative taking lies the ability to solve problems, the capacity for solving problems, creativity and innovation, courage, insight, intuition, and leadership skills. Initiative is the next door just beyond the leadership [19]. Problem solving skills are prerequisites for taking initiative. Ability of coping with challenges brought by administrative roles and responsibilities defines systematic and methodological thinking, proposing solutions and alternatives, thinking in reference to rich and deep sources and to proceed actively [14, 20, 21]. The use of initiative requires the ability to predict future situations. Features increasing the potential to take initiative are desire for innovation and working, openness to communication and suggestions, will of doing something without any driving force or supervision, desire to help others and take responsibility, adaptation to teamwork, and willingness to learn. Taking initiative may be dependent upon not only intraorganizational but also external stimuli of social origin. The use of initiative characteristics may vary with motivational levels. Indeed, taking initiative requires certain characteristics. When personal characteristics are considered, setting high personal and organizational standards [5, 22] and initiating task-oriented activities are primary characteristics.

Individual competencies such as proficiency in self-control, effective assessment and supervision ability, self-efficacy and a positive sense of self, being responsible, being open to change, risk and crisis management, and strategic thinking to overcome problems are other characteristics of administrators in the use of initiative. Taking initiative is a characteristic of people with high achievement motivation. However, the nature of the work and possible consequences are generally influential on the use of initiative. It may be described as a form of competency possessed by individuals with high cognitive levels and with an ability to comprehend the characteristics of the work, structure of the organization, and managerial processes in the organization. Organizational climate and culture [23] are also important factors in initiative. Qualifications of an administrator who is likely to be transformation oriented are curiosity, open-mindedness, being away from conventional ways of thinking, ability to manage learning processes and communication patterns, ability in the effective and efficient use of time, extending the realm of freedom, creative thinking, and sustaining high-order targets.

Hence, initiative is a form of thinking and acting that is revealed in the presence of such personal characteristics. Apart from personal characteristics mentioned above, organizational sense of belonging, commitment, and adaptability are also psychological engagements with potential effects on initiative [3]. One of the most important results of initiative taking is

autonomy. Ambos et al. [24], in their structural equation modeling study, found that taking initiative influences institutional autonomy positively. Taking initiative as a primary focus of administrative processes, functional autonomy, organizational change, execution of organizational behavior beyond predefined roles and responsibilities, strengthening personnel, and transfer of authority will possibly accelerate the expected structural shift, especially in educational organizations [12, 25–29]. Recent studies, which proposed that school education and administration require reconsideration of concepts like autonomy, responsibility, accountability, and effectiveness, advocate that these key concepts could make a reformist change in public schools [14]. Taking initiative, at this very point, emphasizes personal and professional competencies of school administrators for such reformist expectations of change. Demand on organizational and administrational change in educational organizations is of greater concern recently.

Current legal definitions of educational administrators' authority and responsibilities are insufficient for efficient and effective actions against administrative complications they often face. Consequently, hierarchically defined roles that are tied to bureaucratic mechanisms and centralized approaches have been hindering the perception of schools as an agent of change in the social structure. Studies on taking initiative have recently been emphasizing changing paradigms especially on school improvement, school-based administration, and reforming schools in an information society. Possessing similar opportunities and under similar restrictions, what make a world of difference, are leadership traits of administrators. Capitalizing the conditions of school, exploring resources of the institution, and enhancing academic and organizational performance are the outcomes of an effective leadership. Taking initiative may be regarded as a vital first step for an effective leadership. Finally, concepts such as entrepreneurship, creating alternatives, organizational citizenship, and organizational identification that appear frequently in recent literature on administration and organization emphasize the importance of taking initiative. Taking initiative emerges an important personal characteristic for educational administrators since it helps to activate the cultural dynamics of democracy in educational organizations.

The objective of this study is to investigate school administrators' use of initiative. Consistent with this objective, it also aims to identify the conditions and frequencies of school administrators' encounters with unordinary situations, references, and strategies they apply when there is a complication without formal solution, conditions under which they take initiative instead of over-validating the legislation, principles, values, ethical outlines, and outcomes of taking initiative.

Thus, the sub-objectives of the research were determined as follows:

1. Do school administrators experience any situations not explained by legislation and regulations?

2. Under the circumstances where legal texts, legislation and regulations are unable to explain or are not enough, which strategies do school administrators use?

**3.** Do school administrators use initiative as an alternative to validate and adhere to the legislation and regulations strictly much more?

**4.** What are school administrator's principles, values, rules and ethical frame in their initiative process?

**5.** What are the results of the situations in which school administrators took initiative?

## 2. Method

This study aims to identify the conditions of taking initiative, characteristics of these conditions and outcomes of the conditions where an initiative was taken by school administrators based on conducted interviews. The study group included voluntary school administrators working in Eskişehir province, Turkey. Purposive sampling was used in the study.

### 2.1. Research model

The present research, which aimed to define school administrators' opinions about the situations and results of taking the initiative on decision-making, was designed as a case study (single case study), one of the qualitative research methods. A case study, which is conducted with description and investigation of a restricted system, is a type of qualitative study. In a case study, an up-to-date phenomenon is generally investigated in real-life context. The object of investigation in the present study is a restricted system. A restricted system is where the investigated object is just a person, a program, a group, an institution, a society, or a special policy. In a case study, researcher defines the interaction of significant factors related to that phenomenon by focusing on the phenomenon. The model in which the researcher explores the restricted situation using the data in depth and reports it by describing the themes about this situation is an approach [30–32]. In the present study, the situation is thoughts created by the regulations concerning the appointment of school administrators. In other words, unit of analysis in the case is opinions of school administrators concerning the use of initiative-taking situations.

### 2.2. Data collection tool

Interview technique is the method where the interviewer and interviewee take part by focusing on the questions about the area of research [30]. Interview is a type of interaction [32]. Interview is a technique that is effective in defining behavior, feelings, and expressions, which are not observed [30]. For this reason, in the study, the interview method was used as a data collection tool to observe the change school administrators' views and thoughts about conditions, reasons, and results of taking initiative in the administrative processes. The questions in the semi-constructed form were constituted using flexible expressions to collect personal data. The questions in the interview form were created to focus on topics that were expected to be explained.

**2.3. Data analysis**

After the interviews were recorded elaborately, the collected data was encoded to determine the identified concepts and expressions and evoked by the research questions and subquestions. Interview details were indexed and categorized by reading the manuscript line by line [32]. On the categorization, theoretical perspective was used. As the data were read, the concepts and words that data evoked and indicated were noted down on the side sections. It was detected that the codes emerged were located in correct frames under the suitable topics and connected to themes created in subproblems of the research. Content analysis was used for data analysis in the current study. The principal objective in content analysis is to collect similar data within the frame of specific concepts and themes and to comment those by arranging the data in a manner that readers could understand ([33], p. 227).

The research is structured in five steps: (*i*) development of the interview questions, (*ii*) data collection, (*iii*) data analysis, (*iv*) validity and reliability assessment, and (*v*) interpretation of the data. Development of the data collection tool*:* At this step of the research, interview form was developed. The "school administrator and initiative" form was utilized to collect data. Interview form was developed by the authors, and in order to provide content validity, five academicians were requested to review the form, and it was finalized based on their suggestions. Data collection: School administrators participated in the study were selected from conveniently available volunteering administrators in the city. Semi-structured questions were asked to the participants, and whenever required, probing questions were used to ease the interview to focus on the details. Data analysis: In order to assess the obtained data, *content analysis* method was used. Data were coded with elemental structural coding method, which is one of the qualitative data coding methods. As a result, a direct and integrative relationship was aimed to be constituted within the general structure of the content of the study. Validity and reliability: In order to obtain validity of the findings, data analysis procedure was explained in brief, and all utilized codes, which were used to generate categories, were provided. Moreover, direct citations from the interview transcripts were used to achieve validity [34].

In order to assess the reliability of the research, expert opinion was requested to confirm code representations, which were organized in the form of separate themes in the category they were assigned. Expert consensus was obtained, and the categories formed by the authors were compared, and a number of agreements and disagreements were established. Reliability of the research was calculated by using the formula (*reliability = number of agreements/number of agreements + disagreements*) by Miles and Huberman [35]. The reliability = 106/(106 + 8) = 0.92 was calculated using the abovementioned formula.

**2.4. Study group: study participants**

*2.4.1. Characteristics of the workgroup*

See **Table 1**.

| Gender | Age | Experience (years) | Educational background | Socioeconomic status of neighborhood worked |
|---|---|---|---|---|
| G1: male | 47 | 23 | MA (Educational Administration) | Middle class |
| G2: male | 40 | 17 | MA (Educational Administration) | Middle class + |
| G3: male | 46 | 21 | Bachelor's degree (primary school teaching) | Low |
| G4: male | 42 | 18 | MA (Educational Administration) | Low |
| G5: male | 49 | 26 | Bachelor's degree (Physics) | Middle class |
| G6: female | 34 | 12 | Bachelor's degree (Chemistry) | Low |
| G7: male | 42 | 18 | Bachelor's degree (Physics) | Middle class + |
| G8: male | 48 | 25 | Bachelor's degree (Moral and Religious Ed.) | Low |
| G9: male | 33 | 11 | Bachelor's degree (primary school teaching) | Middle class + |
| G10: male | 40 | 18 | Bachelor's degree (primary school teaching) | Middle class |
| G11: male | 39 | 14 | Bachelor's degree (primary school teaching) | Low |
| G12: male | 47 | 20 | Bachelor's degree (Agriculture) | Middle class |
| G13: male | 34 | 12 | MS (Educational Administration) | Middle class |
| G14: male | 41 | 17 | Bachelor's degree (Geography) | Middle class |
| G15: male | 43 | 19 | Bachelor's degree (History) | Low |
| G16: male | 34 | 10 | Bachelor's degree (Finance and Accounting) | Middle class |
| G17: male | 49 | 25 | Bachelor's degree | Middle class |
| G18: male | 48 | 22 | MA (Educational Administration) | Low |
| G19: male | 37 | 12 | Bachelor's degree (primary school teaching) | Middle class |
| G20: male | 34 | 11 | Bachelor's degree (primary school teaching) | Low |
| G21: male | 47 | 21 | Bachelor's degree (Biology) | Middle class + |
| G22: male | 33 | 10 | Bachelor's degree (Physics) | Middle class |
| G23: male | 38 | 14 | Bachelor's degree (primary school teaching) | Low |
| G24: male | 45 | 22 | Bachelor's degree (primary school teaching) | Middle class |
| G25: male | 44 | 20 | Bachelor's degree (primary school teaching) | Middle class |
| G26: male | 46 | 24 | Bachelor's degree (primary school teaching) | Low |
| G27: male | 38 | 15 | Bachelor's degree (primary school teaching) | Middle class |

**Table 1.** Characteristics of the workgroup.

# 3. Findings

This section provides findings based on research questions.

## 3.1. Findings about the conditions that school administrators take initiative

Examination of the codes in **Table 2** demonstrated that the conditions where school administrators take the initiative seem to concentrate on cases of uncertain expectations of local authorities, personal affairs, physical and financial matters, student affairs and monitoring works, etc. It could be concluded that school administrators do not tend to take initiative in potential fields of improving leadership traits.

> S.A 12: *"Since there are no legislations and regulations to guide our institution, we are ruled by directives which cause omissions. Therefore, I have trouble and use initiative in course schedules, content confusions, overtime payments, working hours etc."*

> S.A 15: *"When I first appointed as an administrator to X school, I went to district national education directorate to start to work. After introducing myself, I explained that I was there to get started. The Director told me that I should go start myself. I found the situation funny that I should appoint myself. I asked the director if the situation was not weird. He insisted and I did not press any further. At the end, I searched the regulations myself and failed to end up with an answer. First time I took initiative was to appoint myself. That is the initiative I remember the most."*

| Conditions that school administrators use initiative |
| --- |
| Personnel affairs |
| Uncertainties in official letters received from the Ministry of Education |
| Social and cultural activities |
| Interinstitutional corporations |
| Assignments of teachers |
| Urgent extraordinary situations at school |
| Health excuses of teachers |
| Planning extra class hours |
| Human relations |
| In response to requests of ministries other than the Ministry of Education |
| Construction and renovation works at school |
| Financial issues |
| Off days of teachers |
| Definition and application of school rules |
| Employees' personal rights |
| Curriculum content design |
| Absenteeism of students |

**Table 2.** Conditions that school administrators take initiative.

**3.2. Findings about the views of school administrators on legislations falling short**

As a result of the examination of the codes in **Table 3**, it could be concluded that when legislations and regulations fall short, school administrators seem to think that there are shortages of definitions in legislations, unable to offer alternatives; to doubt the adequacy of people who design legislations; and to think that the challenges they come across are generalized in public administration, etc.

Another finding was the fact that school administrators expect the legislations to include clear and logical definitions of their responsibilities. Sample statements on this issue are given below.

> *S.A 26: "Sometimes I feel like whoever wrote this on the legislation is out of this world. These statements have nothing to do with the real world. Then when I try sort things out, it is never appreciated. No one cares if the situation is resolved"*

> *S.A. 18: "To be honest, I consult the assistant managers first. If we still cannot work it out, then I consult other administrator friends. I consult my dear friends who are administrators…."*

**3.3. Findings about the feelings of school administrators when legislations fall short**

By examining the codes in **Table 4**, it could be concluded that when legislations and regulations fall short, school administrators seem to feel anxious, conflicted, helpless, distrustful, and worried about hurting their personnel.

Sample statements related to abovementioned findings are as follows:

> *SA15: "… Although I am sure that I am doing what is right for students by paying extra hours to more than one teacher, I, as a responsible person still feel worried about aggrieving the staff caused by inadequacy of the regulations."*

> *SA21: "…. I do not panic. I take it normal when the regulations fall short."*

> *SA1: "… I do not remember panicking. Legislative texts are ambiguous. They change quite often though…"*

> *SA18: "…I feel distrust and anxious thinking what investigation would I face because of my decisions. More initiative means more risk and yellow envelope in our system…"*

**3.4. Findings about the sources of references and strategies during the decision-making process by taking initiative**

**Table 5** presents the codes for reference sources for school administrators' initiative-taken actions. Accordingly, reference sources quoted by school administrators represent efforts they make to reach to the related people, written documents and application examples. It can be asserted that interviewed school administrators exhibit multidimensional efforts to find out solutions to conditions that require initiative. Sample statements made by school administrators evidencing this can be exemplified as follows:

> *SA4: "… Consulting experienced administrators or superiors is my primary strategy. However, if it is still not enough, I try making reasonable and explainable decisions by obtaining stakeholders' views"*

> *SA9: "As I earlier mentioned, elementary school inspectors and experienced school administrators are my reference sources. Sometimes I add teachers to the decision-making process to share responsibility. And sometimes there are sample court verdicts available. For instance, a newly assigned teacher started working in January and requested stationery payment which is normally paid in September. I looked for a sample court verdict on the Internet and found one. I made the payment accordingly."*

| Views of school administrators when legislations fall short |
| --- |
| Completing inadequacies immediately |
| Deadlocks of current public administration |
| Looking for a way out |
| Why are the rules so fuzzy? |
| Reaching to experienced people |
| Legislations and regulations are established by nonexperts |
| Who write the legislations are not good in Turkish |
| Offering alternatives |
| What should I do now? |
| Discuss with other administrators |

**Table 3.** Views of school administrators when legislations fall short.

| Feelings and reactions of school administrators when legislations fall short | |
| --- | --- |
| Will I hurt or get hurt | Calling an experienced administrator |
| Stalemated | Choose to communicate |
| Negative | Try to reach true information |
| Wretched | Research |
| Conflict | Get angry |
| Troublesome | Look for different applications |
| Distrust | Be sorry |
| Calm complain | Try to be patient and e-mail to the superiors |
| Comfortable | Make suggestions to superiors |
| Interrogative | Try to find solutions |
| Inadequate | Read over and over again until brief understanding |
| Helpless | |

**Table 4.** Findings about the feelings and reactions of school administrators when legislations fall short.

When participant school administrators encounter initiative-requiring situations, they stated that they look for other sources available in case legislations and regulations fall short. Similarly, other reactions include calling an experienced administrator, doing research, and looking for different applications.

| Sources of references and strategies during the decision-making process by taking initiative |
| --- |
| Related written opinions |
| Comparable application examples |
| Consulting other school administrators |
| Internet |
| Opinions and comments on applications of the regulations and forums |
| Consulting experienced administrators |
| Elementary school inspectors and provincial directorate for national education |
| Constitution, legislations, verdicts of state council and high court |
| Dialog with students, parents, and community |
| Common provisions of the legislations |

**Table 5.** Findings about the sources of references and strategies during the decision-making process by taking initiative.

### 3.5. Findings about the principles, values, and ethical frames when school administrators take initiative

Principles, values, and ethical frames when school administrators take initiative can be summarized as common interest, social responsibility, rationality both in thinking and acting, justness, priorities, and accountability (**Table 6**).

> S.A.1. "… What I desire is that I want other people to see what I see and understand. In other words, if I decide on something, I do so for the everyone's good…"

> S.A. 5. "…Principally, I try not to make people say the school administrator protects someone because of his or her political views. I am sensitive about that. If I make decisions that I can account for, there is no problem though…"

> S.A. 9. "…. Now that this is a public institution. It has objectives and we all have to work for them. I have to make my school successful. I have to satisfy my students' academic expectations. Just as parents, teachers and personnel. I pay attention on achieving these goals…"

### 3.6. Findings about the outcomes of the initiatives taken by school administrators

**Table 7** presents the codes for outcomes of the initiatives taken by school administrators. Identified by analyzing the data, these codes are grouped in two as positive and negative outcomes. It can be derived from the codes that taking initiative improves administrators' leadership skills and administrative competence, enhances professional development and decision-making skills, enables restructuring the realm of authority, reinforces organizational structure, and increases self-esteem with self-confidence.

When negative outcomes of taking initiative are considered, administrative and organizational elements were noticed as the worrying outcomes. Receiving warnings on exceeding

| Principles, values, and ethical frames when school administrators take initiative |
| --- |
| Public interest |
| Student and teacher interests |
| Justness |
| Applicability for everyone |
| Objectivity |
| School success |
| School priorities |
| Not looking for personal interest |
| Not discriminating the political views |
| Positive thinking |
| Accountability |
| General purposes of education and training |
| Rationality |
| Efficiency |
| Goal oriented |
| Student satisfaction |
| Consistency |
| Human oriented |
| Teacher psychology |
| Social values |
| General satisfaction |

**Table 6.** Findings about the principles, values, and ethical frames when school administrators take initiative.

| *A. Positive outcomes* |
| --- |
| Advancement in administrational competence |
| Expansion of authority |
| Advancement in persuasion |
| Advancement in problem-solving skills |
| Improved organizational commitment of teachers |
| Advancement in crisis management |
| Improvement in flexible thinking |
| Raise of accountability |
| Division of authority |
| More aggressiveness for future decisions |
| Improvement of perspective |
| Alienation from conventional thinking |
| Accelerated personal and professional improvement |
| Inclining from administering to leadership |

Effective use of informal power sources

Courageousness in new challenges

Ability of quick decision-making despite bureaucracy

Identification with the school

Enhanced self-esteem and creativity

Research oriented

Increasing attempts to communication and interaction

Improved prestige of the administrator

Expansion of tolerance

Sense of success

Realizing abilities

Thinking human oriented and product oriented

Job satisfaction

Solution-oriented thinking

Transparent and principled working

Finding solutions to teachers' expectations

Advancement in authority and control

Effective use of time

Learning to benefit from legal blind spots

Get free of being a watchdog of the legislation

Creating a vision

Un-mechanization

Team work

**B. Negative outcomes**

Going beyond the realm of authority

Limited effects of initiatives

Unbalance between authority and responsibility

Being left alone when taking responsibility

Consequences of taking risks

Abuse of good faith

Be stuck in a difficult situation in formal inspections

Be subject to reactions of superiors

Stress and anxiety

Additional works

Increased professional exhaustion

Continuous research of legal grounds

Increase of nonchalance because of negative effects of initiatives

Concerns on losing control

Be sick of numerous inspections and receive warnings

**Table 7.** Findings about the outcomes of the initiatives taken by school administrators.

their authority, concerns about the unstable situation between risk taking and accountability, thoughts about dysfunctionality of initiatives on organizational change, and concerns about the risk of being investigated are situations discouraging school administrators to take initiative. Even though proficient and willing in taking initiative, discouraging situations like these may probably cause professional exhaustion and, consequently, lower tendency to take initiative.

## 4. Discussion

Initiative is a concept that helps administrators to perceive the mechanisms in organizational structure and administrative functioning. It also supports administrators to comprehend the nature of democratic decision-making mechanisms [36]. However, research results indicated that school administrators were left alone in the process of initiative-taking processes, and their capacity to take initiative was unable to influence the school as a whole. Thus, initiative taking was unable to support creativity and foresight, but rather it appears to support bureaucratic rationalization and pragmatism.

The findings of the study primarily indicated that school administrators who participated in the study did not use initiative to reach organizational goals, active decision-making to solve organizational problems, and the will to make decisions that were described in the literature [7–10, 13]. Rather, they used initiative in situations that involved limited risks in order to get recognition and avoid supervision and do not require much astuteness and creativity. These initiative behaviors reflected the tendency of being momentary and having pragmatic thinking [7, 8]. School administrators indicated that they had gone through intensive negative feelings such as insecurity, conflict, anxiety, incompetency, fear of being victimized, and worried about going under investigation.

School administrators used initiative to a limited extent in areas like organizational change and daily routines rather than transforming bureaucratic behavior. Akın's [3] findings support the findings of this study. Akın [3] also found that school administrators took small-scale initiatives, initiative taking was more likely to increase with experience, and areas for initiative were improving physical infrastructure and providing resources. Akın's [3] findings also indicated that school administrators were likely to take initiative that are limited to areas such as instructional leadership, and administrators who took initiatives likely feel threats of facing sanctions.

One of the most interesting findings of this study was the negative feelings of school administrators such as insecurity, conflict, anxiety, incompetency, fear of being victimized, and worried about going under investigation when they found themselves in initiative-taking circumstances. Initiative taking can transform schools' hierarchical and bureaucratic functioning into strategic ones and enables the use of the dynamics to take action. However, negative feelings mentioned earlier are likely to prevent the school administrators to take initiative even when they have a potential. From this perspective, it is clear that initiative taking is not only an individual behavior but also an organizational and administrative behavior [37]. Administrative behavior is not limited to structural and institutional components, but it includes cultural and individual components. Therefore, it is important to reveal the individual will to integrate organization in school culture. Values and principles that school administrators consider while taking initiative were the public interest, institutional benefits, fairness,

objective thinking, and human orientation. These values and principles are likely to contribute to organizational values and create an ethical frame in schools.

Circumstances where school administrators used initiative resulted in upsetting the balance of authority and responsibility by increasing responsibility and administrative skills, but it was not taken positively and threatened for sanctions and use of power, transforming from legal authority to leadership. However, this is limited by the higher level of bureaucracy, since hierarchical and bureaucratic supervision was implemented. As Hakanen et al. [21], Binnewies et al. [20], and Bracci [14] argued, the use of initiative appears and may be effective in organizational models and administrative approaches when power distance is diminished. School administrators in this study experienced centralized structure and functioning. Thus, they felt limitations imposed on them such as the requirement to cope with difficult situations, systematic and methodical thinking, generating solutions and suggestions, finding alternatives, references to a rich and in depth thinking, and being proactive.

When all results are taken into account, in order to improve school administrators' initiative-taking behaviors and expanding the areas for initiative taking, local ministry of education directorates could collaborate with universities to organize workshops and seminars. Encouraging school administrators to pursue graduate degrees such as masters and doctorate degrees might help them develop leadership behavior and likely to improve areas of influence rather than areas of authority. This could help them to improve their competencies in initiative-taking behavior. Further studies are required to increase school administrators' authority and responsibility at the ministry level. Decentralization and school-based management efforts might also help improve the structure for widening school administrator's perspective to take initiative. Mentoring might help at the school level by matching more experienced school administrators with inexperienced school administrators. Finally, the best practices of initiative-taking behavior might be archived and shared with school administrators in digital resources and blogs.

The best practices for organizations to structure their internal dynamics and capacities, active information management, organizational confidence, and collaborative work culture could be empowered by the ability of taking initiative [49]. Initiative could also be considered as a factor that paves the way for an administrative paradigm that transforms conventional hierarchy, disrupts the authority, and moves centralization toward localism.

Taking initiative is a significant element of leadership when approached from the perspectives of cognitive structure, beliefs, values, affective traits [19], and dynamic relations, providing autonomy, balancing power, empowering self-control [24], self-sufficiency, organizational social behavior, and positive relationship approach [38]. Initiative is an expression of an influence, "a real and recognized authority," rather than a legally described authority. In other words, it is an area of impact and power that is reflected from the area of skills and abilities, instead of an authority resulting from a hierarchical position. It is the transfer of formal authority to organizational structure in order to empower authority in the administrative sense. Distribution of formal authority and delegation could support organizations in taking initiative. Initiative is the capacity to make a decision and spring into action at a moment and situation where the area of control is expanded. It facilitates horizontal communications and coordination in organizational structure. Initiative is the creator of a real and recognizable area of power outside the formal authority. The ability to create projects, willingness to take control, risk and crisis management,

priorities, knowledge, communication, psychological organizational contract, performance evaluation, and supporting multiple managements are among the outcomes of taking initiative. Initiative taking includes the factors of entrepreneurship, active personality, self-motivation, internal motivation, active goal setting, planning and time management skills, overcoming obstacles and emotion management, persuasive and credible communications, creativity and innovation in personal competence, and quality dimension in addition to the administrative and organizational dimensions [39]. Initiative is a concept related to authentic responsibility, proactive personality, changing needs and roles, transformative leadership, distributive leadership, organizational change, organizational behavior, social dynamism, cultural integration, professionalization, and social and cultural capital [40, 41].

Workers go about their daily lives with high expectations. Active entrepreneurship and initiative-taking traits are significant qualities for organizational change beyond personal benefits and psychological satisfaction they promote. It is reinforcement of active behavior. It is improvement of creative thinking and problem-solving competencies and an effort to behave work oriented [38]. Today, initiative is a theoretical and application framework for the efforts to develop important administrative reform and strategies, specific goals, and school plans that are significant for schools in developing school-based and internal dynamics of the school that are specific to that particular school and the potential of the school [42]. Autonomy could be considered as an outcome of initiative taking and developing behavior as well [43]. Initiative-taking school administrators could facilitate teacher participation, loyalty in the school, school productivity, and academic success and focus more on teaching and learning. Administrators could perceive initiative-taking skills as an action that realizes school development plans [44]. Initiative is a factor that supports organizational learning, frees an area of action, enforces organizational operations and increases the capacity, renders school administrator more powerful than central administrators, and supports and functionalizes decision-making mechanisms of school administrator with respect to change management [45–50].

Based on the above discussion, it could be inferred that the efforts of participating school administrators on school-based decision-making and acting, which could be considered as leadership characteristics beyond their formal authority, were insufficient. Participating school administrators in the current study were able to use their initiative-taking actions under limited conditions and situations. Thus the phenomena such as organizational change, organizational learning, designing an autonomous administrative area by transforming institutional internal dynamics into a unique strategy, and enforcing organizational capacity could not be realized. The fact that school administrators were concerned about the consequences of the situations where they decide by initiative taking and act accordingly results in preventing the improvement of their proactive personality traits and obscures their psychological contract variables with the organization and creative and innovative thinking skills. The related circumstances could diminish internal motivation of school administrators in taking action even in necessary and predictable conditions. It could lower self-efficacy perception. It could force them to fall behind their leadership role. And the most important, it could neutralize their efforts to refer to references that could expand their area of initiative. Based on the results of the present study, it could be beneficial to design and implement studies that would structure professional cooperation and university-specialist-school collaboration to support

the abilities of school administrators in the management of initiative-taking situations and their results. It is important to engage in planning that would reinforce the coping strategies of school administrators with the situations that were not explained in legal manuscripts in addition to the decisions taken by the administrators in the higher hierarchy and to determine the references in the academic dimension. For the researchers, it could be recommended to design studies that aim to develop school-based administrative models, analyze initiative and leadership variables comparatively, and determine the perceptions of central and local organization administrators on school administrators and initiative taking.

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# The School Leader as Ideal Type: How to Reconcile Max Weber with the Concept of School Culture

Roger Sträng

**Abstract**

Managing and developing a school organization from a cultural perspective requires a different approach to leadership than instrumental or pragmatic standpoints. Most organizations have multiple and even conflicting subcultures. Central issues are how subcultures appear in the individual and in the social structures of the school organization and how they constitute a connected system of meanings. School leaders of today should develop strategic visions for their institutions and perform as role models for students and teachers. Maintaining the balance between long-term development goals and a rapidly changing reality is a challenge for every leader. The school leader as ideal type means that the traditional descriptions of leaders and leadership are no longer enough to face the twenty-first century challenges for schools. School leaders must acquire an ability to understand what social action is and use this knowledge in relation to individual social actors. By reconciling Max Weber with the impact of school culture, I visualize an ideal type for a school leader with a focus on equity and quality in education, in accordance to European demands and standards. School leaders can benefit from the use of autoethnographic strategies to achieve an increased understanding of their practice.

**Keywords:** school culture, ideal type, social action, autoethnography

## 1. Introduction

According to Max Weber, there is a distinction between questions of "the internal structure of cultural values" and "questions of the value of culture and its individual contents and the question of how one should act in the cultural community and in political associations" [1, 2]. Managing and developing a school organization from a cultural perspective requires a different approach to leadership than instrumental or pragmatic standpoints. Most organizations have multiple and even conflicting subcultures. In schools, there are more or less complex

dialectical relationships between and within the present school cultures. A given school culture can be tightly organized and either shared or not shared, leading to questions of the integration of elements and their degree of sharedness [3]. The strength of a subculture defines by the intensity of its effects on organizational behavior [4]. Central issues are how subcultures appear in the individual and in the social structures of the school organization and how they constitute a connected system of meanings [5].

Larsson and Löwstedt [6] talk about schools as sites for ongoing organization, rather than institutions with core business of teaching. Researchers trying to establish a holistic approach on school leadership and school culture need to bring together various elements in a coherent analytical model [7, 8]. For Weber, social reality is concerned with the analysis of actual events and real structures [9].

Weber's ideal type refer to collectivities rather than to social actions of individuals, but the social relationships within collectivities facilitate the opportunity that many actors will engage in expected social actions [2]. The Weberian ideal type is not an illustration of the absolute or perfect, but an exciting and valuable analytical tool in how to explain and understand the universal and accepted in a certain context.

By reconciling Max Weber with the impact of school culture, I visualize an ideal type for a school leader with a focus on equity and quality in education, in accordance to OECD demands and standards, defined through dimensions of fairness and inclusion. Fairness is personal or social circumstances such as gender, ethnic origin or family background not being obstacles to achieving educational potential. Inclusion is all individuals given at least a basic minimum level of skills.

School leaders of today should develop strategic visions for their institutions and perform as role models for students and teachers [10]. Maintaining the balance between long-term development goals and a rapidly changing reality is a challenge for every leader. The effectiveness of school leadership depends on how school leaders can adapt to their new roles and how competent they will become in co-designing and co-implementing policies for equity and learning, as well as in encouraging the establishment of participative, democratic school cultures. An important part of school leadership is providing shared understandings about the school organization and its activities and goals that can undergird a sense of common purpose and vision with the education [11]. Contemporary research notes that school leadership is second only to teaching in school-related factors in its impact on student learning, according to evidence compiled and analyzed by the authors [12].

All school leaders are however neither well selected, prepared or supported to exercise their roles. To strengthen their capacity, they need both general expertise and specialized knowledge. The discussion of motives and values among the members of an organization is often limited by subjective concepts with varying meaning and proximity to the current context [13, 14]. Forming and establishing an organizational policy raises questions if what really happens is a factual scenario represented to the policy makers with more or less logical and empirical accuracy?

Educational institutions evaluate their performance in order to explore and identify new ways of learning. Policy documents enforce that daily school operations must evolve toward

a greater goal attainment. According to the curriculum, school leadership and the teachers' professional responsibility is supposed to take place in interaction between staff and pupils, parents and the surrounding community [8]. School development aims to facilitate continuous improvement of the current conditions for school activities and to question the limits and rules of a certain school [15].

## 2. Twenty-first century challenges

Every nation has its own distinctive character. Sometimes we take the complexity of explaining and understanding the characteristics of other nations and ethnic groups too lightly. Knowledge and competence equalize differences between different groups in society and increase young people's opportunities to choose career and achieve quality of life [16]. Without knowledge, categorizations and preconceptions can lead to prejudice and widening gaps between people. School assessors on different levels in Europe agree that students of today need "twenty-first century skills" to manage and succeed in adulthood. These skills contain critical thinking and problem solving, information literacy, global awareness and an overall need for mastery of different kind of knowledge, ranging from facts to complex analysis.

One way to define equity is people's right to education. As a concept, democracy is about equal worth and rights and the possibility for individuals to influence their lives. Bauman [17] argues that the future of democracy depends on its ability to enthuse and engage young people in dialogs on important social issues. The ability to acquire new understanding and insight into society's roles and guidelines is not obvious. Common accepted opinions are neither generalizable nor automatically transferable to every context. Different issues require different approaches to formulate acceptable answers and contribute to the student's willingness to learn something new [18].

A challenge for every school is to develop the activities of teaching and learning from traditional ways of mediating knowledge, to a strong emphasis on student's inclinations and abilities to learn. In these processes, the students will acquire strategies for their studies and professional life, through basic skills and competences. Student active work forms and social training demands the teacher's flexibility and ability to handle conflicts. The teaching profession extends from a mediator of knowledge into a catalyst of the knowledge society [19]. School leaders must similarly be prepared to face cultural and social pressures and advocate for education that advance all students and engage in new ways to promote a deeper understanding of issues such as democracy and equity [20]. Research evidence strongly confirm the impact of school leadership on student learning outcomes, even if leadership and leadership development will remain complex tasks, without simple recipes for success [21]. School leaders with new perspectives on their leadership are potentially architects and builders of a new social order where all students have the same educational opportunities [22].

Nevertheless, the demanding twenty-first century challenges are not so new. Dewey [23] argued that the primary purpose of education and schooling is to prepare students for life in

their current environment. To Counts [22], a progressive educator in the 1930s, the purpose of school was to equip individuals with necessary skills to participate in the social life of their community and to change their social order as desired. Adler [24] had an idealistic and egitarian vision that all education should centrally prepare students so that they could earn a good living, enjoy full lives and participate and contribute to a democratic society.

Rotherham and Willingham [25] states that the *new* in the twenty-first century is the extent to which economic and social changes require that collective and individual success depend on having adaptable skills. A starting point for exploring potential educational future is to identify the key variables of the development of twenty-first century educational policy and leadership [26]. If we intend to establish equitable and effective public education systems, skills that have previously been limited and reserved for a few, will become universal. Schools must be more deliberate in teaching skills like critical thinking, collaboration and problem solving. Another crucial prerequisite is a deliberative and future-focused school leadership.

## 3. Active and visible leadership

A hallmark of good educational leaders is how they succeed in developing strategic visions for their institutions [10]. Then they can act as role models for students and teachers and contribute to an effective and attractive environment that is conducive to learning. A challenge for every school leader is to maintain the balance between pursuing long-term development goals and adapting them to a rapidly changing reality. The values to which the school community has committed itself should prove to be viable. Reform policies can only be coherently integrated into the life of schools and classrooms if a capacity building approach for professional school leadership pays attention to topics like; reducing complexity, coordination, learning context, energization, connections for learning and system-wide change. The knowledge, skills and commitment of teachers as well as the quality of school leadership, are important factors in achieving high quality educational outcomes. The ability to inspire students as role models has an undoubtedly positive impact on young people's future [27, 28, 29].

For this reason, it is essential to ensure that those recruited to teaching and school leadership posts are well suited for their professional practice and provide a high standard of initial education and continuing professional development for teaching staff at all levels [30]. This will contribute to enhancing the status and attractiveness of the educational profession [8]. Counts [22] argues that school leaders, by increasing their courage, intelligence and vision might become a social force of magnitude.

Twenty-first century school leaders need to recognize and concretize given goals and negotiate different interests, needs and requirements in the school organization. When school leaders design and construct the content of a development process in a dialog with students and teachers, the opportunity for organizational learning and sustainable school development will increase [8]. School leadership linked to the achievement of learning in organizations will play an important role for development and change of the school organization's culture. Organizational learning in schools is essential for continuous development and renewal from

within, and encourages a proactive stance instead of a reactive position from teachers and students [31]. A precondition for successful school development is, as previously pointed out, an active and visible leadership [18].

## 4. The concept of school culture

The explicit concept of culture reflects the norms and values of an individual group. Norms are a mutual sense of what is "right or wrong". Values identify what is "good and bad" in relation to the ideals shared by a group of people [5]. According to Parsons [32], culture is a system with its own logic, finding its objective reality in the interactively and coordinated subjective representations of actors and their ability to deal with what helps them to construct and use the rules that help them with their operations. Human behavior has multiple systems of influence, ranging from biological and psychological factors to social, environmental and cultural values [33].

Sträng [14] argues that schools are complex establishments whose activities are affected by the shared role of the school as an organization as well as a social institution. Berg [34] has a neo rationalistic view on schools as institutions, established within society by an affinity group in order to fulfill particular interests. The school organization is additionally under the pressure of formal and informal control mechanisms, codified and manifested in the local school culture [8].

Explaining the concept of a school culture is difficult, although there is a general agreement that a satisfactory definition of culture should be attainable within the framework of an elaborated theory of social action [35]. Hodgkinson [13] argues that the individual experience of value can never repeat itself but the larger culture itself changes and transvalues values all the time, which makes organizations always culturally determined. The interaction between overlapping systems will have a significant effect on individuals. Understanding these interactions will provide a better understanding of factors that might lead to development and to failure, for example, in a process of changing school leadership. At the same time, the different systems are not mainly interacting toward or opposed to a certain goal, but overlap and intertwine in complex dynamic and contingent relationships [13]. The school leader may continuously renew and modify the strategies of collective involvement and choice from teachers and students, inextricably interwoven with values.

Simultaneous studies of multiple levels from different perspectives clarify questions of decisions and enforcement in complex organizations. An important part of school leadership is to facilitate shared understandings about the school organization and its activities and goals that can undergird a sense of common purpose and vision with the education [11]. Cultural analysis provides a brief basis of knowledge that is useful for the school leader's capability of decision making and developing a new kind of leadership. Schools are sites for ongoing organization, in addition to being institutions with the core business of teaching. The improvement of student learning cannot be an exclusive task for students and teachers but a shared responsibility even for the school leaders. In a formal learning environment, the training or

learning department sets the goal and objectives, while informal learning means the learn-ers themselves sets the goal and objectives [36]. Informal student learning is often defined as mainly spontaneous and incidental. It may occur as individual reflections on teaching or interactions with other students in the classroom or in school hallways, cafeteria and other places for learning and training [37].

Contemporary research notes that school leadership is second only to teaching in school-related factors in its impact on student learning, according to evidence compiled and ana-lyzed by the authors [12]. Changing a school's solid cast and loosening up fixed patterns of relations between actors on different levels demand much work on a long-term basis. A natural first step is to identify the concept of the local school culture and its impact in relation to the school's internal governance and the degree of self-renewal capacity [38].

## 5. Cultural analysis

The cultural analysis on the Arts program at an upper secondary school was predicted on the teachers and the school leader's perceptions of student learning as motivated, contingent and well situated. Central to this perspective was the assumption that students are active learners who reflect upon and may actively participate in investigating their own practice [37]. The aim of the cultural analysis was to conceptualize upper secondary school students' personal and informal approaches to learning, and to determine the extent to which these reflected the effects of teaching and assessment rather than representing stable characteristics of the individual learners [39].

Operating out of a theoretical frame that views cultural practice makes it natural to choose ethnography as methodological tool, because ethnography seeks to explain, describe and pro-vide insight into human behavior in context [40]. Autoethnography is an approach to research and writing that seeks to describe and systematically analyze (graphy) personal experience (auto) in order to understand the cultural experience (ethno) of individuals and groups [41, 42]. A hallmark of autoethnographic studies are the focusing on narrations and descriptions of personal experience in a context Autoethnographic strategy thus provide opportunities for close examination and understanding and dissemination of students engaged in self-reflex-ive inquiries [43]. In the study of upper secondary school students' personal and informal approaches to learning, I decided to use an autoethnographic strategy of inquiry with letter writing as an empirical research methodology [44].

The empirical material consisted of 89 letters from three grades of the Arts program in the investigated school, located in a medium-sized Swedish city. In the letters, the students gave an account of themselves, their own experiences and the experiences of another. As a research method, a merit of letters is the quality established and the give and take of an imaginary conversation between the researcher and the writer [45].

This conversation progresses simultaneously on several levels as dialogs within the text of letters by writers with similar voices. These dialogs are well suited for collective studies of pedagogical phenomena in a school, in which different perspectives and aspects visualize.

One can say they function as a kind of "black box", in search of better understanding of educational processes [46]. The interpretation of the letters can lead to different understandings of what actually happens and provide important knowledge of the values and motivations among students in secondary school and their approach to learning.

Research of this kind cannot and should perhaps not even be value free, but it is helpful to have the values brought out explicitly [47]. Paying attention to factors like structural form, word choice and phrasing, the students described implicitly how they positioned themselves as learners. In some letters, the students indicted learning without explicitly stating it as such, for example, by saying, "I like to be doing, I am finding. I love to learn". Statements such as these showed that the students positioned themselves in a learning process more than taking active steps to learning [37]. Critics have argued that writers create the lives they write about [48]. Common to all perspectives on auto ethnographic strategies for research is the assumption that people enter into conversations with certain goals. Even when they cooperate to provide information for mutual understanding, they attempt to attain certain personal goals. The current educational goals did not seem to make the students planned communicators, merely spontaneous writers with a more or less clear sense of what they wished to obtain [49]. The opportunity for students to write an open letter to their teachers and the school leader about their experiences of learning perceives rather as the trading of resources of attention, concern, support and other personal needs in an effort to achieve their goals [50].

## 6. Results

Qualitative research methods traditionally contain coding and particular data analysis strategies [43]. To achieve empirical soundness a systematic process of interpretation and representation exposed the statements from the letters in three categories of students' self-perceived attitudes and opportunities for learning. The categories were security, *teaching, motivation and meaningfulness*. The analysis identified denotative and connotative meanings with connections of larger structures, forged out of the empirical material [8, 49, 51] When describing their experiences, the students expressed both emotional and analytical qualities, from "emotional learners" [37] to a higher degree of reflecting on teachers' role for students' learning over time. The relations with teachers responded in turn with the students' different types of social and professional need. According to Ref. [52] the interpretation of narratives will tend to reflect values connected to the cultural contexts where they appear. Autoethnographic researchers must anticipate how the expressed emotions may be subjective in data coding.

## 7. Security

First grade students looked at security as mainly a personal matter. In their letters, they express the good feeling of waking up in the morning without anxiety and go to school without being unwelcome or unwanted. They describe the importance of feeling comfortable before meeting other students, teachers, environments and lessons. It is important to be yourself and talk to everyone in the school without fear.

*Most of the time I feel safe in school. I adapt myself easily to different situations and I am rarely insecure but mostly the teachers who give me security by respond to me and listen to what I have to say.*

*You greet teachers everywhere, not only in the classroom but also in the corridors, and then I feel safe.*

*If you do not feel safe, you cannot concentrate, and then it is harder to learn.*

Security for a second grade student is daring to ask teachers when you do not understand, and correspondingly explain to your teachers that you really have learned. This makes students more motivated for learning and reduces the fear of unexpected events during the school day. The role of teachers in student learning is increasing and the students regard their class as a family. By participating in various social and cultural practices, they will acquire resources requisite for both reproducing and transforming relevant social and cultural formations [53, 54].

*Our class is like a family, where no one is mean to me. Art students will stand out and it is the very purpose of the program, daring to be you.*

*Teachers bring a sense of security. For example, when teachers help me to feel safe is when we have oral presentations, and there are several different options to present my work.*

Third grade students note that teachers and co-students solve issues of all kinds quickly, but problems arise when they do not explicitly know what is expected from them. Another difficult issue is slow and inexplicit feedback from teachers. The dialog between students and teachers is an important source for learning, as well as the friendship between classmates. In a study of classroom culture Kamberelis [54] speaks of «fourth-grade professionalism" with key components of social responsibility and increased self-regulation among students. In the letters, the "third grade professionalism" in the classroom stands as a clear example of a professional learning community, including students and teachers, and ultimately the school leader. The idea of the professional learning community is that formal education is not simply to ensure that students have been taught but to ensure that they have really learned something. The shift from a focus on teaching to a focus on learning has profound implications for schools improvement [55].

*Security for me is that the education has a clear sense and that different subjects and topics fit together so I can see and understand "the big picture".*

*I feel very confident with teachers who I have known since first grade. One good thing is that you meet them often, even outside the classroom.*

*In third grade, I have grown as a human being with much bigger self-confidence than before. This is all entirely dependent on the Arts program and its teachers and students.*

## 8. Teaching

The importance of teacher performance is fundamental in most educational research. Today hardly anyone should question the impact of good teaching for students' learning. Nevertheless, good teaching in theory might not automatically match the students´ personal

and informal approaches to good learning. In their letters, the students argue collectively and emphatically for efficiency in teaching and learning. An important criterion is fast and constructive personal feedback from the teachers, directed at the individual student rather than to a group of students. For successful communication, students and teachers should respond logically to each other with at least a minimum amount of feedback, coherence and interaction [49].

> I sometimes feel that feedback does not give me the chance to explain how I experience the teaching and what I think the teacher should do to make it better for me.

> The teachers should have feedback that is more individual with students so we could get e a better view on our results and performance.

> I get a lot of support and good feedback that tells me what I should do to be a better musician.

Another criterion is how to use and exploit the potential of the technical equipment. According to the letters, the teachers cannot always effectively adapt their teaching to the new technology, which prevent the students to use their own technical knowledge and skills for better learning. The school's choice of equipment is also questionable by critical students.

> I like to have an IPad, but a PC had been better because PC is better suited for schoolwork.

> Our IPads are terrible…they are worthless as IT tools and it feels ridiculous to walk around with it… besides I will also say that the school should find new ways for us to present our work…It's Learning is the worst I have ever seen!.

The third criterion for teaching and learning is "value creation" as educational practice. When the students are processing information and examining questions from different per-spectives, the value creation is increasing the students´ approach to learning. The concept of value creation originates from the Japanese educator and philosopher Makiguchi, consider-ing the lifelong happiness of learners as the authentic goal of education [56]. In a recently published doctoral thesis, Lackéus [57] express that letting students learn through creating value for others, giving teachers prescriptive advice on what, how and why issues in educa-tion is inherently entrepreneurial in its reliance. Value creation as education allows for more engaged students and deeper learning of entrepreneurial as well as subject specific knowl-edge, skills and attitudes. Laszlo [58] states that students can more easily access information at a deep level where their egos interfere less. Despite the challenges in assessment, there is thus a need for evaluate the educational philosophy's effectiveness in terms of learning outcomes.

> The Arts program develops your self-consciousness when you are standing on the stage and play your own music for other students and teachers.

> I highly recommend the Arts program to all who love music and want to improve your skills and knowl-edge. Here you will have the best school years ever…you will love your class-mates because you are all here for the same reason…the love of music.

> It is very good that the school have started with value creation for learning, instead of all the time focus-ing on students' results and performance

## 9. Motivation and meaningfulness

The students' motivation should be set against what the school is aspiring to achieve. A clear vision will set the context for the school to make sustained improvements and move forward [59]. The impact on student outcomes is in basic the measure of the school's effectiveness in producing skills and knowledge. To involve the students' own knowledge, skills and social competence in the school improvement process will increase their motivation of the need to learn how to make well-informed decisions for their upcoming adult life [18]. In their letters, the students express their motivation explicit as a source of values, close connected to security and teaching as the two other conditions for learning. Values are synonymous with meaning or defined as concepts of the desirable with motivating force [13]. There are certainly values that sustain minor motivation, but values seem nevertheless to be an overall important factor of the students' attitudinal orientation and understanding of their education.

> *The school motivates me because it is a big part of my daily life and I want to do the best of my three years here.*

> *Sometimes the school do not motivate me so well. I would learn how to buy a house, pay bills or just to live as a civil person.*

> *What is motivating me in the school is that I learn how to learn…how to make memories…find friends… a meaningful journey, that is it!*

The letters recognize two different kinds of student motivation. The first kind is achievement motivation [60] with individual needs to do something better than it has been done before. The abilities for success are realistic goals and constructive feedback from teachers to facilitate the students´ own efforts. The second kind of motivation connects to networking, goal sharing and a micro-political awareness in-group coalition, regarding to results and orientation to individual and collective educational goals. Klemp [60] claims that achievement and power motivation together form a cognitive initiative, which refers to how the students define themselves as actors in a certain situation. In the culture analysis, the cognitive initiative is students' definitions of themselves as collective members of the Arts program and as individual musicians and artists, on the verge of adult life.

## 10. Concluding thoughts

The conditions for the students' approach to learning combine both their thinking and actions as learners. The combination of mental and behavioral elements forms a dynamic profile of students as learners, in accordance with the pre-perceptions of student learning as motivated, contingent and situated. The assumption that students are active learners who reflect upon and may actively participate in investigating their own practice [37] is visible through the empiric material. The boundaries between formal and informal learning differs with particular contexts from the three grades of the program. The students have in general good awareness of their informal learning, grounded in their motivation and the sense of meaningful education. In their letters, they express that the structure of the program have enabled them to learn and reflect on their performance process and outcomes [61, 37].

In order to improve the quality of education, there are very strong confidence ahead analyzes and reports illustrating different school systems and their elements, providing recommendation for current trends in school development. The main twenty-first century challenge for schools is to improve the activities of teaching and learning from traditional ways of mediating knowledge, to a stronger emphasis on students' inclinations and abilities to learn. In these processes, the students acquire strategies both for their studies and for professional life through the learning of basic skills and competences. Common accepted opinions are however neither generalizable nor transferable to every context. Different issues require different approaches to acceptable answers and contribute to the student's willingness to learn something new [18]. This requires activities, which guarantee all school actors (students, teachers, school leaders) sufficient conditions for appropriate participation. An evidence-based investigation of students' perceptions of learning are not merely about whether or not to apply standards of mastery knowledge and better learning in the twenty-first century. The results and findings of this study are just inscriptions or cultural theses [62] of who the individual students are and who they want to be as adult members of the society.

## 11. The school leader as ideal type

In the European perspective, the ideal school leader should be an inspiring delivery and sterling character with a vision, charisma, integrity and emotional intelligence. However, if there are leaders who do not fit this image; we cannot use this ideal picture to define school leadership in general. It is time to give up the myth of the ideal leader. Searching for good leadership is no longer a matter of finding the right role or the right person [63]. Hodgkinson [13] describes the rough correspondence between the Weberian leadership categories of rational-legalistic with realism and charismatic with idealism. To understand the idealistic foundations we also need to interpret the axiological theory of value. Describing the complexity of regulatory mechanisms and conventions that affect school leadership leads to the need for new concepts to achieve a deeper understanding of this area.

To manage an organization from a cultural perspective requires a different approach than the traditional instrumental or pragmatic view. Alvesson [64] notes that the research in this area is limited to manageable meanings and ideas directly related to efficiency and performance. Hodgkinson [13] argues that issues of values of individual members should be the key points in organizational analysis.

To handle safety issues of different kinds is an important task for a school leader. Within the school conflicts generate when educational interests of groups and individuals do not really match. Uncertainties regarding what is really happening cause different or divergent values to the same piece of fact. Disagreement between individual and collective interests leads to the divergence of individual, organizational and institutional needs. An important issue for each organization is the ability to unite the formal nomothetic approach and the informal idiographic behavior of its members. Hodgkinson [13] argues that the nomothetic rational ideology in organizations is often countervailed by the idiographic humanistic countervailing tendencies and their associated ideologies. Based on the organization's quest for order, there is a natural endeavor to limit the strength of the individuals' idiographic impact. In the

school this divergence is visualized by the dialectical relationship of educational contexts of nomothetic rules and the idiographic aspirations of students and teachers.

The school leader as ideal type means that the traditional descriptions of leaders and leadership are no longer enough to face the twenty-first century challenges for schools. School leaders must acquire an ability to understand what social action is and use this knowledge in relation to individual social actors. Professional researchers [65] can strategically use auto-ethnography as methodology. School leaders can use it repeatedly, for better understanding of the meanings and values they encounter in their practice. This insight will, according with Weber create an "individual" ideal type, defined as "a mental construct for the scrutiny and systematic characterization of *individual* concrete patterns which are significant in their *uniqueness*" [66–68].

This does not mean taking the actor's point of view. The understanding of teachers and students perceptions of teaching and learning becomes valuable tools for the school leader in creating ideal types based on the interpretation of what is going on in the school on different levels [1].

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# The Role of E-Transformational Leadership in Intergenerational Cooperation for School Culture

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Additional information is available at the end of the chapter

## Abstract

In transforming society and the new education system, there is significant need to know more about new generation expectations and the characteristics in order to form future actions. This study aims to reveal the role of e-transformational leadership in inter-generational cooperation for the better school practice and culture. The literature pays attention on transformation in education however literature needs to put forward to expanding practical knowledge on entrepreneurship, cooperation and transformational leadership by concentrating on intergenerational learning and exchange of knowledge in school culture. The study has qualitative nature that self-reports of headmaster and teachers in school context provided qualitative data in order to discover emic perspective on e-transformational leadership and intergenerational cooperation. Thematic analysis was employed to reveal the perceptions and experiences of headmasters and teachers in respect to research focus. The findings showed that the situation of transformational leadership of headmasters, intergenerational cooperation on school culture and efficient use of information technology are key terms to be considered for the development of school culture.

**Keywords:** entrepreneurship, information technology, intergeneration, school culture, transformation

## 1. Introduction

The role of the new generation is emphasized within innovation that forms the basis for expanding new products and services as well as producing new, different and visionary ideas. Information technologies and leadership does not only play a linking role between generations but it also has an important place in static changes in workplaces. No matter if its

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workplace or educational institutions, it would be beneficial to take steps forward in solving the possible problems on social reflections with a different view on the restructuring of fields starting with educational institutions to management and education by starting to shed a light on the effects of the Internet generation on life and work conditions which will also contribute to considering the expectations of the new generations in being innovative [1]. Prew provides insights on innovation and transformation in education process [2].

Previous research shows that activating the features of the new generation through transformational leadership style while re-considering the administrative structure of educational institutions would increase the productivity for quality [3]. In this regard, in the new age, the importance of information, globalization, new production structures, new policy understanding are forcing businesses to manage conflicts and take total quality as the foundation. Hence, new generation and cooperation with the new generation represents a significant workforce in order to raise awareness and form a foundation [4]. Recent research sheds a light to understand the merits of collaboration between generations for enhancing professional knowledge. The new generation that believes it is important to be dynamic, focused on self-development, sensitive to environment, open to new things for success possesses personal qualities such as problem-solving, risk-taking, faith in sustainability, good communicator, innovative and enthusiastic for feedback and this covers new graduates of universities [5, 6]. This generation that lives a natural consequence of the digital age may seem as something new but they expect to be understood by other generations.

In case of being understood by other generations, this generation has the potential of being very productive. The new generation follows technology closely, is family-focused, oriented towards success, focused more on the job rather than working hours, and is a generation that expects a job with a guaranteed future. This generation, which possesses a leadership perception that supports idea production and sharing, is forcing change in management structures with their independent and noncompliant nature. It is an audience that contributes greatly to following and betterment of global perspective with their enthusiasm, faith in teamwork and willingness to be the center of attention. Thus, they function as a bridge in establishing change and betterment in the structure of institutions. With a constructive benefit from the aforementioned qualities, especially in educational institutions, productivity, formation of knowledge will show the realistic operations of quality and competition. This generation foresees the changes in the mind-set of especially business organizations and emphasizes standardization to meet the quality criteria. Hence, it is possible to move towards change in professional life, education and communication by conducting institutionalization and standardization.

In the conducted research, continuous education and development rely on being open to innovations with a basis of trust. This generation professionally benefits from those who mentor them for guidance purposes that collaboration plays a great role. In this respect, there is a need for management models and educational systems through their expectancies from their workplaces or educational settings as follows: being satisfied with the setting, having active participation at the same time with encouraging organized learning, creating free time for their areas of interest and research for new ideas. Therefore, they expect working conditions that support and encourage idea production and creativity as well as benefitting from technology at utmost level for better effectiveness. As this generation, that perceives collaboration-based

settings and active participation with management for employee satisfaction, expects a job with a guaranteed future, humanistic working conditions and a job image that does not create future anxiety, this research examines how collaboration based activities through information technology and transformative leadership foster school culture within generations. Work places working for the benefit of the society, educational institutions and working with a leadership approach that facilitates idea production and sharing despite status are among the expectancies of this generation.

Providing free time and initiative for the employees, freedom of expression, freedom to question the available system, change of mind-set in business management, and institutionalization are also the expectations of the new generation from professional, educational and working settings. They also emphasize the importance of sensitivity to environment, sensitivity to social issues, fair income division and transparency for productivity and increasing job loyalty. Although there are different leadership styles such as distributive leadership, entrepreneurial leadership in the schools, the practices of these leadership are limited to focus on intergenerational collaboration in the school culture [7, 8]. The study of Naicker and Mestry, points out reflections of teachers on distributive leadership in primary schools [7]. This research study gives insights on distributive leadership is restricted due to authority and hierarchy. As this research study discusses the themes of leadership styles, school climate, communication and barriers to teacher leadership, autocratic leadership style, participative leadership style, staff relationships, teacher morale and motivation, transparency are fostered in primary schools. Further to this, the study of Akmaliah et al. gives insights on entrepreneurial leadership in schools [8]. This sheds a light that there is a relation between entrepreneurial leadership practices with school innovations regarding to teachers' perspectives.

Transformative leadership plays an important role in the establishment of intergenerational collaboration and formation of school culture [9, 10]. The qualities to be possessed by innovative individuals in supporting development are as follows: creativity, intellectual skills, knowledge of informatics, entrepreneurship, having knowledge in specific areas, focused on future, communication skills, potential for entrepreneurship and being lifelong learners. Strategic steps should be taken by having an interest in learning new things [11].

Transformative leader is the main character who is honest, decisive and respectful to people. Also, these leaders are skillful in knowing themselves as well as others. They move, not based on others' suggestions but rather, on their own intuition [12]. Transformative leaders motivate the employees by exploring their skills and abilities and increasing their self-confidence, hence, aiming to get the maximum result possible [13, 14]. The idea of transformative leader motivating the employees to be aware of pragmatic outcomes beyond the loyalty and expectation of the employees is at the heart of the model [15].

Transformative leaders are people who have reached a level of satisfaction in their personal and professional lives. They do not need to be accepted, recognized or approved. They are self-sufficient people. Therefore, they are not afraid of failure. They blame themselves and not the other in case of any failure [12].

Transformative leadership is re-determining people's missions and visions, refreshing responsibilities and re-structuring the system to reach the objectives [16, 17]. It is a relationship

that is based on mutual encouragement and those who support the leader are raised to leadership position, and in which leaders are turned into moral tools [18]. Real transformative leaders are expected to facilitate in the development of ethical ideas and implementations. These implementations should be set clearly and are continuously emphasized as well as helping to establish an organizational culture that covers all the ethical standards acknowledged by all members. Leaders are interested only in good things that will be done within their groups and cause changes in the thoughts and emotions of those that belong to them about themselves. It is concluded that leaders become real transformative leaders when they help to notice what is right, good and important; when they meet the needs of those following them; when they improve the ethical maturity of those who belong to them and when they reach the point where they can give up on their own wishes for the sake of others in their group [18].

It is needed to highlight the reflections of the new generation on the management, communication and educational fields in order to evaluate the place and importance of the new generation in the best way. Transformative leaders are needed in order to increase the collaboration potential of the new generation. The awareness level of the new generation is important in establishing the mutual spirit and structure; resolving interpersonal conflicts in organizations, and reinforcing intergenerational communication [19]. Additionally, with the current generation establishing the foundation for future generation via integration of the digital world, it will shed a light for growing human power for future. Thus, it is inevitable to re-improve the pedagogy that will be presented to this new generation who is pragmatic and product-oriented and adapting the teaching-learning understanding to the new human profile of the digital age [20]. Transformative leadership understanding would reinforce establishment of school culture; creating intercultural interaction and collaboration; betterment of management processes; implementing active participation based decision making processes as well as development of climate and culture in institutions and organizations [21]. Hence, the productivity will lead to gaining of quality.

The time has come to manage processes and relationship with the influence of 21st century skills and digital age. Since teachers and administrators use technology intensively as education is digitalized, it is not possible for administrators to remain remote from these developments or maintain traditional education management styles. Administrators and teachers should quickly integrate technology into their management processes as 21st century communication tools rapidly develop and distribute information. The way to do this is to keep up with the digital age [22].

In addition, Involving employees in implementing sustainable work policies; establishing mutual interaction; being technology-oriented; social responsibility understanding; collaboration; openness and quality are listed as the fundamental criteria [23, 24]. In today's world, starting work with more knowledge has brought the need to use information at the right place, and gave rise to the issue of filtering information and how it is shaped for learning.

Networking has occupied an important place at this point. This research paper has a significant value to give framework on how information technology affects leadership and its

practices in school culture. In addition, it gives an insight on collaboration between generations in the transformation of education.

In addition, this paper contributes the strategic planning for the future considerations in school culture and school development. The new generation is the source for expanded workforce and effectiveness for more flexible decisions, producing new and different ideas and using them as betterment policies in educational institutions.

There are few studies on e-transformational leadership in the literature. New generation leadership aiming to strengthen learning can be improved with technological development. Therefore, e-transformational leadership in this study is technology based. For the future school managers, assessing the impact of e-transformational leadership for inter-generational cooperations will be fruitful. The current fast pace of transformation, it becomes impossible for the leadership with outdated behavior to adapt to the change. It is believed that e-transformational leaders are more capable to adapt to such change.

For this reason, this research aims to point out the significance of transformational leadership in inter-generational cooperation. In this regard, the following questions have been raised:

- What is the contribution of transformational leadership on the formation of school culture?

- What is the significance of intergenerational cooperation in professional development?

- What are the effects of technology on transformational leadership?

- What is the contribution of technology on intergenerational cooperation?

## 2. Methodology

### 2.1. Research design

The conducted research benefitted from the interview technique as one of the techniques for qualitative research. It is possible to classify the interview technique into three categories as: structured, semi-structured or unstructured interviews. In semi-structured interviews, questions and pre-set and data is tried to be collected via these pre-set questions [25]. This technique is neither as strict as structured interviews nor as flexible as unstructured interviews; it is situated between two poles. The semi-structured interview is preferred as it provides a degree of flexibility for the researcher.

### 2.2. Research group

Purposeful sampling was followed in this research and snowball sampling was used to determine the sample of the research [26]. Majority of the data could be collected from school directors and teachers in this sample so it is believed that the chosen sample fits the aim of the research [27]. 10 school directors and 50 teachers, a total of 60 participants, joined this research from the schools in rural areas participating in Cyprus. The statuses of the participants are presented in **Table 1**.

| Participant Status | School Director | Teacher | Total |
|---|---|---|---|
| Yeni Erenköy Lycee | 4 | 20 | 24 |
| Bekir Paşa Lycee | 2 | 12 | 14 |
| Polat Paşa Lycee | 2 | 9 | 11 |
| Değirmenlik Lycee | 2 | 9 | 11 |
| Total | 10 | 50 | 60 |

**Table 1.** The statuses of the participants.

### 2.3. Data collection process

The research data has been collected through interviews in participants' offices between February 15th and March 30th 2016, when they were available. The researcher conducted face-to-face interviews that lasted for approximately 45 minutes each with school directors and teachers in order to investigate the statuses of rural area school directors and teachers on transformative leadership and e-leadership. The interviews were conducted in a relaxing and comfortable atmosphere in order to be able to collect rich data from the participating school directors and teachers.

### 2.4. Data collection tool

Interview questions that would fully explore the perceptions of school directors and teacher about the about the transformative leadership and e-leadership statuses of rural area school directors and teachers were prepared for the interview form used to collect data from the participants. In order to ensure the internal validity of the interview form, it was given to three experts for review and as a result, the form was finalized after some questions were omitted or merged due to similar content, and after the clarity of some questions were improved. Two school directors and three teachers were chosen to conduct the pilot study. This ensured the clarity and openness of the questions and whether the answers reflect the possible answers of the questions. With this aim, the recorded audio files were turned into written form on the interview transcription form on the computer. Then, two other experts were asked to review these transcripts in terms of openness and clarity of the questions, whether they cover the research area or not, and possibility of providing the needed answers. The two experts were found to be in agreement for 92%. At the end of this, the item validity of the questions was determined. Data collection process was started after ensuring that interview questions provide the needed responses. The data was solved through content analysis in this research. The data was analyzed through four steps in content analysis.

### 2.5. Coding of the data

The CDs recorded during the interviews were resolved and each line was numbered, then, transcribed. The in review transcription and CDs were given to an expert from the field and asked to check whether there are any wrong or missing parts. Upon completing the transcriptions, the data collected from the participants were reviewed to divide them into meaningful parts and these parts that form meaning chunks within themselves were named and coded. A list of codes was prepared after finishing coding of all data and this list functioned

as the key list in reviewing and organizing the data. Later, the coding key and interview transcriptions were read by the researchers separately and organized after discussing the issues of "agreement" or "disagreement." The reliability formulae suggested by Miles & Huberman was used for reliability calculation of the research and it was calculated as 89%. The research is considered as reliable if the reliability calculations are above 70% [28]. The result gained here was accepted as reliable for this study. Among the coding done by the researchers, those with similarities were taken as the basis to find the themes. The themes were organized diagrammatically as related nodes within NVIVO, with full definitions being written for each, to ensure consistency of coding. The thematic analysis will be continued until saturation is reached; the final themes identified forming the results of the study. For the above transactions are the "QSR Nvivo 8" was used for data analysis and modeling. NVIVO is a computer program for qualitative data analysis that allows one to import and code textual data, edit the text; retrieve, review and recode coded data; search for combinations of words in the text or patterns in the coding; and import from or export data to other platforms [29].

## 2.6. Finding themes

At this stage, the codes determined at the previous stage are brought together under certain categories and themes were formed. For example, the code of education council decision making and the code of conduction jobs at the sub-committees of education council were brought together under the theme of education council decisions and similarities between codes were tried to be found and same procedure was followed by all thematic coding processes. In this research, a total of four dimensions were formed with the aim of exploring transformative leadership and e-leadership statuses of rural area school directors from the perspective of school directors and teachers: transformative leadership status of school directors; intergenerational collaboration status of school director within the scope of transformative leadership; status of the new generation in establishing organizational culture; and contribution of the effective use of technology by school directors on intergenerational collaboration.

The specified themes: determining the Status of directors' transformational leadership, cooperation status of school directors, the status of the new generation in establishing organizational culture, the contribution of effective use of technology by school directors to intergenerational cooperation.

## 2.7. Organizing data based on themes and interpreting

At this stage, the views of the participants were explained in a way that would be understood by the reader and the views were presented to the reader from the first-hand. Footnote was used to determine which participant the interview notes belong to and interview notes are given in quotation marks. Then, the participants to whom the notes belong to were given in brackets. The coding system is given in the following example explanations:

*Example*-1: "..............." (D (1)).

D: School Director, AD: Assistant Director, T: Teacher.

Interpretation of the data that was defined and presented in detail by the researcher and explanation of certain findings were done at this last stage. The collected data has been interpreted through the steps required by qualitative research and some conclusions were drawn, the importance of findings were supported by relevant literature.

## 3. Findings

The perceptions of school directors and teachers regarding the transformative leadership and e-leadership statuses of rural area school directors are presented below. Method literature states that numerical analysis of qualitative data is suitable to use for the purposes of increasing the reliability of the research, reducing bias, allow comparison between the formed themes and categories. With this aim in mind, the qualitative data has been reduced to percentages and presented in tables. Also, views of participants were tried to be presented for all dimensions.

### 3.1. Dimension: status of directors' transformational leadership

The first dimension of the research has been formed in regards to determining the Status of directors' transformational leadership. It was tried to investigate the thoughts regarding this dimension of 60 participants by asking what the transformational leadership statuses of the directors are. The views of participants have been determined by the percentages and themes given in **Table 2** and examples from views are provided.

In regards to the status of directors' transformational leadership, 40% of the school directors and 70% of the teachers have a fear of failure and they do not see themselves as responsible. Difference in perspectives were seen between school directors and teachers. This difference in perspectives can be interpreted as teachers thinking that school directors do not consider themselves as responsible when they fail and cannot exhibit the expected behavior in

| Themes | School Director | | | Teacher | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Those who provided views on theme | Those who did not provide views on theme | % | Those who provided views on theme | Those who did not provide views on theme | % |
| Fear of failure and not seeing themselves as responsible | 4 | 6 | % 40 | 35 | 15 | % 70 |
| Taking risks in re-structuring of the system | 6 | 4 | % 60 | 12 | 38 | % 24 |
| Experiencing problems in providing renewal and transformation of the system due to supervision and regulations during the process of radical decision-making | 7 | 3 | % 70 | 36 | 14 | % 72 |
| Decrease in transformational leadership of the rural area director due to the lack of opportunities | 8 | 2 | % 80 | 38 | 12 | % 76 |

**Table 2.** Dimension: Status of directors' transformational leadership.

transformational leadership criteria. Within this theme, a teacher stated that: "Our school director does not take any responsibility in case of failure after any decision and always blame others (T (9))." In regards to the theme of taking risks in restructuring the system, 60% of the school directors and 24% of the teachers expressed their views. It can be said that there are differences in the views of teachers and school directors within this theme. It can be understood that the reason for this difference can be school directors not taking sufficient risks in restructuring the system. Within the scope of this theme, a school director stated the following: "We want to renew the system in school according to the needs but we cannot take any risks because of the rules and regulations." For the theme of experiencing problems in providing renewal and transformation of the system due to supervision and regulations during the process of radical decision-making, it can be seen that there are no differences between the views of the teachers and school directors. In regards to this theme, a school director stated: "We make strong decisions, however; we remain incomplete in renewing and transforming the system due to inspectors and regulations coming from the Ministry (D (4))". With the theme of decrease in transformational leadership of the rural area director due to the lack of opportunities, it can be said that teachers and school directors are in agreement based on the percentages. In regards to this theme, of the teacher participants stated the following: "We are far from the cities, thus, I can say that the opportunities and facilities here are less than the cities. Hence, our school directors showing transformational leadership can be said to be none (T (9))".

### 3.2. Dimension: intergenerational cooperation status of school directors as part of transformational leadership

The second dimension of the research was formed within the scope of determining the intergenerational cooperation status of school directors as part of transformational leadership. The views of participants have been determined by the percentages and themes given in **Table 3** and examples from views are provided.

In relation to the intergenerational cooperation status of school directors as part of transformational leadership, 30% of the school directors and 48% of the teachers expressed their views

| Themes | School Director | | | Teacher | | |
|---|---|---|---|---|---|---|
| | Those who provided views on theme | Those who did not provide views on theme | % | Those who provided views on theme | Those who did not provide views on theme | % |
| Old teachers and new generation teachers taking responsibility together | 7 | 3 | % 30 | 24 | 26 | % 48 |
| Transferring thought through the values, symbols and rituals of the schools within collaboration between generations in forming school culture (school climate) | 5 | 5 | % 50 | 11 | 39 | % 28 |
| Organizing games, having breakfast or lunch together to develop collaboration between generations | 6 | 4 | % 60 | 23 | 27 | % 46 |
| Self-confidence and self-sufficiency of transformational leadership | 5 | 5 | % 50 | 11 | 39 | % 28 |

**Table 3.** Dimension: Intergenerational cooperation status of school directors as part of transformational leadership.

on the need for old teachers and new generation teachers taking responsibilities together. The percentages show that there is a difference between the views of teachers and school directors. It can be understood from this difference that school directors do not give full responsibility in regards to old generation teachers taking responsibility together with new generation teachers. For this theme, a school director stated: "I can easily say that young generation teachers do not show sensitivity towards working together with old generation teachers" (D (9))." For the theme on transferring thought through the values, symbols and rituals of the schools within collaboration between generations in forming school culture (school climate), 50% of school directors and 28% of the teacher expressed their views. It can be said that they are differences between the views of school directors and teachers about this theme. The reason for this difference can be the perception and understanding differences between new generation teachers and old generation teachers on transferring thought through school values, symbols and rituals for establishing school culture (school climate). A school directors said the following about this theme: "We try to reinforce the connection between generations by organizing periodic activities that remind the school values, symbols and rituals (D (7))". It can be understood from the percentages and statements that there are differences between the views of school directors and teachers regarding the theme of organizing games, having breakfast or lunch together to develop collaboration between generations. A teacher said the following about this theme: "School director sometimes organizes a breakfast, lunch or games to mainstream us with old generation teachers and this was done only once and I believe it would be better if it is done more often (T (36))". The percentage rates show that there are differences between the views of teachers and school administrators regarding the theme of self-confidence and self-sufficiency of transformational leadership. About this theme, one of the school directors stated the following: "I am quite confident that I can organize many activities and events at school on my own and I sometimes do it on my own. In reality, I cannot say that I need many people to do things. I can manage most of my duties on my own and I think that I do not need many people (D (4))".

### 3.3. Dimension: cooperation status of the new generation in establishing organizational culture

The third dimension of the research was formed to determine the status of the new generation in establishing organizational culture. The views of participants have been determined by the percentages and themes given in **Table 4** and examples from views are provided.

In regards to the status of the new generation in establishing organizational culture, 70% of the school directors and 40% of the teachers expressed their views as periodic meetings should be organized to increase the collaboration with old generation teachers. This percentage shows that there are differences of views between teachers and school directors. It is understood from this difference in views that school directors have certain lacks within the theme of the need for giving responsibility together with old generation and new generation teachers and organizing periodic meetings to increase collaboration. In relation to this, one school director expressed his views as follows: "I can easily say that new teachers do not show the necessary sensitivity towards working with old generation teachers (D (9))." In relation to the theme of hosting lecturers from universities for in-service courses to increase the collaboration with old generation teachers, 50% of school directors and 30% of teachers expressed their views.

| Themes | School Director | | | Teacher | | |
|---|---|---|---|---|---|---|
| | Those who provided views on theme | Those who did not provide views on theme | % | Those who provided views on theme | Those who did not provide views on theme | % |
| Organizing periodic meetings to increase collaboration with old generation teachers | 7 | 3 | % 70 | 20 | 30 | % 40 |
| Hosting lecturers from universities for in-service courses to increase the collaboration with old generation teachers | 5 | 5 | % 50 | 15 | 35 | % 30 |
| Reinforcing communication through social and cultural activities to reduce intergenerational conflicts by creating an organizational climate | 6 | 4 | % 60 | 13 | 37 | % 35 |
| Improving organizational culture by giving responsibilities to the new generation suitable for their skills and knowledge | 7 | 3 | % 70 | 17 | 33 | % 34 |
| New generation doing more sports and other activities than Internet and computers | 3 | 7 | % 30 | 16 | 34 | % 32 |

**Table 4.** Dimension: Cooperation status of the new generation in establishing organizational culture.

There are differences in the views of teachers and school directors about this theme. We can say that the reason for this difference in views is the need for more collaboration with new generation teachers to increase collaboration with old generation teachers and more courses to be organized in order to reduce the gap between generations. In relation to this theme, a teacher said the following: "Our school rarely gives any courses; when it is provided, old generation teachers never attend and universities do not really provide any support (T (37))." It is understood from the percentages that teachers and school directors have any differences in views regarding the theme of new generation doing more sports and other activities than Internet and computers. In relation to this theme, one school director said the following: "The new generation teachers in our school are always very busy with their cell phones or laptops. I have personally never seen them to engage in any sports or nature walks. I would like to state that they have a very unhealthy lifestyle (D (8))."

### 3.4. Dimension: the contribution of effective use of technology by school directors to intergenerational cooperation

The fourth dimension of the research was formed to determine the contribution of effective use of technology by school directors to intergenerational cooperation. The views of participants have been determined by the percentages and themes given in **Table 5** and examples from views are provided.

In regards to the contribution of effective use of technology by school directors to intergenerational cooperation, 20% of the school directors and 66% of the teacher expressed their views on helping old generation get close to technology so reinforcing their relation with the younger generations by collaborating with parent teacher association, MoE, universities and new generation.

| Themes | School Director | | | Teacher | | |
|---|---|---|---|---|---|---|
| | Those who provided views on theme | Those who did not provide views on theme | % | Those who provided views on theme | Those who did not provide views on theme | % |
| Helping old generation get close to technology so reinforcing their relation with the younger generations by collaborating with parent teacher association, MoE, universities and new generation | 8 | 2 | % 20 | 33 | 17 | % 66 |
| Increasing collaboration and intergenerational problems by video recording the organized events and sharing them on social networking sites through the Internet | 3 | 7 | % 30 | 11 | 39 | % 22 |

**Table 5.** Dimension: The contribution of efficient use of technology by school directors to intergenerational cooperation.

The percentages indicate the difference in the views of school directors and teachers. This shows that school directors are not able to get old generation teachers closer to technology and hence, they should form good relations with parent-teacher associations, MoE and universities. In relation to this theme, one teacher stated the following: "I can say that our school directors cannot use the technology sufficiently; that new generation teachers are able to collaborate and communicate via technology whereas; old generation teachers cannot communicate or collaborate via technology. Actually, school directors should cooperate with parent-teacher associations, MoE and universities to use technology and make old generation teachers closer to new generation teachers. This will also help school directors to improve their transformational leadership skills (T (16))." In relation to the theme of increasing collaboration and intergenerational problems by video recording the organized events and sharing them on social networking sites through the Internet, 30% of the school directors and 22% of the teachers expressed their views. It can be said there are differences in the views of school directors and teachers regarding this theme. We can say that the reason this is that not all events are video recorded and rarely share on social networking sites. Thus, it is understood that intergenerational collaboration is less; and the school director does not frequently use the social networking sites. In relation to his theme, a teacher expressed his view as follows: "We cannot see the transformational leadership qualities in our school director as the events or activities of our school are not shared on social networking sites; hence, intergenerational relations are weak and our school director is not close to technology. I believe that if school directors used the Internet and the social networking sites effectively, both intergenerational collaboration, cooperation and sharing would increase as well as it would be easier to implement the radical decisions taken (T (26))."

## 4. Conclusion

The conclusions and recommendations drawn from the research exploring the perceptions of teachers and school directors regarding the transformational leadership and e-leadership statuses of rural area school directors are presented below under four dimensions.

**4.1. Dimension: status of directors' transformational leadership**

Participants were asked to express their views to determine the status of directors' transformational leadership. 40% of rural area school directors and 70% of teachers expressed that they are afraid of failure and they do not consider themselves responsible. Differences in views of the school directors and teacher are seen and this can be interpreted as teachers and school directors do not consider themselves as responsible when they fail and do not exhibit desired qualities of transformational leadership. In this regard, it can be suggested that school directors should acknowledge their failures and take responsibility for them. For taking risks to restructure the system, 60% of school directors and 24% of teachers expressed their views. It can be said that views of teachers differ from the views of school directors within the scope of this theme. It is understood that the reason for this difference is that school directors do not take sufficient risks to restructure the system. Hence, we can suggest that school directors should make more radical decisions and should be encouraged to take risks in order to restructure the system; Ministry of Education should support school directors more to make it possible and easier for them to make radical decisions and take risks; and make way to school directors through legal regulations.

**4.2. Dimension: intergenerational cooperation status of school directors as part of transformational leadership**

Participants were asked to express their views in order to determine the intergenerational cooperation status of school directors as part of transformational leadership. 30% of rural area school directors and 48% of teachers expressed their opinions for old generation teachers taking responsibility together with new generation teachers. This percentage shows that there is a difference in the views on teachers and school directors. Based on this difference, we can say that school directors are not given full responsibility to help old generation teachers taking responsibility together with new generation teachers. In this regard, it can be suggested that school directors be more sensitive while giving more balanced and fair responsibility to old generation and new generation teachers. 50% of school directors and 28% of teachers expressed their views about transferring thoughts through school's values, symbols and rituals as part of intergenerational collaboration for establishing school culture (school climate). Differences in perspectives can be seen regarding this theme. We can say that there is a huge difference in perception and understanding between new generation and old generation teachers regarding the transfer of thoughts through school's values, symbols and rituals as part of intergenerational collaboration for establishing school culture (school climate). Hence, we can suggest the school directors to have a more active role and make radical decisions that would reinforce collaboration between old generation and new generation teachers for transferring of school values, symbols and rituals.

**4.3. Dimension: cooperation status of the new generation in establishing organizational culture**

Participants were asked about their views on the cooperation status of the new generation in establishing organizational culture. 70% of the rural area school directors and 40% of the

teachers expressed their views on the need for organizing periodic meetings to increase collaboration with old generation teachers. These percentages show differences between the views of school directors and teachers. We can suggest that school directors should organize more periodic meetings to increase collaboration between old and new generation teachers and help them take responsibility together. 50% of school directors and 30% of teachers expressed their views on the theme regarding university lecturers coming and offering in-service courses to increase collaboration between old generation and new generation teachers. It can be said that there are differences in the views of school directors and teacher regarding this view. As for the reason of this difference in views, we can suggest more collaboration with new generation teachers and taking courses from universities to reduce the gap between generations.

### 4.4. Dimension: the contribution of efficient use of technology by school directors to intergenerational cooperation

Participants were asked to express their views to help determine the contribution of efficient use of technology by school directors to intergenerational cooperation. 20% of rural area school directors and 66% of teachers expressed their views on the theme of getting old generation teachers closer to technology by cooperating with parent-teacher associations, MoE, universities and new generation; and reinforcing relations with young generations. These percentages show differences in the views of school directors and teachers. This difference shows that school directors are not able to make old generation teacher get closer to technology. In this regard, we can suggest rural area school directors to form collaborative relations with parent-teacher associations, MoE and universities to help old generation teachers get closer to technology. 30% of school directors and 22% of teachers expressed their views regarding the theme of video recording the events and sharing them on social networking sites via Internet to increase intergenerational collaboration and reduce problems experienced between generations. It can be said that the views of school directors differ from teachers' views within the scope of this theme. We can say that the reason for this difference can be not video recording and rarely sharing them on social networking sites all types of events organized in school and school director not frequently using the Internet or the social networking sites.

## 5. Discussions

School culture plays a great role to foster exchanging of information. In addition, exchanging of information is required for enhancing collaboration in order to establish a common sense in respect to strategic implications. Mutual understanding among working staff, paying attention to values and roles among working team provide a great insight to foster the realities of intergenerational collaboration. In this respect, tolerance education plays an important factor to diffuse school development. Integration of technology and apply the merits of technology for the school development is crucial to understand the nature of intergenerational collaboration and understand collegiality among teachers and directors. As this study sheds a light to use of internet and social networking and intergenerational collaboration, it also gives importance to transformational leadership [30].

Regarding to the conclusion, it can be emphasized that the intergenerational collaboration rate is low, and the school director does not effectively use the Internet or social networking sites [31]. Thus, we can suggest that rural area school directors should use the Internet or social networking sites more effectively and goal-oriented in order to increase the collaboration and sharing between old and new generation teachers. In this respect, the use of technology to foster learning in relation to new generation learning is crucial [32]. As this research study gives an insight to understand the nature of new learners and new generation in the transformation and information technology. Leadership is essential for management culture. School development and establishing a culture in schools becomes a mirror for strategic planning for future actions. In addition, e-transformational leadership plays a great role to proceed the significance of collaboration and merits of establishing school culture.

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# School Management and Culture

# How Symbols and Rituals Affect School Culture and Management

Mehmet Ali Özdilekler, Anna Günsel,
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Additional information is available at the end of the chapter

## Abstract

The aim of the study is to evaluate the directors, teachers, and servants in the pre, primary, and secondary schools of the Near East University on their views about the functions of symbols, values, and rituals in developing school culture. This study was carried out in fall 2016–2017 academic year with 15 directors, 170 teachers, and 15 servants from the pre, primary, and secondary schools of the Near East University. In this research, a qualitative study was conducted, in which a case study design with a semi-structured interview technique was used to collect data through sampling, one of the objective sampling methods. A qualitative analysis technique based on the research questions for content analysis of the collected data was used. The majority of the participants emphasized that the common values of the individuals at school, symbols, rituals, and traditions formed the bases of school culture. Although, in general, perceptions and views related to school culture are positive, there are arguments that school culture should be integrated deeper into education. It is commonly believed that, if worked in collaboration, symbols, values, and ritual functions will contribute a great deal to social—organizational—and individual development.

**Keywords:** school culture, symbol, value, ritual, management, technology, organization

## 1. Introduction

Rapid developments in every field in today's world, have been forcing both the individuals and the community organizations to adapt an on-going process of alteration, which influences education, as all other fields, and urges the system to adapt to the new process through the provided innovations. But, in due course, organizations responsible for education were negatively affected by the good-will efforts in renovation put them in a

technical and mental position, and the educational institutions were perceived as success-ful companies, which ignored the needs of the individuals and the community, and were compared with manufacturing factories. It is clear that perceiving educational institutions as a company or a factory is closely related to classical, mental, and scientific approaches in administrative issues from the past to now. Relating schools to traditional approaches cre-ated a productive and effective mentality. However, such approaches were not effective in eradicating problems [1–3].

Several approaches in administrative and educational issues were effective in presenting some models related to organizations responsible for education. Researches in educational management in our country have recently speeded up and several theories and perceptions were referred to through scientific approaches [4, 5].

Symbolic interactions perceive organizational culture as an invisible power and investigate common sense created by the applicants of the so-called culture. This is because educational organizations are often inter-related with symbols. In the routine running, in the processes to do with determination, educational activities of the organization symbols have a significant role [5]. Although schools focus more on the symbols, the scientific data related to school culture reveal that there are a few researches done to analyze school culture in terms of sym-bols. In most of the researches done, quantitative studies occupy quite a big part in the analy-sis of school culture and the relation among the different parameters of culture structures. Even though researches in this field reveal crucial findings related to organizational existence, they are not sufficient to clearly show the fundamental meanings of the basic organizational behaviors. Researches assuming organizations as social structures and symbolic systems pre-fer qualitative approaches formed of ethnography, case studies, and sample cases in express-ing organizational processes [5, 6].

Individual needs are of utmost importance in forming organizational culture. In this respect, some norms, ideas, and values, adapted by the group members, have to be specified when individuals are willing to join a group and being known as well. The history of the orga-nization, membership, and sharing among members have a great say in forming organiza-tional culture [2]. It is obvious that all the elements forming culture are of great importance. Researches show that in schools where certain norms of school culture are effective, there are on-going developments and renewals. Contrary to this, in the case of inefficient norms, renewals and achievements will be less and at random. Among the elements forming organi-zational culture, values are one of the most important because they are the basis of the culture of the organization. When the relation between organizational culture and interaction are examined, it can be seen that values are the triggering factors in the formation, sustainability, and transfer of organizational culture [7].

Values are essential factors in expressing cultural structures because individuals in an orga-nization come together to share values, social ideals and beliefs. These values or beliefs are reflected through symbolic structures such as legends, myths, stories, and rituals. The shared values form the organizational value system and become the perspectives in perceiving orga-nizational developments [2].

Rituals are radical formations of individuals experience in their social, political, societal, and cultural structures stemming from different necessities since the early days of human existence. Rituals, practiced by tribes and religious functionaries in old days, have taken their place and are applied in today's political and educational structures of states. The relation between ideology and culture has evolved from the efforts of many countries to shape their educational structure with many concepts from the very beginning [8]. Consequently, in order to adapt individuals to domain political value judgments of the past in educational institutions, some cultural issues are transferred to future generations through educational institutions. Cultural transfer in the field of education is possible through ritualistic activities. However, such ritual activities in educational institutions are formally experienced in educational programs, national days, commemorative, and flag-raising ceremonies. Even more, rituals are observed by students in different styles in in-class or outdoor activities. Individuals with various characteristics in social life and educational institutions come up with different views in regard to different paradigms as a result of the rituals among informally appointed individuals through financial and political reasons [9].

This research deals with the functions of symbols, values, and rituals as well as the importance of technology in the development of organizational culture in preschool, primary, and secondary education. When previous studies are overviewed, it can be noted that several studies have been done in organizational culture, but there have not been any studies dealing with the concept of symbols related to organizational culture, values, and rituals all together. Therefore, this study is expected to be different compared to other studies. The findings of this study, conducted among teachers, the key factors in our educational system, it is hoped that the symbols, values, and rituals will add to the improvement of organizational culture. Suggestions related to specifying perceptions to do with school culture, the functions of symbols, values, and rituals and their impact on school culture will be presented at the end of this study.

## 1.1. The aim of this study

The aim of this study was to reveal the views by directors, teachers, and servants employed in the pre, primary, and secondary schools at the Near East University about the functions of symbols, values, and rituals in the improvement of organizational culture.

The following questions were the main areas to be investigated in this study:

- What are the school directors', teachers', and servants' perceptions and views about school culture?

- How according to school directors, teachers, and servants should symbols, values, and rituals function in schools?

- What tasks and responsibilities should the school directors, teachers, and servants have to raise the functions of symbols, values, and rituals?

- What do school directors, teachers, and servants suggest to raise the standard in the process of improving school culture?

## 2. Methodology

### 2.1. Research design

A case study, one of the qualitative research designs, was conducted in this study. A case study is a method to investigate a routine fact in an entire way under real conditions [10]. An interview technique believed to be the most reliable data collection method was decided to be administered in this study.

The interview technique is categorized under three headings: nonstructured, structured, and semi-structured. The advantage of a semi-structured technique applied in this study was that its plan and program was prepared previously and it provided the participants with flexibility [11].

### 2.2. The participants

The participants, as shown in **Table 1**, were school directors, teachers, and servants from pre, primary, and secondary schools of the Near East University.

As it can be seen in **Table 1**, a total of 200 people, 50 participants, 5 directors, 40 teachers, and 5 servants in preschool education; 70 participants, 5 directors, 60 teachers, and 5 servants in primary education; and 80 participants, 5 directors, 70 teachers, and 5 servants in secondary education were interviewed for their views.

Objective sampling method was conducted in this study. It is a method to reveal multidiversity in case there are different findings [12]. This research was carried out in the spring semester of the 2016–2017 academic years in pre, primary, and secondary schools of the Near East University with a total of 15 directors, 170 teachers, and 15 servants. The reason for an objective

| Educational institution | | Number |
|---|---|---|
| Secondary school | Directors | 5 |
| | Teachers | 70 |
| | Servants | 5 |
| Primary school | Directors | 5 |
| | Teachers | 60 |
| | Servants | 5 |
| Preschool | Directors | 5 |
| | Teachers | 40 |
| | Servants | 5 |
| Total | | 200 |

**Table 1.** The participants.

sampling method was that it reflected ample views about the functions of symbols, values, and rituals as well as the importance of technology in the improvement of organizational culture.

A criterion sampling method, one of the objective sampling methods, was referred to in this research. It is a process that investigates previously specified criteria [13]. In this process, the criteria can be set by the person carrying out the study. The reason for the involvement of school directors and servants in the criteria is that they have known the teachers in the organization for a long time, and they are well informed about the symbols, values, and rituals and the impact of school culture on the school staff.

## 2.3. Data collection period and data collection tools

The data were collected through an interview technique, which expects detailed data from the participants on a specified research topic [14]. The interview question asked to the school directors, teachers, and servants in pre, primary, and secondary schools was "How do symbols, values, and rituals function, and what is the importance of technology in the development of organizational culture?" The interviews were conducted through semi-structured forms, in which the questions were flexible, unclear questions were rearranged, and when needed, supplementary questions, not on the interview form, were also asked for individual responses. To raise the validity of the research, the communication was spread to a long period of time with utmost attention to help participants shake off their timidity in responding at the presence of the interviewer at the beginning. Later in the interview process, the participants feel more confident and respond reasonably and effectively and reliable data were collected [13]. The length of the interview was tried to be spread as much as possible without losing productivity, and the validity was raised by summarizing the data and asking for the participants' approval.

The questions on the interview form were prepared with three experts in this field. Pilot studies were done prior to the interviews to confirm the validity. Conceptual structure of the interview forms was formed after related articles were examined in detail. Following this, participants were asked five open-ended questions for their views.

On receiving the consent of pre, primary, and secondary school administrations of the Near East University for administrating the interview, the participants were presented the forms. During the interviews, all the participants were briefed in detail about the content of the research. They were also assured that the data would be used for scientific aims, and their identification details would definitely not be revealed. In addition, it was stressed that they responded voluntarily. The participants were reminded that their responses would affect the validity and reliability of the study. Each interview lasted for 20 minutes and in order to provide a comfortable environment, their answers were not recorded. The data collection process lasted for 2 months, from October to November, 2016. After the interviews, the participants were asked to overview their responses to assure the reliability of the study.

## 2.4. Data analysis

The responses given by the participants were put in the most relevant categories according to their content coded, and certain themes were specified.

The codes for the participants are as follows:

- D1, D2, D3,………, D15 (D1 refers to Director 1).

- T1, T2, T3,…………, T170 (T1 refers to Teacher 1).

- S1, S2, S3,……….., S15 (S1 refers to Servant 1).

The aim of such a coding is not to reveal identification, which facilitates data analysis.

A content analysis technique was referred to analyze and interpret the data provided by the participants. The aim in such an analysis is to reach the content and content relations of the grouped data [13]. Through a content analysis, it is possible to carry out an objective and systematic examination of written documents focusing on words. Content analysis is defined as a process of emphasizing contracted written informational content and messages [15]. Content analysis includes four steps. These are coding according to the data obtained from the documents, setting themes, forming themes and codes, and interpreting and explaining findings [13]. In this study, firstly, coding was fulfilled according to previously agreed research and scale criterion, which provided many themes. Then, the data were grouped according to themes and explained in numbers in the best possible way. As a last step, the existing findings were explained in detail.

### 2.5. Validity and reliability

The questions on the interview form were developed after related fields were referred to. Necessary arrangements with three experts were done twice on the interview forms before and after the interviews. After pilot studies prior to the interviews, the open-ended and semi-structured questions were given to the participants.

The data obtained from the participants were examined in detail while analyzing and comparative analysis was done. While analyzing, careful studies were done to assure the reality of the research and find out transferrable issues for variable platforms.

The data obtained were analyzed separately both by the researcher and an expert for any specifications. The two sides, the researcher and the expert, worked on their own to form the themes in the light of the specified views.

For the validity of the research, validity = agreement/(agreement + disagreement) formula was referred to [16]. An average over 70% indicates the validity of a study [16]. The average validity of this research was calculated as 92%.

## 3. Findings

### 3.1. Perceptions and views about school culture

The perceptions and views of school directors, teachers, and servants about school culture are as in **Table 2**.

A total of 200 participants presented views about the subject matter as in **Table 2**. In total, 1 director, 58 teachers, and 1 servant had a common argument that the community, individuals in schools, common values, symbols, rituals, beliefs, and traditions formed the basis of school culture. D3 expressed views as, "*With its history, build up, quality, vision, mission, traditional behaviours, symbols, rituals, and the status of its population form its culture.*"

T64 emphasized the factors forming school culture saying, "*In the broadest sense, school culture forms its identity and includes all materialistic and moral factors.*"

It is assumed that participants advocating this view are used to transferring school culture through in-class activities.

A total of 1 director, 33 teachers, and 4 servants point out that school culture should occupy more places in education with the help of school staff and parents. This view is the second important issue raised by teachers and servants. The participants strongly argue that school culture cannot be developed without the help of the school administration and parents.

D2 expressed that "*The number of individuals appreciating, implementing, and teaching our values has gone down. Especially in recent years, there has been a decline in the quality of our life and culture to such an extent that many are dissatisfied with this. I should say that school culture should occupy more place in education.*"

This expression indicates that school staff and the community should be more serious about school culture.

| Themes | Directors | | Teachers | | Servants | |
|---|---|---|---|---|---|---|
| | Stating opinion | % | Stating opinion | % | Stating opinion | % |
| The society, individuals in school, common values, symbols, rituals, beliefs, and traditions form the basis of school culture | 1 | 7 | 58 | 34 | 1 | 7 |
| School culture should occupy more place in education with the help of parents and individuals in school | 1 | 7 | 33 | 19 | 4 | 27 |
| Effective management and education, school culture shapes individuals' behavior and unity | 1 | 7 | 27 | 16 | 0 | 0 |
| School culture helps collaboration and fighting problems | 5 | 33 | 9 | 5 | 0 | 0 |
| School culture creates a genuine, contemporary, multicultural, and respectful community | 1 | 7 | 11 | 6 | 0 | 0 |
| School culture adds to communal-organizational-individual development, performance, and academic success | 6 | 40 | 32 | 19 | 10 | 67 |
| Total | 15 | 100 | 170 | 100 | 15 | 100 |

**Table 2.** Perceptions of school culture.

D12 stressed that school culture needs to be taken more seriously, saying, "*School directors, teachers, servants, and particularly parents should show more effort to develop school culture.*"

A total of 6 directors, 32 teachers, and 10 servants expressed views that school culture contributes to communal-organizational-individual development, performance, and academic success, which is the most frequently expressed view by directors and servants. For them, the reason is that the improvement of school culture should be parallel to academic and individual development with pragmatic outcomes.

"*School culture reminds me of education and teaching. If educators do not avoid their responsibilities, school culture can possibly reflect to students' learning*" argued S2. This view indicates a possible effect of school culture on students' academic success.

"*School culture has a great effect on individual's societal and personal development. Therefore, school culture should not be academic-success, but personal and societal centered*" remarked D11. This view emphasizes the contribution of school culture on personal and societal development. "*For the sustainability of school culture, efforts should definitely focus on academic success*" pointed out D5.

### 3.2. The functions of existing symbols, values, and rituals in educational institutions

The views by school directors, teachers, and servants on the functions of existing symbols, values, and rituals in schools are as in **Table 3**.

Out of 200 participants, 9 directors, 131 teachers, and 14 servants expressed views and stressed that symbols, values, and rituals functioning together through existing various activities add a great deal to societal, organizational, and personal development of school culture. This view has been raised by the majority of the participants. They reasoned their views for the observable and satisfactory benefits of the presently existing school culture.

The participants also emphasized that school culture can be a factor to lead the society to better positions. "*The functions of the symbols, values, and rituals should be well organized in terms of place and time. They should function within the arranged framework. They have the potential to lead the society to a better position*" explained T65.

| Themes | Directors | | Teachers | | Servants | |
|---|---|---|---|---|---|---|
| | Stating opinion | % | Stating opinion | % | Stating opinion | % |
| Various activities in school culture working in harmony add a great deal to societal, personal, and organizational development | 9 | 60 | 131 | 77 | 14 | 93 |
| Due to constrains in number of students, financial issues, and the educational system, applications are not at required level and need improvement | 6 | 40 | 39 | 23 | 1 | 7 |
| Total | 15 | 100 | 170 | 100 | 15 | 100 |

**Table 3.** The state of symbols, values, and rituals existing in educational institutions.

The participants also stressed the contribution of school culture to emotional development. "*Several activities in our school aim at social and emotional development of our students. Bazars held intervally and donations add a lot to our students' emotional development*" pointed out S9.

In total, 6 directors, 39 teachers, and 1 servant expressed worries that the functions of symbols, values, and rituals are not at the required level because of some constraints such as number of students, lack of financial support, and education system and they needed to be improved.

Some participants emphasized that due to the lack of financial and moral support to the teachers, symbols, values, and rituals cannot function as expected from time to time. "*There are some deficiencies in the functions symbols, values, and rituals in our school. Our educators should be satisfied financially and morally, which leads to both the teachers and students to perform more effectively*" said T68.

A small number of participants stated that the functions of symbols, values, and rituals were not at the required level. S4 expressed views saying, "*There are deficiencies in the function of symbols, values, and rituals in our school. The rituals, which are binding factors in school culture, are declining day by day.*"

It has been expressed that the low level of the function of symbols, values, and rituals is because of the excess number of students for each teacher. "*There are a huge number of students in each class and this is because of insufficient number of classrooms. This, naturally, decreases the function of symbols, values, and rituals*" explained T27. This indicates that financial lack is the biggest handicap in developing school culture.

### 3.3. Tasks and responsibilities for increasing the functions of symbols, values, and rituals

**Table 4** shows the tasks and responsibilities of directors, teachers, and servants for the development of the functions of symbols, values, and rituals.

**Table 4** presents views of 200 participants about the subject in question. In total, 3 directors, 44 teachers, and 5 servants emphasize that the school staff should be well aware of their tasks and responsibilities to raise the function of symbols, values, and rituals. This is the most frequently stressed view and the reason is that, as they point out, as in every phase of life, the feeling of responsibility should be in the issue of school culture, too. "*School directors and teachers should act in accordance of the needs of students and servants. Every individual should have the responsibility for each other*" explained T65. That is to say, all the involved participants should have the responsibility to raise the function of symbols, values, and rituals.

D61 points out to the importance of being aware of one's task to raise the function of symbols, values, and rituals. "*First of all, everybody in this institution should carry out what has been described. If everybody fulfills his/her responsibility, does not interfere with others, and sticks to the allocated time, the functions* improve." (D61).

A total of 23 teachers argue that the staff should be receptive to development and should support each other to raise the function of rituals, values, and symbols. Particularly, the directors and servants are not interested in this issue because the socioeconomic system and the law of this country do not support individual development. Only the teachers emphasized the importance of being receptive to development. This can be assumed that the number of teachers advocating life-long learning is higher compared to the other school staffs who do not advocate this view.

| Themes | Directors | | Teachers | | Servants | |
|---|---|---|---|---|---|---|
| | Stating opinion | % | Stating opinion | % | Stating opinion | % |
| Directors should assign and explain task effectively and do arrangements according to the teams | 3 | 20 | 26 | 15 | 0 | 0 |
| The staff should be aware of their duties and take responsibilities seriously | 3 | 20 | 44 | 26 | 5 | 33 |
| The staff should be open to development and support each other | 0 | 0 | 23 | 14 | 0 | 0 |
| Besides academic success, directors and teachers should organize student-centered activities for personal and societal development | 0 | 0 | 12 | 7 | 1 | 7 |
| School staff should work for common aims in organizational loyalty and collaboration | 3 | 20 | 24 | 14 | 7 | 47 |
| The staff should share ideas and have effective communication | 2 | 13 | 18 | 11 | 2 | 13 |
| Meetings, training sessions, seminars, excursions, and activities should be organized for directors, teachers, and students | 4 | 27 | 14 | 8 | 0 | 0 |
| All adults in the school should be role models for the students | 0 | 0 | 9 | 5 | 0 | 0 |
| Total | 15 | 100 | 170 | 100 | 15 | 100 |

**Table 4.** The tasks and responsibilities of directors, teachers, and servants for the development of the functions of symbols, values, and rituals.

T66 expressed views as, "*Directors, teachers, and servants in the school should be receptive and follow innovations.*" "*In order to adapt to time, new ideas, and materials, every teacher and director should develop themselves and be receptive to new approaches*" added T3.

In total, 3 directors, 24 teachers, and 7 servants agreed on the views that the school staff should set a common aim and provide organizational loyalty and collaboration to raise the function of systems, values, and rituals. This is the second most frequently stressed view by 34 participants with the fact that school organizations need to come together with common interests.

"*For the development of symbols, values, and rituals, directors and teachers should leave exam-based and memorization system and adapt a constructive child-centered education. If done so, symbols, values, and rituals will develop and the school will benefit from it*" stated T3. In this respect, the participants frequently emphasized the importance of student-centered education to raise the function of symbols, values, and rituals.

"*If an education system is applied to respond more to the benefits of both the society and students themselves, rather than focusing more on academic success, the function of symbols, values, and rituals will improve*" explained T17. The expectations, according to the participants' views, should be more on societal and individual development rather than on academic success.

### 3.4. Suggestions to improve quality during the process of the development of school culture

Table 5 presents suggestions for quality improvement during the process of the development of school culture.

| Themes | Directors | | Teachers | | Servants | |
|---|---|---|---|---|---|---|
| | Stating opinion | % | Stating opinion | % | Stating opinion | % |
| There should be more supervision and performance evaluation of school culture | 0 | 0 | 9 | 5 | 2 | 13 |
| Effective communication, collaboration in common values, organizational loyalty, and task awareness should be raised | 3 | 20 | 51 | 30 | 6 | 40 |
| Teacher and student self-development should be encouraged and awarded | 1 | 7 | 25 | 15 | 0 | 0 |
| Parent involvement in education, meetings, and activities should be encouraged | 1 | 7 | 16 | 9 | 1 | 7 |
| Physical structure of schools and equipment should be developed | 1 | 7 | 5 | 3 | 0 | 0 |
| Cultural activities such as graduation ceremonies sports activities, meeting with old graduates, poetry, theater, exhibition, excursions, the meaning of the week should be organized | 7 | 47 | 37 | 22 | 4 | 27 |
| Training, seminars, and conferences that should be involving the staff and students should be organized | 1 | 7 | 6 | 4 | 2 | 13 |
| Formal arrangements should be done, programs should be prepared, and different teaching methods and technology should be put in use | 1 | 7 | 21 | 12 | 0 | 0 |
| Total | 15 | 100 | 170 | 100 | 15 | 100 |

**Table 5.** Suggestions to improve quality during the process of the development of school culture.

As it can be noted in **Table 5**, 200 people presented their views. A total of 3 directors, 51 teachers, and 6 servants commonly agreed on the need of effective communication, collaboration in common values, view exchange, motivation, organizational loyalty, and job awareness. This view is mostly advocated by 60 participants. Besides, it was the most frequently emphasized view by the teachers and servants. The reason for such a common agreement, as the participants put forward, was the belief in the effective impact of participation in decisions and organizational responsibility.

"*School directors should increase teacher motivation to raise the quality of school culture*" *stated* S1.

"*The working environment should be improved and the staff's motivation should be increased*" said T62. There were ample views about the importance of encouraging teachers.

T53 added saying, "*Parallel to school culture, there should be a very strong communication among directors, teachers, and other staff because successful and effective management helps shape culture.*" This view was shared by the participants, who emphasized that effective management would raise the quality of school culture.

A total of 1 director and 25 teachers argued that both teachers and students should always support and reward themselves. However, none of the servants agreed with this view. A total of 26 participants put this view forward.

T14 stressed saying, *"We, the teachers have a great role in transferring school culture, providing and sustaining a good quality education in the best possible correct way. Therefore, teachers should be provided with a good environment they need, be supported and rewarded."* The urgent support for teacher development was frequently brought up in views.

*"In order to add to quality, an educational institution needs to employ qualified staff and intake good students. For better productivity, the staff should be well satisfied with the pay. On high performance, students should be rewarded by the teacher"* remarked T19. Rewarding both teachers and students was a common expectation among the participants.

A total of 7 directors, 37 teachers, and 4 servants agreed that cultural activities such as graduation ceremonies, sports activities, meeting with old graduates, poetry, theater, excursion, and the meaning of the week are organized. This issue was frequently raised by both 48 participants and the directors. With this argument, they believe that interaction among individuals develops school culture.

*"Before anything else, when on excursions, convenient and comfortable means of transport should be provided for carrying out activities without any constraints"* explained T61. In this respect, the participants pointed at the importance of excursions in the quality of school culture.

*"I suggest that collective activities are organized and school awareness is created and adapted by all individuals"* said D5. It is believed that activities are effective means to create a unity among all the individuals in school organizations.

D2 raised views saying, *"In order to increase the quality during the process of developing school culture, activities should be organized in advance, for example, activities leading students to develop themselves in a certain field, such as sports to increase interest through competitions."*

It is advised that the quality of school culture should be raised to help the students' development. The reason for these views by the participants is that life-long learning has a positive impact on school culture, and individuals trying to develop themselves do not receive sufficient financial and moral support.

## 4. Discussion and conclusions

### 4.1. Perceptions and views about school culture

In total, 7% of the directors, 34% of the teachers, and 7% of the servants agree that the society, individuals in schools, common values, symbols, rituals, and beliefs and traditions form the basis of school culture. The reason for sharing this view by a great majority of teachers is that they are used to transferring school culture through activities. In their study, Özoğlu and Turan [17] defined school culture as a unity of meanings formed by the individuals in the organization and stated that in the light of research findings, symbols occupy an important place in school culture.

In total, 7% of the directors, 19% of the teachers, and 27% of the servants stressed that with the help of the directors, staff, individuals in schools, and parents, school culture should be

spread more throughout education process. In their study, Karadağ and Özdemir [18] reached a different finding, which revealed that a majority of school directors demanded more applications to prioritize role and task culture when defining school culture.

In total, 40% of the directors, 19% of the teachers, and 67% of the servants believe that school culture contributes to social—organizational—individual development, performance, and academic success. Another finding by Karadağ and Özdemir [18] is that school culture has significant importance and is a must in the transfer of sociocultural inheritance as well as in students successfully achieving their socioeconomic roles. In a study by Doğan [19], it is stated that school culture has a positive impact on students' success.

## 4.2. The functions of existing symbols, values, and rituals in educational institutions

In total, 60% of the directors, 77% of the teachers, and 93% of the servants stress that when symbols, values, and rituals function together interactively and in harmony, school culture contributes a great deal to social-organizational-individual development. Özdemir [20], on the other hand, argues that, when schools with weak school-culture are considered, it is noted that the relation among directors, teachers, students, and parents is far from being strong. In a study, Özoğlu and Turan [17] found out that as a result of differences, there emerged some sub-cultures, but there was a common organizational culture and power among all the individuals belonging to that organization.

In total, 40% of the directors, 23% of the teachers, and 7% of the servants admitted that due to the number of students, financial problems, and the education system, the functions of symbols, values, and rituals was not at the expected level and needed development. Aslan et al. [21], in their study, argued that ceremonies to bring about unity were not arranged because of lack of physical places and insufficient financial support. In another study by Silman et al. [22], it was argued that new generations did not appreciate the values reflecting their traditions as in the past and there was a possibility of losing rituals and values in due course.

## 4.3. Tasks and responsibilities for increasing the functions of symbols, values, and rituals

In total, 20% of the directors and 15% of the teachers stress the need for an effective job distribution and description as well as arrangements with the characteristics of the team to raise the functions of symbols, values, and rituals. In their studies, the authors [20, 23], too, shared the similar idea and emphasized that the directors should do sound arrangements to meet the expectations of both teaches and students, who are the factors affecting the school culture. The authors [17–24] state that the director in an institution is the leader in the process of school culture.

The need for job awareness and responsibility by the school staff to raise the functions of symbols, values, and rituals was commonly shared by 20% of the directors, 26% of the teachers, and 33% of the servants. In the study by Doğan [19], the teachers expressed views that school culture affects responsibility awareness. In similar studies by the authors [20, 25, 26], task culture occupies the highest position in relation to school culture dimensions.

Setting common aims through which organizational devotion and collaboration is provided to raise the functions of symbols, values, and rituals was another view put forward by 20%

of the directors, 14% of the teachers, and 47% of the servants. According to studies by the authors of [27, 28], in organizations where there are strong organizational elements, tolerance, and mutual support, and collaboration at a high level, there is always a high motivation, devotion, and an increase in the staff's performance. It was noted in a recent study by Şahin [29] that strong organizational structures bring about organizational success.

In order to increase the function of symbols, values, and rituals, all adults in the school (directors, teachers, and servants) should be role models in the views of 5% of the teachers. In total, nine participants raised this view. On the other hand, none of the servants and directors expressed such a view. The reason for such a low rate of explanation is because the importance of being a "role model" has not been realized sufficiently. In a study by Özdilekler et al. [30], the significance of being the right role model to students has been stressed. It was found out in a study by Doğan [19] that, according to the teachers, students take their teacher as role models either consciously or unconsciously.

### 4.4. Suggestions to improve quality during the process of the development of school culture

In total, 20% of the directors, 30% of the teachers, and 40% of the servants commonly agree that awareness of effective communication, collaboration in common values, view exchanges, motivation, organizational devotion, and tasks should be raised. Similar to these findings, harmony, collaboration, and solidarity among teachers have been stressed in previous studies by Alemdar and Köker and Fedai et al. [31, 32].

Teachers and students should always be encouraged and awarded for self-development, which was a view raised by 7% of the directors and 15% of the teachers. Silman et al. [22] found out in their study that teachers and students were awarded with certificates and verbal thankings, but there has not been a fully satisfactory awarding system. This can be interpreted as a need of promotion and pay rise.

Another finding in this research is that 47% of the directors, 22% of the teachers, and 27% of the servants agreed on their views about organizing activities such as graduation, poetry, theater, exhibition, excursion days, and the meaning of the week. In their research, Karadağ and Özdemir [18] noted that the participants stressed the need for policies to be adapted to widespread activities, traditions, customs, habits, and rituals, which are the basic elements of school culture. In a study by Özoğlu and Turan [17], it was found out that farewell dinner ceremonies for teachers, awarding ceremonies for students, competitions, semester festivals, and graduation ceremonies are strong functional symbols.

In conclusion, although perceptions and thoughts are to do with school culture, school culture should be dealt with more in education. Therefore, some participants expressed worries that the functions of symbols, values, and rituals with great roles in school culture are not at the expected level due to the number of students, financial issues, and education system that need to be improved. Many participants stress the fact that the society, individuals in schools, common values, symbols, rituals, beliefs, and traditions form the basics of school culture.

## 5. Suggestions

- In order to increase the functions of rituals, symbols, and values, managers, teachers, and servants should be well aware of their duties. These qualifications should be considered when employing individuals. School managers can closely monitor the progress of symbols and rituals in influencing school cultures. Management can learn new information in this process and develop by self-improvement.

- Particularly, managers, teachers, and servants can organize various ceremonies, seminars, training sessions, excursions, activities, and meetings to bring students and parents together to fight for common aims. While doing so, individual-cultural similarities and diversities should be borne in mind. Cultural activities such as graduation ceremonies, sports activities, graduation days, poetry, theater, exhibition, excursions, meaning of the week, etc. can be organized to raise the quality.

- To raise the quality during the process of developing school culture, reasonable supervision and performance evaluation can be applied in school management.

- Additional budget can be allocated for the development of the physical structure of schools and the necessary equipment and education to raise the quality during the process of the development of school culture.

- New teaching methods, technology can be put in use, formal arrangements, and teaching programs can be prepared.

- Studies can be done on the capability of creating organizational devotion and collaboration of school managers and supervisors in relation to developing the functions of rituals, symbols, and values. Investigations may be conducted that examine school managers' learning ability in school culture, organizational commitment, and cooperation.

- Studies can be done in improving an effective, satisfactory, fair, and objective merit system for learning in school management.

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# Developing Countries' Marketing Communication Role in School Culture

Anıl Kemal Kaya and Umut Ayman

Additional information is available at the end of the chapter

**Abstract**

Marketing communication has a vital role for organization's internal and external representation in the marketing environment. Also, it creates a planned communication process for each organization attempt to become successful in the marketplace. Communication gives chances to organizations explaining, creating, and communicating information; it has a role to exchange the communicative messages mutually in terms of verbal and visual representation. In developing islands, service sectors are more developed and controlled by some Ministries. Education sector is controlled by Ministry of Education. Thus, school management must apply specific curriculum. According to Hofstede's cultural dimensions theory, quality versus quantity of life dimension focuses on whether society concentrates on quality or quantity of the life. Thus, private schools analyzed under profit-oriented institutions. This chapter is going to explore the role of marketing communication in private school culture. Firstly, it analyses current situation of private schools, marketing communication applications in the process of building their school cultures by using quantitative method, and then develop an ideal model of marketing communication for institutions that reflects their school cultures. This chapter is going to be valuable for school managers and be a guideline for them while they are trying to apply the marketing communication tactics.

**Keywords:** marketing communication, school culture, private schools, developing countries, Northern Cyprus

## 1. Introduction

This chapter is about how schools apply their marketing communication elements while reflecting their school culture by using new media tools in developing countries. As changing technology, the uses of mediums for society also changed. People start to use new media channels while they are trying to reach any information rather than using traditional media.

Hence, just using traditional media channels is not enough for institutions if they want to gain a competitive advantage. Consequently, using new media channels gives chance for interactive communication between institutions and their stakeholders. Thus, to make it clearer, marketing communication clearly is defined and the importance in this century is discussed. Also, marketing communication in education sector, the role of marketing communication in school culture, and school structure in Northern Cyprus are also examined in the first part in this chapter. Then second part, is about methodology part. In this section, data collection procedure, data collection, and coding in research were explained. Afterwards, in last section, there is an analysis about Northern Cyprus private schools Web sites and Facebook page analysis taken as a case study.

## 1.1. Marketing communication

In marketing communication, there are two terminologies such as marketing and communication. Under marketing concept, firstly companies must define their customer needs, wants, and their expectation, then according to those data, they must plan how they are going to fulfill their customer needs by designing their products or services. Therefore, companies must design their products or services; then according to market price (common price) decide on their price; they must transmit these products or services; and lastly develop their promotional activities. As product line increases day by day, companies must continue to develop or modify their existing products not to lose their competitive advantage. Thus, these developments increase the importance of marketing in every sector. In traditional marketing, just focusing on 3p (product, price, and place) was enough for companies; however, in this century, it is not enough and therefore under promotion activities, companies care on more communication with their customers. Therefore, communicating with the customer is essential for owning market share. On the other hand, marketing communication is a two-way communication that has two parties as company itself and customers who carry companies benefit, try to persuade, influence, and motive their attitudes and behavior to create positive effects and lead them to buy the company's products or services.

Marketing communication is a management process that the company creates and communicates messages to reach various target audiences that cause to create a mutual value with the company and its target market [1]. Marketing communication is an essential element for the companies to create favorable information flow to the target market with the use of promotional tools. Therefore, it is a long-term communication. Gaining competitive advantage in this market needs an application of accurate marketing communication strategies.

Communication is on the center in marketing because of some changes such as consumer gain power in market. Highly competitive market effects of global economy are changing consumption pattern of consumers and changing consumer expectation and their perception attitudes. These changes reduce the effect of traditional campaigns effect on consumers. Therefore, to prepare accurate campaigns, companies should send all valuable information about their product, price, and place by using marketing communication mix elements. All marketing communication elements such as advertising, public relations, direct marketing, sales force, and sales promotion activities have different roles in the campaigns. Hence, companies should

know what and when they will use these marketing communication mix elements during campaign period.

Marketing communication evolves to create a planned communication process for each organization attempt to become successful in the market place. Marketing communication as an integral part of marketing management can also be another name for promotional elements. Marketing communication as vital marketing tools consists of promotional variables, which can be used in persuasively communicating favorable information about organizational products to its target audience. Marketing communication evolves to create a planned communication process for each organization's attempt to become successful in the market place. Keller focused on to 10 different subject categories that are easily adaptable to marketing communications in education industry [2].

As seen in **Table 1**, there are 10 primary tools in marketing communication that companies use to gain a competitive advantage while they are reaching their consumer (target audiences).

1.  Media advertising: television, radio, magazines, and newspaper are known as traditional mediums that companies use to reach their target audience by caring rating and circulation rate before they calculate gross impression, frequency of exposure, and the reach point.

2.  Direct response advertising: direct mail, telephone solicitation, online advertising are mostly used tactics from the company when they want to create direct response.

3.  Place advertising: by using billboards, bulletins, poster, transit ads, cinema ads to get the attention of target audience and give them a brief information or idea about products or services.

4.  Store signage and point-of-purchase advertising: help for audience or customer to find out easily by using external store signs, in-store shelf signs, shopping cart ads, in-store radio, and TV.

5.  Trade- and consumer-oriented promotions: Categorized under two headings such as trade promotions that companies do some promotional activities for their intermediaries or their partners to support them as well; the idea is if the partner wins the market that means they will win as well. The second promotional activities are customer-oriented promotions that focus on individual customer to give them a chance to either test, buy, or use the good at least one time.

6.  Event marketing and sponsorships: can be sponsoring as a company to any sporting events, arts, fairs, festival, or causes.

7.  Marketing-oriented public relations and publicity: focusing on their product or service that attempts to get attention and interest of their customers.

8.  Personal selling: using professional personal to answer all the question mark in their consumer mind by using interactive communication.

9.  Social media: Facebook, Twitter, LinkedIn, YouTube.

10. Online marketing: mobile advertising, placed-based applications, search engine marketing.

**1. Media advertising**
● Television
● Radio
● Magazines
● Newspapers

**2. Direct response advertising**
● Direct mail
● Telephone solicitation
● Online advertising

**3. Place advertising**
● Billboards &bulletins
● Posters
● Transit ads
● Cinema ads

**4. Store signage and point-of-purchase advertising**
● External store signs
● In-store shelf signs
● Shopping cart ads
● In-store radio and TV

**5. Trade- & consumer-oriented promotions**
● Trade deals and buying allowances
● Display and advertising allowances
● Trade shows
● Cooperative advertising
● Samples
● Coupons
● Premiums
● Refunds/rebates
● Contests/sweepstakes
● Promotional games
● Bonus packs
● Price-off deals

**6. Event marketing and sponsorships**
● Sponsorship of sporting events
● Sponsorship of arts, fairs, and festivals
● Sponsorship of causes

**7.Marketing-oriented public relations & publicity**

**8. Personal selling**

**9. Social media**
● Facebook
● Twitter
● LinkedIn
● YouTube

**10. Online marketing**
● Mobile advertising
● Placed-based applications
● Search engine marketing

**Table 1.** Primary tools of marketing communications [2, 3].

## 1.2. Marketing communication in education sector

In this highly competitive business markets, companies should focus on effective use of marketing communication to achieve their goals and gain consumer satisfaction in various markets and education sector as well. The education sector is one of the prominent sectors around the world that success, satisfaction, quality, and long-term relationship with mutual interaction within marketing communication tools lead to successful outcomes for the schools. Specially, high school education, which is compulsory in Northern Cyprus, the students have some years to visually and verbally understand with conceptual thinking and emotionally being a socially responsible person to survive their battles and gain success in their lives.

The education sector newly focuses on the marketing communication tools within their marketing mix strategies. Firstly, research has a vital role in every industry. Also, research is vital for the institutions that help the companies to understand situation analysis and use the data in their further strategies. Further strategies must focus on segmentation, targeting, and positioning should be done for education sector as well. Segmentation consists of dividing the market into smaller groups to reach more effectively to right people in a right way at the right time with right strategies with the use of marketing communication tools. Targeting is a second essential strategy of the company to define the target group. Last one is positioning, which the companies try to find out a perceptional positioning in the consumers' minds with the use of symbolic, functional, and experiential benefits to create top in the mindset of the consumers. For the companies as private schools, the name of school is the brand, which is a kind of tangible and intangible assets that add value to create its brand equity. Shimp pointed out that "a brand is everything that one company's particular offering stands for in comparison to other brands in a category of competitive brands" [3]. Clow & Baack, pointed out that strong

brand names have more power on people to identify the brands and include distinctive and positive perception in the consumers' minds [4]. Thus, the brands cover more than a name that represent the school, which is everything related with the high schools in their environment because of differentiating schools among the rivals.

Technological advances and marketing communication tools are showed in **Table 1** that shed a light into education sector from marketing communication perspective. These can be designed by marketing communication professionals to gain success not only in education as a service but also become competitive businesses, which are aggressively competing with the competitors.

## 1.3. The role of marketing communication in school culture

Organizations like individuals in the society, which have some set of beliefs, values, and behaviors. Like individuals, the organizations have some characteristic differences on their culture as well. Culture is considered by the means of interactions between individuals, which is a learned process [5]. As communication plays a vital role in terms of the interaction between individuals, the diffusion of culture depends on communication. The main elements of culture are communication, emotions, thoughts that are based on the mutual flow of communication and information within the society.

Education is one of the most important sectors in Northern Cyprus. The success of schools is one of the most important issue for the schools. The schools should gain market share in the marketplace that is the growth stage of private schools in a developing country. The high schools should consider the quality, which is one of the most prominent asset for the schools. To gain success with quality as a benefit of the schools, they should consider creating their school cultures. Internal and external environments are important parts for school culture. Internal environment covers teachers, students, administrative branches, and main branch. External environment covers the stakeholders such as government offices, media, nonprofit organizations, associations, and so on who could affect negatively and positively the future surviving mechanism of the school's wellbeing. Thus, the stakeholders' perception of school culture plays a vital role to transfer school culture into the school image. School culture is created by the internal environment of the schools, which is a learning process of culture, that are internally and externally available to participate in the process.

School culture "is comprising the values and norms of the school or organization" [6]. According to Mitchell and Willower, he found out that "organizational culture grounded in academics and school spirit" and the students are considered as one of the most important group for organizational culture [7].

"A school's culture–positive or negative–stems from its vision and its established values. Whether the culture is strong or weak depends on the actions, traditions, symbols, ceremonies, and rituals that are closely aligned with that vision" [8]. Also, Jerald pointed out that the importance of school culture's vision and values [8]. These are intangible considerations to build up a school culture with the learning, sharing, obeying, and transferring the values within the organization itself. The reflection of school culture is the school culture image that is perceived by the stakeholders who are externals to the school. The issue of school culture

| | |
|---|---|
| Girne American College | Kyrenia |
| Doğu Akdeniz Doğa College | Famagusta |
| Ulus.Kıbrıs Koleji (Levent College) | Nicosia |
| Ted College | Nicosia |
| Necat British Academy | Kyrenia |
| The English School of Kyrenia | Kyrenia |
| Yakın Doğu College | Nicosia |
| Güvence College | Kyrenia |
| Final College | Famagusta |

**Table 2.** Private school in Northern Cyprus.

perception in terms of private school's image is needed to be transferred from school to stakeholders. The successful school culture image is the responsibility of marketing communication professionals. To cope with highly competitive marketplace, the private high schools should use marketing communication tools professionally. The way of marketing communication tools depends on the target market and segments, which are researched by the organizations in the society. The use of marketing communication in private high school education in Northern Cyprus may create long-term successful mechanisms and its survival in the highly competitive education sector as well.

### 1.4. School structure in Northern Cyprus

Throughout 2015–2016 period, there are 94 high schools in Northern Cyprus in which 19,068 number of students get education from 1775 teachers, which show that each teacher should concentrate on approximately 11 students (the ratio of student/teacher) [9].

As seen from **Table 2**, nine private schools give their education as an alternative to public school. The main difference between private schools and public schools are education hours. For instance, private school gives whole day education, start at 8 and finish 16.00 o'clock but public school gives half day education, start at 8 and finish 13.00 o'clock. On the other hand, the main common characteristic facilities for both type schools (public and private) depend on and are controlled by the Ministry of Education. There is a fixed syllabus for all schools that they should complete during the education period. Therefore, the private schools complete these fixed syllabuses and have a chance to give extra-curricular activities because of the time spending in the school hour [10].

## 2. Methodology

In quantitative methodology, content analysis was used to understand the nine private high schools media usage while they are reaching their stakeholders. As mentioned earlier,
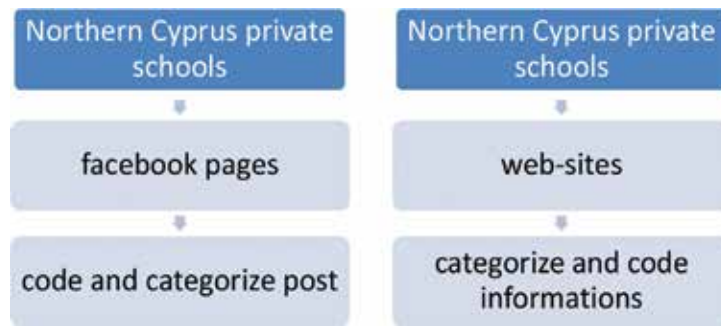
**Figure 1.** Procedure in research.

according to Hofstede theory, quality versus quantity of life, private schools are trying to differentiate their education by focusing on more quality oriented rather than quantity of the life. In that case, there are nine private schools depending on Ministry of Education in different regions in North Cyprus and all were analyzed.

### 2.1. Data collection procedure in research

In data collection, all nine private schools are separately analyzed one by one by checking their Facebook pages posts and web sites information to evaluate how and what types of information about their education services they are sharing during interactive communication with their target audience and whether if they can reflect their school culture; like their history, values, missions, and their vision in their activities, ceremonies, awards, and their slogan. Thus, in the analyses of web sites, information are analyzed and interpreted according to education system, price, place, communication elements, and school culture reflections. Also in Facebook pages, the posts are taken into consideration like follow, visit, posts, video, picture, and efficiency of the institution usage criteria as shown in **Figure 1**.

### 2.2. Data collection and coding in research

As a data collection method, the researchers one by one categorized Facebook pages and Web sites of the private schools. Each private school's product as education, price, place, company, events, press releases, slogan, and logo were categorized and coded data were explained in each column. The content of each column was coded by researchers that the representative words and abbreviations were used as coded data.

## 3. Findings and conclusion

This part has two sections. In the first part, nine private high schools Web sites and Facebook pages data uses are interpreted and a model of marketing communication for institution that reflects their school culture is designed. In the last section, there is a conclusion part of this chapter.

### 3.1. Findings

As mentioned earlier, nine private schools Web sites are analyzed by checking whether they give information about their education (as product), pricing, place (about their location), and the messages that they are using while they are reaching their target audience.

According to **Table 3**, among nine private schools, three of them perfectly give all detail information about their education system and their prices where four of them just give brief information about the courses without telling the education price that they are asking in their web sites.

Some web sites have some language option where some does not have. This contradicts because all these nine schools claiming that instead of mother language Turkish, they are highly emphasizing English language in their education system. Especially Necat British and English School of Kyrenia has no language option, all their information are only in English language; however in Northern Cyprus, mother language is Turkish and cannot be expected that everybody has English knowledge (**Table 4**).

| College | Product (education) | Price | Place | Company history(H) Mission(M) Vision(V) Staff(S) Forms(F) Language(l) | Events | Press release | Slogan and logo |
|---|---|---|---|---|---|---|---|
| Yakındoğu | *Brief inf. about course *No evaluation criteria *No curriculum | No Info. | Show in map and given tel. no | H: Y M: Y V: Y S: Y F: N L: E&T | No info. | yes | No Slogan but use logo |
| English School of Kyrenia | *Perfectly explained each class course *Full curriculum *Grading criteria *Activities explanation | Full Info. All type pay | Show in map and given tel. no | H: Y M: Y V: Y S: Y F: Y L: E | Yes | Yes | They use their logo and slogan |
| Necat British Academy | Perfectly explained each class course *Full curriculum | Full Info. All type pay | Show in map and given tel. no | H: Y M: Y V: Y S: Y F: Y L: E | Yes | Yes | No slogan but use logo |
| TED | Brief info about courses | Full Info. All type pay | Show in map and given tel. no | H: Y M: Y V: Y S: Y F: Y L: E&T | Yes | Yes | They use their logo and slogan |

| College | Product (education) | Price | Place | Company history(H) Mission(M) Vision(V) Staff(S) Forms(F) Language(l) | Events | Press release | Slogan and logo |
|---|---|---|---|---|---|---|---|
| Girne American College | Very brief info about courses | No info | Show in map and given tel. no | H: N M: N V: Y S: Y F: Y L: E&T | Yes | Just what they prepare not published format | No slogan but use logo |
| Doğa College | Very brief info about courses | Few info not updated | Show in map and given tel. no | H: Y M: Y V: Y S: N F: Y L: E&T | Few info about NC camp | No info about NC campus | They use their logo and slogan |
| Levent College | Almost no info | No info | Show in map and given tel. no | H: Y M: Y V: Y S: N F: Y L: E&T | No info. | No info. | They use their logo and slogan |
| Final college | Very brief info about courses | No info | Show in map and given tel. no | H: N M: Y V: N S: Y F: N | Yes | No | No slogan but use logo |
| Güvence | No info | No info | No info | No info | No info | No | No |

**Table 3.** Private school's web page analysis in Northern Cyprus.

When checking the schools Facebook usage, Yakındoğu College has no shared promotion or events video. They just post some events & activities pictures and some succeeded field pictures. No matter, they have 1322 followers and 1328 people liked their page, such that max liked picture was 71 people, which is about Yakındoğu championship in football; and 14 shared people and 82 people liked the post that is about their start of new education year.

On the other hand, English School of Kyrenia and Necat British school cares about video's posts that all these videos are related with activities they perform and promotion video that express the school values, mission, and vision. For both schools, their promotion videos are viewed by 4800 people for Necat British and 9427 for English school of Kyrenia. In addition to this, when they are posting some posters and news, they get approximately 315 like (English school of Kyrenia) and 220 like (Necat British).

In Ted College Facebook page managed by school representative, the average liking rate is 20–25 people from their posts. Most liked video was about Atatürk which was viewed by 1300 people. However, they are using their Facebook page efficiently by updating their post, caring and diffusing all the information about their school such as exam announcement, activities program, bus schedule, etc.

| College | Like & follow | Visit | Posts | Video | Picture | Efficiency |
|---------|---------------|-------|-------|-------|---------|-----------|
| Yakındoğu College | 1328 (L) 1322 (F) | People do not post location info when they go there | Social R. Competition Activities Events | No video | 117 photos | Not frequently post |
| English School of Kyrenia | 2303 (L) 2349 (F) | 769 (V) | Events Activities Competition Recruitment Press R. Ceremonies Social R.P | 6 videos | 134 photos | Posts frequently Add their awards and mission in about part |
| Necat British | 5617 (L) 5578 (F) | People do not post location info when they go there | Events Activities Competition Recruitment Press R. Ceremonies Social R.P | 15 videos | 2844 photos (all categorized) | Posts frequently Add their awards and mission in about part |
| TED College | 1851 (L) 1845 (F) | 3718 (V) | Events Seminar Celebration days (national or religion) Ceremonies Exam announ. Activities program announcement (TV program, bus schedule) | 7 videos | 223 photos | Posts frequently Add their awards and mission in about part |
| Girne American College | They have no official Facebook page, it seems an unprofessional like just having Facebook account, send people friend request instead of liking their pages. Therefore, most their posts are related with product or service announcement and are not related with school or education. | | | | | |
| Doğa College | 759 (L) 756 (F) | 378 (V) | Inside classroom Within lecture hour Teachers in activities Exhibition Celebration | No video | 13 photos | Not frequently post |
| Levent College | 976 (L) | 11,260 (V) | Just parents post some of their kid's activities, pictures, and they are posting when they visit school. | | | |
| Final College | 1561 (L) 1565 (F) | 217 (V) | Events Seminar Celebration days (national or religion) Ceremonies Activities | 3 videos | 703 photos | Posts frequently Add their mission and their story in about part |
| Güvence | They have no official page in Facebook | | | | | |

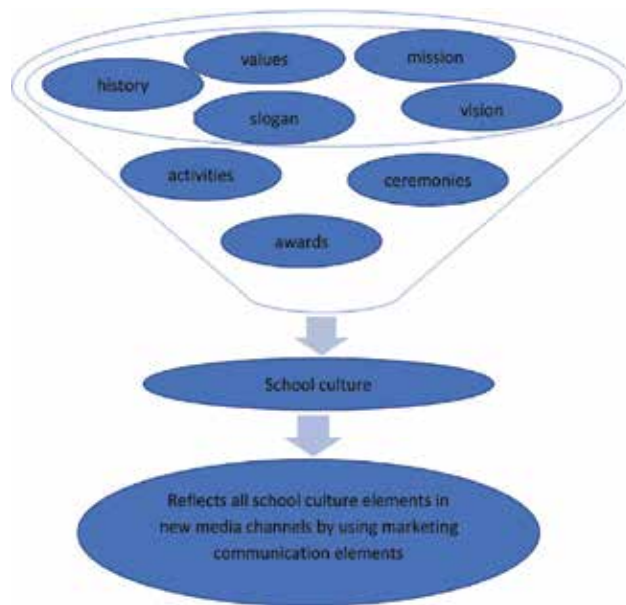**Table 4.** Private school's Facebook page analysis in Northern Cyprus.

**Figure 2.** Model of marketing communication for institution that reflects their school culture.

Girne American and Levent College seems that, school representative does not manage their Facebook pages. Thus, the audience (parents) while searching some school information for their kids may not get a valid and reliable information about that schools.

Doğa College has very few pictures about their schools; therefore with limited pictures, it is difficult to understand and differentiate this school from other colleges.

Final College as a newest private school, had a school culture representation with the use of new media. They categorized their photos according to the activities and ceremonies. There-fore, according to visual representation of Final College, the target audiences have a chance to get an idea about the school culture. Since, they are posting frequently, they continue to keep communication with target audience.

As it seen **Figure 2**: model of marketing communication for institution that reflects their school culture model, institution history, values, mission, vision, and slogan are the main elements that create school culture and this school culture reflected in the school activities, ceremonies, and their awards. While schools applying marketing communication, all their tactics should express their school culture. Hence, target audience should get that feeling and the information while using these mediums.

### 3.2. Conclusion

As a conclusion, in the highly competitive business environment, the developing countries need to show more importance to have marketing communication tools to construct their school culture. If they are franchised or not, each private school should act or adapt their school culture locally to create a positive and successful school culture perception in terms of

image. Decentralization of decision making mechanisms may create another asset for the schools to compete in different cultures. As being private schools in Northern Cyprus, they use a degree of marketing communication tools. For their future survivals, they should consider educational success, quality, learning, and assessments with the integrated educational tools and the use of marketing communication tools.

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# Risk Management Strategies in School Development and the Effect of Policies on Tolerance Education

Behcet Öznacar

Additional information is available at the end of the chapter

## Abstract

Safety schools gain their quality of management by setting up strategies for risk management. The nature of safety schools relies on culture, management, and psychological guidance. In this respect, schools have intensified the need to concentrate on strategic planning for making school managements in quality context. The key term in quality for the school management is to focus on risk management. Risk management covers the potential pitfalls before facing threats. Therefore, strategy and policy establishment are important for managing the risks. In the first step, monitoring risks and examining opportunities and weaknesses are the major attempts to reach out quality. This research encapsulates examination of risk management in schools and current strategies and policies for the risks in the school cultures within qualitative nature. Experiences of headmasters and vice headmasters were gathered through interview. Thematic analysis was conducted to examine themes: culture of schools, strategy and policy of schools, and risk management. Research results revealed that headmasters and vice headmasters are aware of risk management. Schools are not enough to practice policies and strategies for establishing a school culture. It is seen that school culture and quality can be empowered through setting risk management and setting further policies and strategies.

**Keywords:** risk, management, strategies, tolerance, education

## 1. Introduction

Safe schools develop risk management strategies and raise management quality. The nature of such schools is dependent on culture, management, and psychological guidance. In this respect, schools have to focus on strategical plans for quality management. For a school management, the basic terminology of quality focuses on risk management, which includes potential traps without facing threats. Therefore, forming strategies and policies is of crucial importance for

risk management. As a first step, observation of risks and specifying weaknesses and strengths are great efforts in reaching quality. This research investigates risk management and valid strategies and policies for risks in school culture. School culture is the mirror of a school, and risk management is a procedure to facilitate school performance. A qualitative quality was used in this research. In order to define the policies and strategies of risk management, directors and assistant directors were interviewed. A thematic analysis was done to examine themes: school culture, school strategies, school policies, and risk management.

## 2. Risk management strategies and policies

Developing technology and growing school population yield several risk factors for students in schools. These factors are psychological worries, bad and imaginary environment, technology, and inclination to violence. Violence is a concept that individuals face in every phase of their life, and this is adapted by everybody. The universality of violence emerges from the harm it gives to individuals and the community [2]. Students, who adapt violence, tend to make it a way of taking pleasure in later phases of their lives. Satan [15] found out in a research that the widespread "violence" concepts in schools have become a way of protecting oneself physically and emotionally. Olweus [7], an expert on violence among peer students, defines violence as "*a repeated exhibition of the same negative behaviors of one or more students.*"

In a published study by Tatlıoğlu [17], it was stated that adolescent and young students have an inclination to solve problems with others by violence; they believe to be more effective, instead of talking to each other. At this point, the most crucial reason for inclination to apply "violence" rather than violence itself and why they see this the only way to solve problems. According to Tatlıoğlu, a big majority of teachers assumed that "violence" is a reflection from families. Children receiving violence from their families tend to see it as a first step to solve their problems and can only be controlled by violence [4].

Besides physical violence, another danger for the students taught by technology is "cyber violence." The use of technology without the required education and equipment will give more harm than benefit. It is obvious that, besides its benefits, Information Technology (IT), at this point, brings along various worries. For example, individuals meet others at imaginary environments without knowing each other well and thus find themselves open to some threats; their interest in their school and lessons decreases due to frequent use of the technology; they direct their attention to other issues; they adapt different styles of communication, which weaken their actual socialization; and they share personal information and privacy.

Violence in schools can be in the forms of swearing at others, giving physical harm; threatening other individuals, being tough toward others and trying to be dominant on them by pushing, hitting, and fighting; threatening someone by toy guns, abusing, harming with a knife, or taking alcohol and forcing others to attend classes [5].

It has been concluded in Peker's [14] published research that a big number of the participant students have faced "cyber violence." In addition, the number of students applying "cyber violence" is lower. However, even the less number is a threatening picture for the future. It

is very likely that individuals inclined to such behavior, starting at a young age, begin to get pleasure in it and enjoy behaving that way. The findings of the study showed that "cyber violence" is a risk factor in the environment where socialization becomes difficult and lessens, which creates more "cyber bullying" with more "cyber violence" parties. Another significant result of this study is that domination on gender and the use of the Internet is a risk factor.

It should not be forgotten that besides the worries emerging from human beings, there are natural risks as well. The geographical conditions of the location of schools, the natural sources, and threats around should be well known, and plans should be made accordingly. Because the origin and size of natural and human-oriented dangers and threats cannot be foreseen in advance, protective and preventive measures need to be taken to minimize any harms, and in the case of school involvement in any incident, it should be intervened in the fastest and the most correct way.

The main aim of the plans made to fight natural disasters should be to foresee the possible catastrophy and risks before such disasters happen and handle any harm or minimize its effects or, if possible, be ready to lessen the risks of the disaster. In addition, being aware of what should be done, rescue and first-aid needs should be faced during the disaster. Even more, it is of utmost importance that fast decisions are made to fight the disaster on the spot and in time. Following this, plans and strategies should be set and applied in the possible shortest period of time to start to turn back to the normal operation of the school.

In their study, Özmen et al. [10] examined the subject question and found out that Turkey and other countries have developed sound action plans and programs to fight the risks of natural disasters. Plans and programs related to this issue should be overviewed and developed according to climate conditions. In this respect, not only schools and the Ministry of Education but also the Civilian Defense and Security units should work in a supportive collaboration.

Parallel to rising education levels, both teachers and students are in a position to face risks in different types and dimensions. Students, after a certain education level, have the worries about where to pursue their carriers and what steps they should follow. The big number of individuals with such worries indicates a failure in reaching the aims of education, and this creates uncertainty in terms of the quality of education and the aims expected to be achieved. Making sound career plans and implementing them, in the first place, will contribute to the students in achieving their aims, will increase their interest in their studies, and as a result, the schools will achieve their basic targets in providing the students with the necessary knowledge and technical skills to do their job.

Carrier plans have specific aims and processes. They help students reach their career aims and develop their technical knowledge and skills. They also help students receive a good education, satisfy and equip them to carry out their jobs willingly. A well-planned education system, including all the requirements, will guide the students have a more concrete look into their career plans and will follow a better way for their benefit. As in planning careers, students' aims shape their targets and the point they want to reach [11].

Career counseling is a system in educational institutions that every individual needs from early to later ages in every field. From the early and the following school years, students start

to direct themselves to specific job opportunities through developing their skills. However, if they lack necessary guidance or a system or teaching staff to help them develop their skills, they will be disappointed and have obstacles in fulfilling their aims. This, in the end, will turn into a risk in the individuals proving his/her skills and abilities. Educational managers, individuals carrying out guidance and counseling tasks, and other teaching staff have significant roles in career planning. The help the teaching staff provide is totally connected to the students willing to benefit from it [19].

In the process of career planning, there should be certain professional paths to be followed to make it more active and responding. One of these paths, "Mentoring" can be shown as an example. Mentoring, according to Galileo, is a system, which helps individuals show their potentials. Maximum outcome can be obtained from students through this system and the students get more pleasure and become more interested in their courses and learning processes. This, obviously, will eradicate all negative attitudes by the students towards school and possible risks resulting from inconveniences that may emerge. When the origin of "mentoring" is examined, it can be seen that it refers to preparing an individual for the future in a correct way. Many years ago, the "Mentor" was assigned a task to educate and inform Telemachus' (King of Ithaca) son to take over the Kingdom. In the following years, the mentor was not a protector any more but was a private teacher and a reliable guide [20].

As in this example, it is advised that students at the beginning of their first steps for a new target or occupation can benefit from the experienced individuals' ideas and suggestions to prepare the path for their future. By doing so, they can soundly decide the most suitable way to reach their aims. Under the circumstances today, if the main aims of education are to raise qualified individuals, this should not only be tried through theory but also involve the students' self-development. We should try to assure and encourage students that their individual skills and abilities will be of great help in earning their lives. This is how we can eradicate possible risks, such as lack of interest, unwillingness, hatred from school, lack of self-confidence, and not being aware of their abilities in our education system [11].

Besides such risks in schools, the increase in the number of students not attending classes is another problem. Students' positive or negative experiences, attitudes, and behaviors give an idea about specifying the education level and the quality of schools and the procedures to be followed for development and a higher position. An example to these factors is to investigate student attendance. Skipping school or classes seems to be a fun for the students, and this creates a risk for the education system. Students exhibiting such behaviors and reflecting themselves having a "style" create popularity among the others, and they tend to imitate such manners [1].

When the related issues in literature are overviewed, an old habit is noticed. When attendance problem becomes larger reaching to higher levels as a habit among students or due to other reasons, such as financial problems and psychological factors, they find themselves at a point to leave school [6].

When the data obtained from teachers and students are examined, it is noted that attendance problem originates from lack of interest and emotional behaviors toward students by their families. Besides these reasons, families' financial and economic problems, which cause

depression, are other effective factors. It has been noticed that the results of this research have similarities with the studies done before [9].

Aküzüm et al. [1] in their study found out other striking points. They emphasized the need for sound communication among teachers and directors, schools, and families. They added that the involved should make plans together to prevent such risks. However, the studies done showed that families were not very eager to take part in such tries. As a result, both teachers and directors blame the families for being a direct factor in irregular attendance of the students.

The participants expressed their understanding of irregular attendance and the inclination to leave school as a result of lack of interest in the subjects, friendships among students, and exhibiting indisciplined behaviors, which decrease student willingness to attend school.

Another basic reason for irregular attendance is the families in which students are forced to work and contribute to their economic problems. The level of teacher dissatisfaction and, as a result, their lack of interest in their students and failure in listening to them cause the students to lose interest in their school life [3, 16].

Another study by Önder [8] showed that the biggest reason for irregular attendance is due to students' individual psychological problems or the groups around them. The common view reached at the end of this study stressed the need for a widespread professional support to minimize or put an end to irregular attendance problem. Apart from this, the following ways are suggested to minimize school-leaving behavior:

1.  Apart from teaching, the school should also be a center for extracurricular activities (sports activities, cultural activities, and arts).

2.  Guidance should be carried out more effectively and be altered according to new comers' profile.

3.  Studies should be done and seminars should be organized to make the involved more aware of and understand financial and moral loss.

4.  Not only the school administration but also the Ministry of Education and its units should prepare a common strategic plan and implement it. While doing so, they should ask for support from other units (Civilian Defense, Police) for a detailed service plan.

5.  In order to raise family awareness of this issue and assure them about its importance for their children's future life, different methods can be referred to.

In order to fight the risks, likely to emerge in schools, all the involved directors, teachers, and others in education should be well organized and make moves with better understanding of the situation. Every kind of risk likely to be experienced in schools should be born in mind and evaluated. As it has been stated in this study, risk analysis should not only be done in student behavior and psychologies but also in environmental and natural issues, as well as in every field that may have an effect on students. The risks stressed in this study should be specified, a procedure should be adapted, and action plans should be made to minimize risk levels in schools [12].

After all the risk analysis in order to provide contribution to all the elements in the education system and the system itself, public organizations, the press, the TV, radio, the State, and parents should be involved in the process in time and within a plan to fight the problems through an effective strategy. At this point, the contribution of social-media and other communication technologies, which make it easy to reach to individuals in the fastest way, cannot be ignored. Making use of information technologies in relation with the risk-analysis and plans to be implemented will contribute to the process [13]. Did a research in the effect of mass-media tools on students and found out that they spent too much time on these tools and tried to practice what they learnt from them.

The effect of student-oriented risks may be minimized through the use of technology and communication means. Publications and information to warn families about the risks may help them keep their children away from risks. Meanwhile, besides the use of technology in preventing risks, it should not be forgotten that it has the reverse side as well. A big majority of the students have become technology addicted. They take pains to imitate the bad examples performed by the characters in the imaginary world on the Internet or television. Tunç et al. [18] have reached a finding, which indicates that students with disciplinary problems have been affected from the Internet or television, and they tried to imitate the characters to attract the attention of others. This type misbehavior does not only occur in schools but also it can be witnessed in their behavior that they are under the influence of imaginary characters even when they are with their families. In order to prevent such risks, teachers are often in contact with the families, share ideas, and try to encourage students to participate more in social activities.

## 3. Conclusion

The findings of the research indicated that directors and assistant directors were well aware of risk management. It was noted that schools were able to adapt policies, but inefficient in applying policies and strategies to form school culture. It is argued that adapting school culture, quality, and risk management can be strengthened by developing more policies and strategies.

As long as risks, natural, human or technology oriented, are kept at minimum levels, the community will have good members aware of what they do for themselves and for the community. Individuals growing up with awareness can make their own career plans, which will be an advantage for their family structure in future. Such individuals will, doubtless, teach their children to keep away from risks. Above all, in an education system with minimized risks, the main aim should be to raise qualified and conscious individuals to add new values to the community to achieve its aims. At a minimized risk level, students will feel safer in their steps for their future. In case of any obstacles in their steps, they may receive a mentor's support with proper planning and management and move forward self-confidently. The need for such a support was advocated in a study by Öznacar and Mümtazoğlu [11]. Finally, sound plans, strategies, and management are essential in minimizing risks, and the only way to eradicate risks is to act together as a community.

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# Open Learning for Equal Access

# Instructional Developments and Progress for Open and Equal Access for Learning

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Additional information is available at the end of the chapter

**Abstract**

Digital learning has become a very effective educational experience. Recent applications of e-learning which combines classroom learning plus e-learning are generally expensive alternatives of the real environment. So we should better focus on the virtual learning and the benefits of virtual learning. In this chapter, we emphasize some instructional developments and progress for open and equal access and specifically learning with virtual reality which is very helpful for learning. Augmented Reality (AR) and Virtual Reality (VR) are the digital mediums created to present realities in real life or realities to be displayed in a 360°and/or 3D environment beyond the perception capacity of sensory organs by virtue of virtual reality. In this study, we try to explain the differences introduced to the virtual world transition-like evaluation of the learning and evaluation of the educational methods then touch on the hype cycle of the technology to see the rise of the virtual and augmented learning. Finally, we also tried to discuss, the advantages of virtual reality (increased reality) in terms of content for open and equal access and the content construction to include AR and VR to the Learning.

**Keywords:** augmented reality, virtual reality, learning, instructional developments

## 1. Introduction

There has been a big and diverse transition in learning from letters to learning with mobile for distance education the last century. Technology has become a powerful tool for transforming learning. Technology can help affirm and advance relationships between educators and students, reinvent general/special approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all

learners. Education stakeholders; leaders; teachers, faculty, and other educators; researchers; policymakers; funders; technology developers; community members and organizations; and learners and their families are also important in this issue. The needs and preferences of these stakeholders are also changing in this roundabout situations all around the world.

In this context, it is necessary to develop different methods in order to offer better education in distance education as well as to develop new technologies to influence learners. On the other hand, the modes of learning are evolving from mass to individual by means of modern communication technology.

Distance learning has become more acceptable learning style which is nowadays adopted by the general public. In fact, most learning outcomes are shifting from classical education to hybrid education which has several intersection points with e-learning and m-learning. Flipped learning and STEM are used more and more in learning structures. These areas are at the forefront of the fields discussed in such topics as the development of different robot tutors in practice. Presenting standard information by such systems will convenience the students. Moreover, support for different individuals at appropriate speeds in terms of their learning speeds and structures leads to the acquisition of accepted standard information according to the learning speed and structure of the individual.

Educational institutions and educational life has been changing after the communication and internet technologies. Actually, the efforts to change the critiques and approaches in the world of education in post-1960 have been increased, and the necessity of finding new and different perspectives has been emphasized. However, according to Bruner [1], support of education in a manner has not changed very much over the centuries. Especially from his book written in 1966 till today, most of the universities still have the same pattern which is admittedly medieval; in the schools, this pattern is even older and tempered only by the inroads of progressive education which, in turn, have been diluted through misunderstanding, misapplication, and lack of skilled practitioners. In the same period Jacques Ellul [2] said that "Education must seek, rater, to develop a balanced way all their faculties, physical, manual, psychic, and intellectual and in this last, it must seek personal observation and reasoning instead of rote learning". Computer technology has just begun to be used in these days. During this period, this technology let create educational alternatives to occur futuristic opinions. At that time, compared to technological developments, there was not much improvement in the speed of development of teaching methods.

Thanks to Alvin Toffler about mentioning the third wave in human life which indicates the information age. These kinds of foresights affected all of us. Learning could not be out of this. The first wave in campus technologies has evolved the educational environment from one-way education to information-driven learning management systems. This means digitally literated life has started for the educational institutions. In this situation, the content development is very important and the latest educational technologies offer creative solutions for the content development.

However, people are getting more curious for the subjects and events around the world, as there is a big difference in our environment for the last two decades. These are the effects of

information and internet technologies surrounding the humans that have changed and/or caused process of change in their lives. Digitalization has speeded up these changes. People are also faced with disruptive technologies in this change. Learning also has taken its share.

Despite the fact that since the 1960s, there have been many developments in technology around the world, there is still much to be said about continuing old-style approaches in education today. This is why it is important to consider how to handle it, to examine it, and how to use these new technologies and to see some developments and equal access to learning.

A number of new internet tools, which can be said to differ substantially from the forms and the initial concept of the World Wide Web as it emerged into mainstream technology use in the 1990s. These new digital technologies appear to be especially connective and social in nature [3] for educational technology.

One of the critical points here is that distance education, e-learning, and digital learning are now almost transforming into mainstream learning styles. Along with this transformation, it is easier to use the advantages of technology and to provide much faster and more effective communication and interaction. However, the practices and habits of the current classical style cannot be easily abandoned and some resistances are encountered. There are many innovations and many alternatives, right/wrong mixation, blurriness and a wide variety of choices in the face of learners who taught such resistance and struggle on the institutional side.

In this study, we are moving from the point of view of the fact that one of the most important things about the development of learning virtual reality (VR) which is raised to remove the above-mentioned blurriness and provide better learning. Indeed, virtual reality emerges as an open technology to rapidly develop in the near future. We think that the field of instructional development will be very seriously affected. For its use, it is necessary to discuss the development of effective learning styles as well as the use of the useful sides of the current teaching understanding.

We will also evaluate the educational movement, which is the present from the past, and some basic points of transition to learning. In this context, we will consider how we can add virtual reality to learning models. We will try to evaluate how people can use it without appealing. We will discuss topics such as how to influence our understanding of what can bring to learning.

## 2. Brief history of learning

Learning notion starts when people born (even they become fetus), and keeps up life-long. There is no certain date but 30,000 BC the first presumed existence of man. Since then human beings have started learning to sustain their life in the world. Ceramics production started after 5000 BC then first wheel was invented in 4000 BC. This technology offered easier and better transportation and life during that day. Early forms of writing in Ziggurats started in 3400 BC. These were pictographic writings of Sumerians. Hieroglyphics in Egypt, accounting in Inca [4] and then Chinese writing started in 1500 BC were the mainframes of the

information architecture of knowledge and learning. Then, Roman alphabet was the result of nearly 4000 years of transformation [5]. By 100 AD boys and girls in Roman Britain went to a school called a ludus to learn reading and writing. At about the age of 12, boys went on to learn rhetoric, history, literature, and geometry. Upper class Roman women were often highly educated at home by tutors [6]. In Medieval Age, we saw some handwritings in several civilizations. But these were very special knowledge and that wisdom had belonged to some special groups (clan, religious order, or so).

After the printing press was invented by Gutenberg in China, these scripts could be distributed to many people to read. So many writers and philosophers had several thoughts about human being. Many literatures were written after the start of printing press. This started the massive increase in access to books and knowledge. This also caused various works to be translated from different languages and shared. During Modern Age 1492–1789 AD, the new military technologies were developed. This period has started the urbanization that caused people to be settled. The Renaissance and Reform movements also advanced the art and the science. Individuals think more about the details of several issues of life after 1789 French Revolution. In late 1800, Magic Lantern inspired the visual instruction movement then people had access to visual media for educational purposes. In 1900, Dewey [7] has said "Humans best learn though real life activities".

During the same period, human beings faced industrial revolution that needed a mass schooling systems. Then mass media has effected life of all people with films, radio, and TV. These made the mass media an important tool for manipulation and guidance. Mass media began to show examples of modern human beings or say popular culture.

Starting from 1930, world became acquainted with TV. In 1950s, instructional programming has started. It can resemble that the TV news in the mass media arrange information age those who produce TV news can exert a powerful influence on our opinions simply by determining which events are given exposure and how much exposure they are given [8]. There were also some studies of distance learning and TV broadcasting [9, 10]. Then after 1980s, personal computer came out on stage which let the people to individually find or calculate the information easily. Word processing and other types of software has been used to create some new educational tools. In 1990s, another stepping stone to information age is internet. It was a kind of revolution after French Revolution, which has changed some of the basic concepts and rules for the human beings. World Wide Web has become a mainstream where these new digital technologies appear to be connective and social in nature after 1990s. These new technologies have brought a suite of practices that originate in open, web-based interaction for institutions, and organizations which has also been argued by Flaythornthwaite and Andrews [11]. Then after 2000s, Web 2.0 changed the rules of the game to make individuals and information become interactive.

Given the power of these technologies, it is reasonable to ask which factors determine which learning items are selected for each content. The answer is not easy. But there are several things to think about like games and some other attractive activities that motive learners. How this should be done, how the new generation should approach it, and how it should be addressed should be evaluated. For example, there should be the basis of entertainment.

Nowadays people are consuming through the globally disseminated popular culture products, which frequently reached across a multitude of semiotic domains and "affinity spaces" like music, films, football, sports, etc. Put differently, teenagers' everyday literacy practices with learning – driven by and linked to fun and enjoyment – were grounded in their individual interests within local contexts but were nonetheless influenced by global flows of media, information, and culture. Rothoni [12] has taken this for learning English but it is the same for all subjects.

The fact that the content of learning is moving to different forms with the technology available across multiple devices. Therefore, teaching environments become more challenging and more creative. Most of the content is being generated, shared, and continuously updated by users.

According to Benson-Armer et al. [13], new and disruptive content of learning is moving to the cloud, becoming accessible across multiple devices, and teaching environments. These contents are enriched by the new technologies such as virtual reality, augmented reality (AR), simulations, etc. The introduction of broadcasting also allowed more flexibility on teaching/learning in a broader environment. Broadcasting technology shaped the idea of open education and open learning even more. Nasseh [9] also tried to explain these for distance education in the historical timeline.

There are different ways for representing abstract concepts in an interactive way. These are visualization, animation, and simulations and these techniques can be used across several disciplines [10]. But before coming into detail, we should better check the evaluation of the educational methods until today.

## 3. Methodology

Since our work is in its infancy, our work can be considered as a descriptive study. In this context, a literature review has taken on the subject. We also tried to evaluate the educational methods both for face-to-face and online environments. Then we wanted to conclude this from our observations and opinions which are semantically brought together.

## 4. Evaluation of educational methods until today

In this section, it will be useful to take a brief look at traditional education to assess the direction of "Teaching" toward "Learning". The traditional method of education is basically based on three types of learning: systematic, static, and knowledge with appropriate content. It is structural, and to understand the proper content, static so long-winded content that can be turned into a permanent knowledge base that is based on the enrichment of teaching basic may be content to other disciplines.

Educational strategies can be expressed in three different ways according to their teaching objectives in general: object-oriented, subject-oriented, and institutional-oriented strategies. These strategies should be revised and "teaching" should be linked alongside to "learning".

When we check the teaching-oriented strategies, namely in object-oriented strategies, the transfer of information is very important than the vehicle used. In the case of topic orientation, the teacher focuses on the subject and establishes the relationship between the class and the subject. The aim is to create more motivation in the classroom and to influence the students.

The targets of learning are outsourced and predefined (identification of learning objectives) and then there is an evaluation of learning. These forms the focus of teachers' behavior. Transfers related to the targets set by the institution are also transferred to the students from the institution, for example, the place of internship of a student or institutional collaborations.

Information on traditional learning is transferred directly from the teacher to the student. The structure of knowledge is either "ready" to give or "to prepare", and the students are accepted as "passive" buyers. For this reason, the traditional method can be described as one-way "vertical communication" (from provider to receiver). In other words, students learn a systematic approach that evolves "without recourse to individual sources of information that they listen to, what information they describe, and which they can use to learn more".

In most students, the extent of learning depends on the rhythm and the teaching ability of the teacher and the classroom conditions. It is expected that the teacher will prepare [14]:

- Defining teaching objectives

- Subdivision of training curriculum into subheadings (curriculum development)

- Intermediate evaluations

- Final assessment exams

- Preparation of the module possible for those who missed the course of the year.

Traditional training tools and methods allow the development of many effective outcomes and subject-oriented training. This allows students to develop their ability to keep an understanding on content and concepts and to monitor them by teachers, making them in direct contact with teachers in the classroom environment. Traditional education gives the students a basis for out-of-school behavior, but at the same time it does not provide a solution to students' curiosity when teaching a rigid topic index. Another limitation is that the inability of the learner to adapt to the conception of the learner often causes various risks due to the closed and rigid formation of the learning process.

Thus, the traditional school method is based on the perception and assimilation of the teacher and the book. In other words, the subjects are given by the teacher. Subjects and books are tried to be "received, understood, and remembered". On the other hand, the technology-based learning is interactive and open source tools to "learn by doing". As Halverson and

Collins [15] also say, school is static and "based on time", whereas technology-based learning is dynamic and "timely learning". This is why information provider (teacher/trainer) is not in control of what his/her students earned/taught. While the old system could divided the program and progress in the learning process, technological innovations have led to oversight, more modular and comfort for the learner. There is also a need to "reduce the absolute ownership of knowledge and be considered in another dimension".

According to Duruhan [16], traditional approach and methods in schools have the following characteristics:

1.  Progressive and beneficial objectives of the traditional school.

2.  Load of courses and crowded classes.

3.  Non-determined behavioral objectives.

4.  Traditional teaching methods.

5.  Conventional regulation of education-training environments.

6.  Evaluation of student achievement with questions of knowledge and understanding.

7.  Teacher in the center of education and training.

8.  Tasking with vertical communication and authoritative inspection.

9.  Passive student conception.

10. Irregular school building and equipment.

11. Managerial management approach.

12. The bureaucratic structure of the traditional school.

13. Other objectives of the traditional school outside the official purposes.

14. Traditional school philosophy.

According to Telli Yamamoto and Karaman [17], Web 2.0 tools bring more interaction to the education system, however in current education system, the use of these applications is very limited because the ruling class was educated in the old way and still accustomed to the old technologies in the present. New technologies will shift this paradigm of the learning and will make possible for new kinds of educational methods that we face difficulty even in predicting and visualizing such as associative learning theory which has been discussing since 1969.

Although there is an on-going debate on the explanatory power of associative learning theory [18], recent studies on the social interaction [19] seem to bolster the status of associative learning. The crux of the controversy nonetheless does not question experimental evidence, of which plenty exists, but whether such evidence is supported by current models within the terms of reference of traditional associative learning theory [20]. So the constructional and behavioral learning theories still in on the agenda.

According to Zapalska and Brozik [21], individual learning styles must be taken into account in the instructional design template used in online education. Their paper argued that when students' learning styles are identified, it is possible to define an appropriate context of learning.

## 5. Hype Cycle of technology and applications

Hype Cycles and Priority Matrices offer a snapshot of the relative market promotion and perceived value of computing innovations [22]. Gartner, Inc. annually develops and announces branded graphical presentation report called "Hype Cycle" for representing the maturity, adoption, and social application of specific technologies (**Figure 1**). Gartner Hype Cycle methodology gives a view of how a technology or application will evolve over time, providing a sound source of insight to manage its deployment within the context of the specific business goals to its users (Gartner, n.d.). Gartner declares that the Hype Cycle "drills down into the five key phases of a technology's life cycle" [23] and "a technology (or related service and discipline innovation) passes through several stages on its path to productivity" [24] in the Hype Cycle. These paths are Innovation Trigger, Peak of Inflated Expectations, Trough of Disillusionment, Slope of Enlightenment, and Plateau of Productivity.

- Innovation Trigger (formerly called Technology Trigger): a potential technology starting here are often still in the R&D stage. Often no usable products exist and commercial viability is unproven.

- Peak of Inflated Expectations: a wave of "buzz" builds and the expectations for this new technology rise above the current reality of its capabilities. This is the point when expectations and reality are furthest apart.

- Trough of Disillusionment: problems with performance, slower than expected adoption or a failure to deliver financial returns in the time anticipated all lead to missed expectations, and disillusionment sets in.

- Slope of Enlightenment: there is certain understanding of the benefits, practical implementation and limits of the technology. Experience of the early adopters' perception grows about where and how the technology can be used to good effect and, just as importantly, where it brings little or no value.

- Plateau of Productivity: with the real world benefits of the technology demonstrated and accepted, growing numbers of organizations feel comfortable with the now greatly reduced levels of risk. Target audience will have acquired related products by this point [24].

In recent years, new technologies have been reduced to niche applications include the artificial intelligence (AI), virtual reality (VR) and augmented reality (AR). They have taken along the curve in recent years. VR first appears in it modern appearance and placed in the Hype
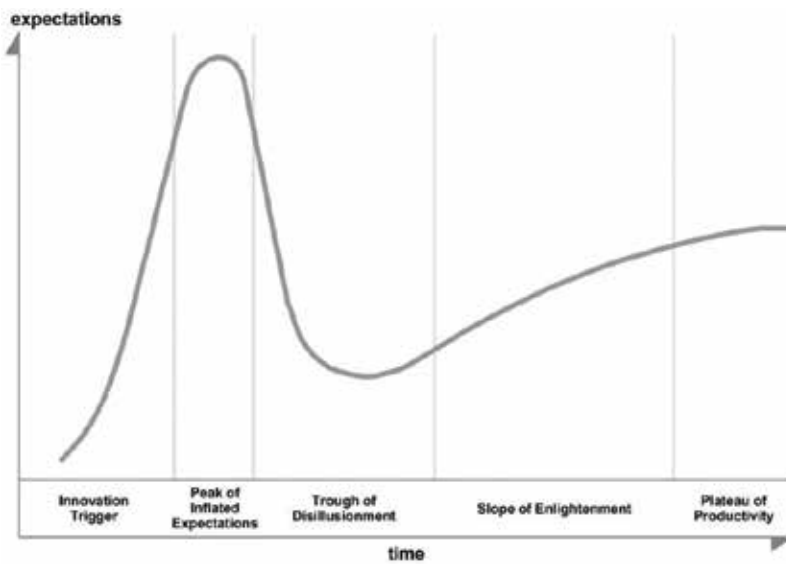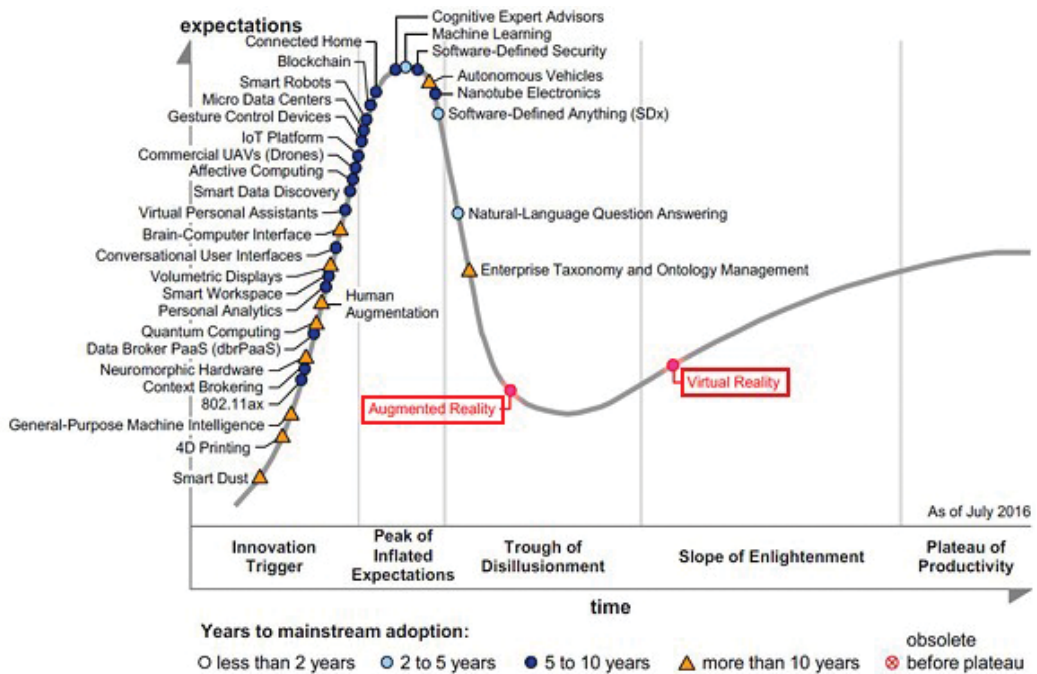
**Figure 1.** The Hype Cycle [27].

Cycle in 2013. Fenigson [25] states that "Over the course of the next two years, it moves on to a position right on the cusp of the Slope of Enlightenment though at all times Gartner's icon for it never wavers from a 5-10 year journey to the Plateau and mainstream adoption". **Figure 2** shows Gartner's 2016 Hype Cycle for Emerging Technologies prescience in 2016. Thus to the standard Hype Cycle, virtual reality is going to be mass market, and it will be the progress for VR because of its capability of other technologies such as streaming media, augmented reality, and film industry. That would mean VR has a potential to be more dominant by 2020s. Mike Walker, research director at Gartner, emphasized that "We can see how the transparently immersive experience technologies such as affective computing, connected home, augmented reality, virtual reality and the growing human augmentation, are pulling the other trends along the Hype Cycle" [26]. That means VR is approximately in such a stage where it is widely understood by the public.

In 2015, Gartner's Hype Cyle is expected to pass virtual world's trough of disillusionment to slope of enlightment by 2020. It is expected that this structure will be very important in the context of mobile government and Education, because the world is demanding different applications than classical style education and training. In particular, it will be necessary to make assessments in all learning areas, organizational trainings, and to be ready for the millenial generation which has very different tendencies in their life stages.

Different technologies can improve learning by augmenting and connecting learning activities. Digital technologies can also be exciting for the learners and offer a potentially more engaging alternative. It is important to be aware that some learners may be less confident in learning with digital technologies and steps need to be taken to ensure equality of access [27].

**Figure 2.** Conditions of the Hype Cycle for 2016, regenerated from http://www.gartner.com/newsroom/id/3412017.

Personal learning network (PLN) is an individual's loose collection of links with other people or resources. The aim of such a network is to facilitate an exchange of ideas that supports learning links can be through virtual learning environment (VLE). A VLE is an e-learning education system that is web-based, but modeled on conventional face-to-face education. It provides access to courses, course content, assessments, homework, links to external resources, etc. Moodle Blackboard easy way to collate and organize courses and information flexibility of access software can limit course structure high level of maintenance.

## 6. VR/AR definitions

There are several definitions about virtual reality which mean varies drastically with context. Virtual reality term first used in 1986 by Larnier [28] then Steuer, 1995 [29]; Heim, 1998 [30], and Yoh, 2001 [31]. Virtual reality is a technology that convinces the participant that he or she is actually in another place by substituting the primary sensory input with data received produced by a computer.

Virtual reality is electronic simulations of environments experienced via head-mounted eye goggles and wired clothing enabling the end user to interact in realistic three-dimensional situations [32].

Basically, virtual reality is a technology which simulates interactive 360° digital environments replace the real world. Virtual reality is one of the digital mediums created to present realities in real life or realities to be displayed in a 360° and/or 3D environment beyond the perception capacity of sensory organs by virtue of virtual reality.

Virtual reality is also a three-dimensional, computer-generated environment which can be explored and interacted by a person in technical terms. This would be presented with a version of reality that is not really there, but from your perspective it would be felt as real.

Virtual reality can "stimulate learning and comprehension, because it provides a tight coupling between symbolic and experiential information" [33]. Experience is the most important cause and effect value for loyalty in order to be involved in VR.

Virtual reality provides a great contribution to the virtualization of learning by living in an environment without great risk. For example, the hospital surgery environment or dangerous environments in traffic could easily teach through virtual reality. According to Armstrong [34], currently available two main categories of VR are mobile (Samsung/Google) and PC (Oculus). The future expectations for VR—from a headset and content perspective—as both improve so will people's desire for VR as it moves from a "nice-to-have" to a "must-have". Curcio et al. [35] states that the technology developments were not only on the display side but, among the others, also on the capture side. A many of 360° recording cameras have been presented to the market in the last period for allowing VR content to be easily produced.

Barab et al. [36], Chittaro and Ranon [37], Dickey [38], Mennecke at al. [39] are some researchers have argued that virtual environment and simulation can be used to facilitate learning tasks that lead to increased understanding, motivation, engagement, collaboration, and knowledge transfer [40]. So for these new type of learning has an importance to use virtual reality technology for both personal and collaboratively.

From the first modern appearance in 2013 [26] and still in its improvement stage, learning VR technology will be effective in situations where it is necessary to experience physically, to do things that cannot be done in many ways easily, and to approach things differently and the technology is becoming more common to the users and producers of learning. You can see the landscape of VR (**Figure 3**) with content and headset types which has start to be used in games, gamification, designing, filming, and learning.

After several decades of experimenting VR invention in limited environments, Google Cardboard in the year 2014 became accessible to the mass market. This is a paper made do-it-yourself head-mounted display (HMD) for smartphones priced at around 5 dollars. At the same time, there are many public releases of consumer editions of VR hardwares such as Oculus Rift and HTC Vive. Many educational companies and startups have just started to develop learning, training, and educational VR contents and platforms. These let us shift to the immersive experience over just a 2D screen plus mouse/keyboard experience into something altogether more physical.

Presence is the main attribute in defining experience for VR using with head-mounted display. Mikropoulos and Strouboulis [41] investigated the sense of presence of children while
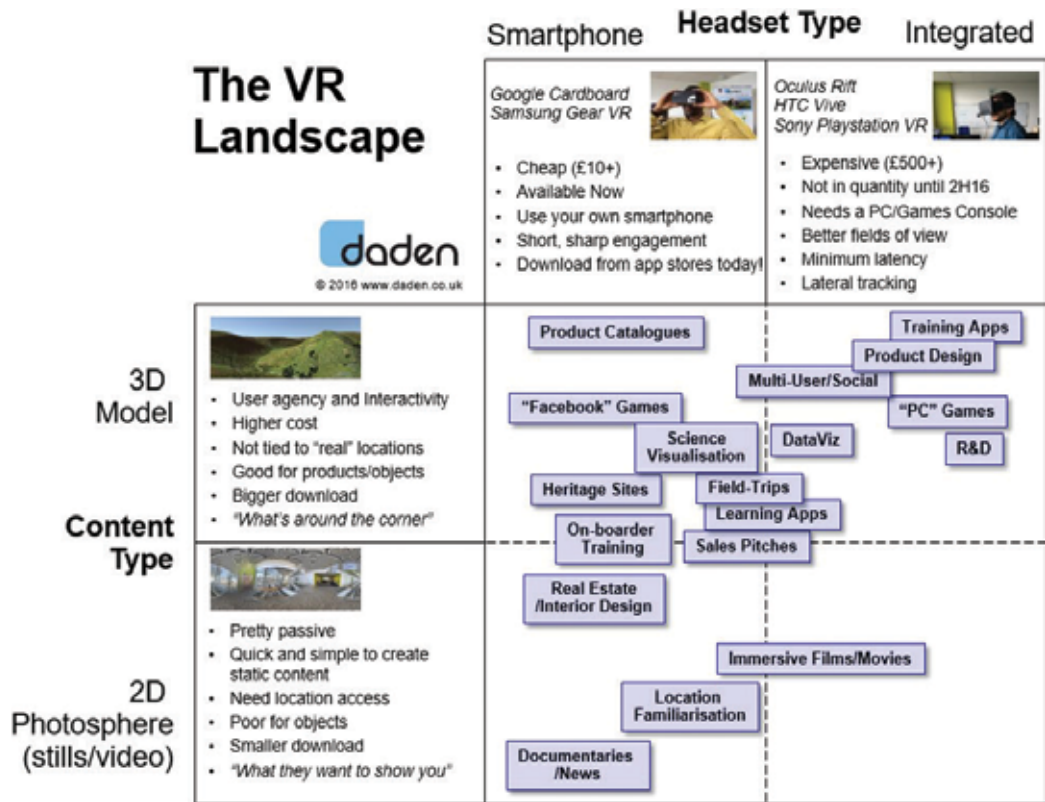
## The VR Landscape

| | Smartphone | Integrated |
|---|---|---|
| **Headset Type** | Google Cardboard Samsung Gear VR<br>• Cheap (£10+)<br>• Available Now<br>• Use your own smartphone<br>• Short, sharp engagement<br>• Download from app stores today! | Oculus Rift HTC Vive Sony Playstation VR<br>• Expensive (£500+)<br>• Not in quantity until 2H16<br>• Needs a PC/Games Console<br>• Better fields of view<br>• Minimum latency<br>• Lateral tracking |

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**Content Type**

3D Model
• User agency and interactivity
• Higher cost
• Not tied to "real" locations
• Good for products/objects
• Bigger download
• "What's around the corner"

Product Catalogues — Training Apps — Product Design — Multi-User/Social — "Facebook" Games — Science Visualisation — DataViz — "PC" Games — R&D — Heritage Sites — Field-Trips — Learning Apps — On-boarder Training — Sales Pitches

2D Photosphere (stills/video)
• Pretty passive
• Quick and simple to create static content
• Need location access
• Poor for objects
• Smaller download
• "What they want to show you"

Real Estate /Interior Design — Immersive Films/Movies — Location Familiarisation — Documentaries /News

**Figure 3.** Landscape for VR. David Burden. Virtual reality for L&D: Part 1, https://www.learnevents.com/blog/2016/07/26/virtual-reality-for-ld-part-1/ retrieved 07/05/2017.

navigating as an incomparable avatar in an immersive VR using various input devices such as HMDs for interaction. Project was representative of an ancient house in Kassiopi, Greece and the interactive actions within educational learning goals. Due to immersive VR's ability, learners can act through representations of the characters or avatars. Results are impressive; Mikropoulos and Strouboulis explored long-term retention (2 months later) of cognitive content and sense of presence. Younger learners are very familiar with those representations of self.

## 7. VR learning

Due to the advancement in digital technologies virtual reality and augmented reality have received high consideration in educational domains. Interest and tendency for using these types of learning were suitable for the new generation who are commonly known as "net-generation" [42].

Virtual reality technology proposes and provides various educational learning capabilities, and grants a positive impact to its educational application if appropriately fulfilled. Chen [43] defines some of these capabilities that are able to provide support for education, such as learners' ability to visualize, manipulate, interact, and experience in real time with the 3D virtual environments that are unavailable or unfeasible due to distance, time, cost, or safety factors. Because of that, virtual reality technology in education brings about excitement and high expectation of its capabilities.

Virtual reality provides interaction with learning content. For instance, learners can view virtual environments from multiple viewpoints or zoom and pan in/out the virtual objects. This will probably enhance the learning effect when the learners are actively constructing new knowledge [44].

According to Chen [44], the constructivist philosophy argues that knowledge is constructed through an individual's interaction with the environment and learners can learn better, when they are actively involved in constructing knowledge in a learning-by-doing situation. The learner may make mistakes because of wrong decisions but s/he takes an active role in their learning, since they not only absorb information, and these individual experiences change and affect the conditions for altering existent assimilated knowledge and thus constructing new knowledge [45]. Many instructors in colleges and universities have tried to make it for their students by creating opportunities for them to apply their learning in realistic in solving a real-life problem, if simulated, situations [46]. Virtual reality as an immersive technology can support constructive learning.

Virtual reality support constructivist philosophy that argues "learning-by-doing" situation with "experiential learning" which can be defined as an instructional model that begins with a direct "experience" involving a learner, followed by reflection, discussion, analysis and evaluation of the experience [47–49]. One of the most famous theories of experiential learning was developed by Kolb [50].

Kolb [50] explains that learning from life experience is described as "experiential learning" by which learners transform their experiences into meaningful knowledge. In other words, experience is the main feature of VR which is a great benefit to all learning styles. VR with immersion or simulation features might provide a good level of realism and interactivity and offer valuable learning experiences as formulated by Dewey [45].

Same as Kolb [50], Edgar Dale [51], who often cited as the father of modern media in education, emphasizes "Experiences may be direct or indirect and of concrete and abstract can be summarized in pictorial device" Same Dale [52] found that the more active and participatory a learning activity, the longer the material remained in memory. Dale explains that in his audio-visual methods in Teaching Textbook [51] as "two weeks after learning the new information we remember no more than 20% of what we hear and read, but up to 90% of what we say and do". By the way, the retention data that was used by Dale, cited before Dale by Haskell [53] to explain Montesorri education method. Edgar Dale was the first who defined with theoretical frame.

Psychologist Bruner [1], in a different perspective, declared a descriptive scheme, which is called "*The Discovery Learning Model*" for labeling instructional activities that, parallels Dale's. Bruner's concepts of enactive, iconic, and abstract learning can be superimposed on Dale's Cone of Experience [54]. Edgar Dale's model as "Cone of Experience" (**Figure 4**) or the "Pyramid of Learning" is shown in **Figure 4**.

The Cone of Experience [52] is a visual model that demonstrates scopes of experience arranged according to degree of abstraction. Besides, Baukal [55] expressed an updated version of Dale's Cone of Learning (**Figure 5**) that includes virtual reality, in **Figure 5**.

Baukal's Multimedia Cone of Abstraction is the improved model of Edgar Dale's Cone of Experience because some current forms of multimedia such as virtual reality (VR) were not available to instructors and researchers. Some of the subjects in Dale's model would not be sufficient in a computer-based learning environment. According to Baukal [55], "The lowest and least abstract level on the Multimedia Cone of Abstraction is Virtual Reality" and "Today's VR is so realistic that the experience is almost like being there".

Virtual reality technology deserves extensive attention as an instructional tool. It relatively enables simulations so realistic in a variety of fields, such as aerospace, military, video games,
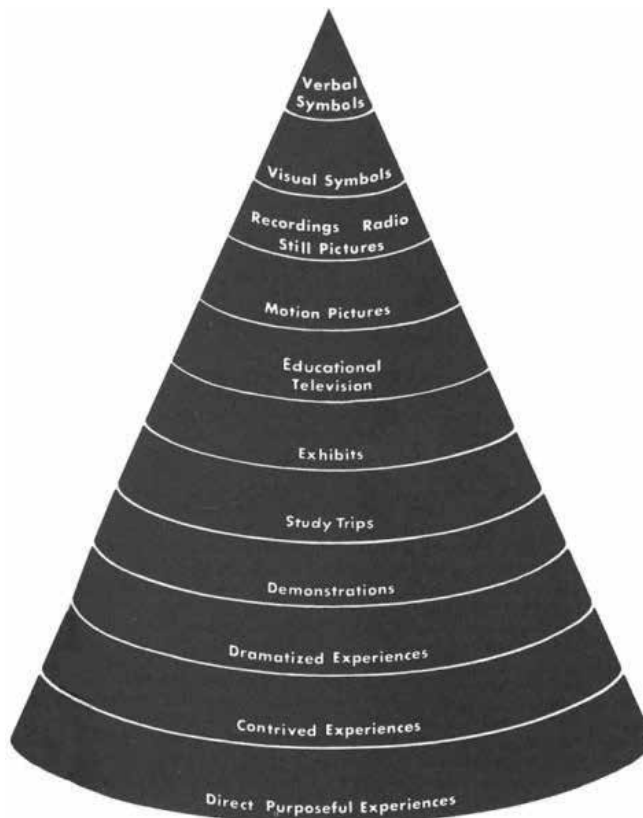


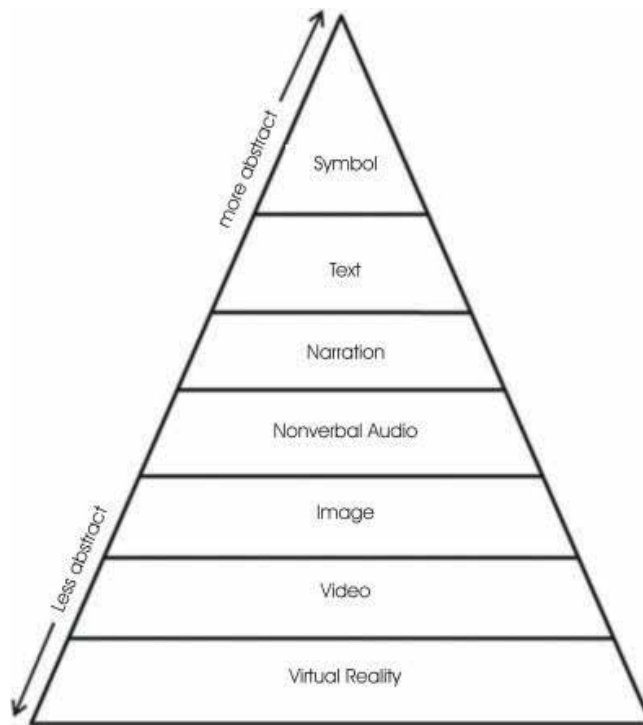**Figure 4.** Edgar Dale's cone of experience [54].

**Figure 5.** Charles Baukal's multimedia cone of abstractions.

industrial applications, medical, sports, tourism, education, and training [45]. People react spontaneously and automatically to the environment as if they were really experiencing it with full briefing on the mission, weapons, political factions, strategies, and immersion in the culture of the city.

According to Mayer and Moreno [56], animation's "effects are most consistent with the cognitive theory of multimedia learning". In educational learning, animation is considered a tool which has three characteristics: picture, motion, and simulation. As a "simulated motion picture", an animation is a group of images that show an object's motion in real simulation.

In recent decades, simulations have become popular in industry and retail areas such as in producing process, aerial processes, construction, architecture and interior design where the facility to create an immersive 3D representation for planning, evaluation, marketing, and training.

Virtual reality simulation allows an opportunity for learners to be in hard and dangerous situations, which are not usually accessible in the real world. Additionally, VR permits to take to the students' complex themes of hard learning to interact with a simulated environment in real time [57] and sometimes situations impossible to show [58]. A goal of a VR, or a simulation-learning experience for learners to perceive they are as closely as possible to a real learning experience.

According to Dewey [7], the environment affects the learner and an interaction will take place between the environment and the learner. In other words, virtual reality training is very well suited for providing, controlled exploratory learning environments, for self-directed "learning-by-doing" [59] which enable learners to learn through experimentation for daily life, and increase learners' understanding [60].

VR educational application assessments emphasize that, influence of the interaction experience, such as immersion, presence, engagement, motivation, and usability [61]. The purpose is to explore student's positive learning outcomes and greater sense of presence after VR interactions. According to Roussos [62], presence is the (mental) feeling of being in a virtual space. Immersion is the complete visual and auditory submersion into the virtual world through VR systems such as the head-mounted display (HMD) or interactivity refers to how reactive the system is in response to the user's actions. A collaborative VR learning environment named "multipresence or multiparticipant" [63].

Immersion and presence are unique affordances of immersive VR that can have a positive effect on learning processes and outcomes. Wang [64] declares that, "Learning depends more than the transmission of knowledge; it also requires the ability of an educator to engage students to be immersed in a meaningful activity so that they can internalize the knowledge received". Immersive and interactive VR can provide better learning of physical movements than a 2D video and motivate learners to learn and solve the problem adequately [45, 65]. Namely, the use of immersive virtual reality in education can have a positive effect on learning [66, 67].

According to Claxton [68], creativity can be learned. VR applications allow students to fully engage with content, control, feedback, navigate, and imagination. Students' problem solving, creative thinking, and creativity learning correlation via the use of computer-generated 3D virtual worlds helps them practice their cognitive process as they interact in the virtual reality learning environment to gain experience of immersion and imagination [46, 58, 69] that broaden their imaginations, improve their skills.

Based on Roussos [62] that the virtual reality environments for education classified into two categories:

- Desktop virtual reality simulations (virtual reality learning environments), where interactivity is usually limited but varies according to the control given by the program, and immersion also varies but is not easily provided. It can be named "non-immersive".

- Immersive VR environments, where immersion is high, but interactivity may be limited, depending on the complexity of the virtual world.

In this research, we are focused on desktop virtual reality simulations and immersive VR environments.

Desktop virtual reality simulations (VRLE) provides learners an interactive and focused learning environment allowing the learners to collectively understand and solve visualization

problems in a group [70], and simulate a realistic environment in which users can perform specific tasks [35, 71].

Immersive VR environments is features of interaction, imagination, and immersion are the main characteristics to attract and motivate students to learn in it [62]. The results show a positive attitude toward VR in the education process [71]. Teacher and learner are both placed in an immersive VLE simultaneously [72].

Brooks [73] gives three reasons why most researchers do not pay attention to desktop display systems as true VR:

1.  Block out the real world is very limited.

2.  The VR content cannot be presented in life size.

3.  The level of immersion is low or inaccessible.

Various head-mounted displays (HMD) for virtual reality systems has been developed since 1965 Ivan Sutherland's device widely considered the first virtual reality head-mounted display (HMD) system has been used in the military field called "The Sword of Damocles" [74].

Especially for children and younger learners, combining computer games into the VR learning could be an appropriate way to motivate their learning. There is a clear advantage to students who learn better with the "hands-on" learning style [75].

Virtual reality learning has proved to be a smooth shift for younger generations grown up Nintendo, Xbox, and Play Station computer games. With immersive consumer HMD products such as Oculus and HTC Vive, learners will be able to adopt easily to the immersive virtual reality simulation trainings.

Lecture VR application was developed by Immersive VR Education Ltd., which simulates a lecture hall in VR environment [76]. Lectures designed and placed by images, videos, and immersive experiences, which enhance the lesson in order to get experience such as to be in famous ship Titanic via VR simulation with whole class and trainers. Lecture can be accessed from anywhere in the world, which makes education more accessible.

Begley [77] emphasizes that, VR trainings would be cheaper alternative for international students in countries such as Australia, who would otherwise pay high fees to study overseas. For example, Mondly VR is VR platform to learn several languages by VR technology. Project is the first to launch a VR experience for learning languages featuring speech recognition and chatbot technology [78, 79].

Roussos [62] summarizes the educational values of virtual reality as accessing the unreachable or the unrealizable, multiple or alternative representations, abstractions become more concrete. A research surveyed by Taylor and Disinger [80] was one of the first empirical studies on the acceptance of VR in education.

Video-capture VR is called 360-degree (360°) VR video, which use HMD, headphones, or data gloves to provide first-person point of view [81], brings the learner in the center of a fully immersive environment such as live events and locations in the same way as VR as if they were actually there. 360° video creates mirrored images so that users can see themselves on the screen.

Even, users can also directly interact with objects in a video-capture VR environment including a first person view of a realistic experience, showing a film from a real location, freedom from obstacle, intuitive and interesting interactions, and controls, which does not happen in traditional VR environments where users interact with other objects or avatars on the screen. VR video allows users to experience their body's natural movements [82–84].

Gay [85] found advantages for VR over video for teaching cell biology, but found no benefits of immersive VR over desktop VR. Naturally, producing 360° video content has some limitations such as additional light cannot be used or director cannot stay on backside, because there is no front or back side, it is recorded 360-degree.

YouTube and Facebook social media platforms' 360° video support has changed the penetration of production. Also cheaper 360° video recording cameras, defined in this paper before, empower the 360° video ecosystem. Same as computer-generated VR projects, 360° VR video has educational capabilities for VR training simulations. The most important power of 360° video VR simulation is the direct effect of experimental learning and training.

Google also launched Expeditions, a tool that builds on the company's Cardboard platform to provide children with a "field trip" experience from the classroom [86]. In such an application, students and the instructors will see the same things and be in the same session, nevertheless the instructor will be able to lecture and highlight certain things that are relevant to the lesson.

The goal of VR technology is to enable the user to learn about or experience a target environment in a safe and controlled way that minimizes the costs compared to using the real environment no matter how expensive the simulation is or not. In spite of the high cost of advanced simulation technologies, the retrenchment made because of reducing training and medical errors costs justifies the use of such technologies. According to Piovesan et al. [58], it supplies the situations which are impossible to be experienced in the real world. For example, exploring the Mars, traveling inside the human body, doing submarines or inside caves, visiting molecules or very expensive or very far away place which is in the past (historical places).

The use of virtual reality with low-cost immersive VR hardware (e.g. with head-mounted displays and gloves) and software for training is now readily available to create safe and cost effective highly interactive educational training simulations, no need for physical and often costly equipment, for the learners and/or trainees [87–89]. For these reasons, VR is an affordable alternative which could be used in schools at the current time, because it can shorten training time and possibly increase long-term retention of knowledge and skills [90] with increased efficiency and selectivity [91]. Sadagic [90] also defines that "VR include increasing the trainees' motivation to train and learn providing safer and less costly training scenarios".

## 8. Conclusion

Classical education is a teacher-centered education consisting of teaching, management, and supervision. In the arrangement of the subjects such as courses, programs, assignments, lectures, etc. the interest, learning style, and needs of the students are hardly taken into consideration. Curriculum and teachers are kept in the forefront. In this system where the teacher is active and the student is passive, the actual learning of the student remains in the knowing and comprehension stages. The student cannot demonstrate in analyzing, synthesizing, applying, evaluating, and learning behavior. However, real learning performance expresses the behaviors of application, analysis, synthesis, and evaluation together with knowing and comprehension in relation to the subject that the student has learned.

Teacher-student relations are structured extensively in classical education, which can be expressed as an authoritarian system that restricts the student. There is a vertical communication between teachers and students where teachers are upper level and students lower level. While the student is directed, the authority is emphasized with the supervision. In this case, the student makes the statement to please the authority, fulfills the task given, etc. Therefore, students are expected to behave harmoniously. Students are not involved in the decisions taken.

In certain mold, one-way thinking, cultivated an environment where individuals have faced one of the biggest obstacles for the development. It is difficult to expect creativity, tolerance, problem solving, functionality, and so on from individuals who grow up in this way. In other words, classical education prepares students to learn, leads them to memorize, decreases the sense of curiosity, and leads to the development of unqualified individuals. However, today's conditions necessitate the development of people who access and use information, inquire about the information they receive, produce new information, research, solve problems, take responsibility for their own learning, etc.

In the contemporary learning approach, the student is at the center of education and training, and aims to help him develop his/her self in all aspects of social, emotional, and mental. In other words, the physical, affective, and cognitive developmental characteristics of the student are taken into account. STEM and flipped learning are some techniques to improve these kinds of skills and development of self. The student is the agent and the teacher is the passive. The teacher chooses the elements of the learning and teaching process, such as subject, method, equipment taking into account the student. There is a motivating environment for learning and creativity. In this environment, the individual can become a self disciplined one by participating in decisions at will, taking his/her (sometimes group) responsibilities and enjoying the sense of accomplishment.

When we summarize the classical education:

- There is an understanding of teaching that focuses on conveying information.

- Teaching methods that students accept without being interrogated.

- The ready-made information conveyed to students.

- Comments, personal opinions, and creative ideas do not take much place.

- Individual differences and learning needs are not considered.

- Overloaded to textbooks and exams.

- Students are not encouraged to search, and no effort is made to reach knowledge.

- It is required to repeat the information transferred to the evaluation.

- Classroom interaction and information exchange are limited.

- The student is a passive listener.

- It is difficult to attract the attention of the learner, to provide care for a long time.

In fact, the teaching activities should be competence and abundance to meet the student's expectations and requirements of learning in a harmonious way. In recent years, digital learning tools and techniques have also changed drastically. With digital media, teaching and learning experiences have become enriched and more widely used. Today's technologies offer a wide range of options and offer opportunities for different learning styles.

When designing learning processes, to enable learners to learn better in digital environments such as virtual reality learning, it is necessary to consider the learning styles of the students. It can be said that learning styles are an important determinant in determining these learning environments. Because every single student is prepared to learn new and/or difficult knowledge, s/he can use his/her different and unique ways (visual, audial, kinesthetic, etc) to learn and remember. In other words, some people prefer to learn by reading, they can use image memory. Some may prefer to learn by listening, using voice, listening, and discussing. Others can use their muscular memory, learn by doing physical contact with things they will learn such as traveling, dramatizing. In this direction, students will select and use information-communication technologies according to their own style. VR technology is to enable the user to learn about or experience a target environment in a safe and controlled way that minimizes the costs compared to using the real environment.

Virtual learning has the ability to produce products in a personalized learning approach where each student can learn in his/her own way. Indeed, motivation and success may be higher if the teaching process is organized according to learning styles.

The main technological characteristics of VR learning can be defined as direct experience, intuitive interactivity, visual representations, memorability, and immersion.

With the sense of "being there" ability, VR Learning has the great opportunity to become an inestimable method of training in situations where actual hands-on training is too dangerous or impossible to show, which are not usually accessible in the real world.

Using virtual reality in the field of education offers to enhance students' learning experiences by exploring new ideas to develop positive learning behaviors in the learning process.

Furthermore, there is some evidence that VR learning seems to be useful tool for young generations, as they are excited to use the new technologies involved.

Such technology and various apparatus required for the VR experience such as head-mounted-displays and data gloves are available at the purchasable prices hereafter.

Overall, the VR technologies prove the potential to the change the nature of education and training foundations for the future. When we are not able to have the real experiences, the virtual reality is unique. We believe that virtual reality will be a new and useful tool for distance learning.

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# Student's Perception on Culture-Oriented e-Learning System: An Empirical Study

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Additional information is available at the end of the chapter

## Abstract

Electronic learning (e-learning) platform is fast growing in the Africa educational system and many students are busy enrolling and accepting it as a means for educational advancement and career achievement channel. An e-learning platform handles students across different cultural settings with various perceptions, learning needs and expectations. Nonetheless, incorporating cultural differences, expectations and perceptions as well as managing them, is challenging on the side of e-learning developers. The challenging aspect of the cultural management of e-learning can be attributed to the software crisis which has lasted for decades now with little or no solution to it. This study tries to understand and determine the perception of students on the development of a culture-oriented e-learning system that can allow them to be able to customise it to suit desired features in their home language at all times. The study also determines the factors and components that necessitate the implementation of the culture-oriented e-learning system. This study was carried out using quantitative research method among the students of North-West University, South Africa with a total number of 728 questionnaires collected and analysed. The perception of the involved students was mixed in the sense that some of them preferred to use English language as a medium of learning in e-learning while others would like the e-learning system platform to be designed and developed between their home language and English language. Again, their challenges range from lack of engagement to the inflexible e-learning system leading to the discovering of factors that facilitate culture-oriented e-learning system.

**Keywords:** E-learning systems, culture-oriented, students, South Africa, culture, perception, E-learning platform, learners

## 1. Introduction

The amount of value placed on the usage of e-learning platform is influenced by learners' culture. The understanding of the cultural differences and the perception of learners on

e-learning systems is a vital step of departure in the development of e-learning systems. The execution of an e-learning system cannot be done without the understanding of the roles and importance of culture in the process [1]. Culture-oriented e-learning system is seen by researchers as the way forward in dealing with student cultural differences that exist among students using the e-learning system [1–4]. However, research indicates that e-learning systems across the globe have failed to recognise learners cultures [4–6].

E-learning platform is fast growing in the South African educational system and many students are busy enrolling and accepting it as a means for educational advancement and career achievement. An e-learning platform handles students across different cultural settings with various perceptions and learning needs and expectations. Incorporating these cultural differences, expectation and perceptions and managing them is challenging e-learning developers. The challenging aspect of the cultural management of e-learning can be attributed to the software crisis which has lasted for decades now with little or no solution to it. This study tries to understand and determine the perception of students on the development of a culture-oriented e-learning system that can allow them to be able to customise its features in their home language at all time. This study was carried out using quantitative research method among the students of North-West University. A total number of 728 questionnaires completed and analysed. The perception of the involved students was mixed in the sense that some of them preferred to use English language as a medium of learning in e-learning while others would like the e-learning system platform to be designed and developed between their home language and English language.

## 2. Background and context

The education climate in South Africa (SA) consists of students from different cultural environments, societies and nations [7] including North-West University (NWU) where this study was carried out. All these students use e-learning system called eFundi which assists them to engage in the learning process between themselves as student and lecturers. Moreover, eFundi is an e-learning platform used to aid teaching and learning across NWU campuses. South Africa's educational system embraces different populations and cultures from all divisions of the world. Then, post-apartheid education enrolment in SA has grown from 104,000 in 1990 to above 300,000 in 2008 as a result of the growth-boosting distance education. Distance education that involves e-learning accounts for about 38% of enrolment in the country and 85% of students registered at University of South Africa (Unisa) are on distance learning [8]. As a context, SA cultural environment impacts on the e-learning platform [1].

## 3. Literature review

The perception of students on culture-oriented e-learning system cannot be complete without understanding of the following keywords: An e-learning system, culture and learning culture and culture-oriented e-learning and what researchers are saying about them.

### 3.1. An e-learning system

The growth rate of e-learning has reached 35.6%, but challenges occur [9]. Example, according to [10], Asia shows the highest regional growth rate on e-learning with the market value of 17.3%, and amounting billions of dollars. Africa is sitting at 15.2% on annual growth rate. Middle East have annual growth rate of 8.2%, Latin America grows 14.6% annually while Western grow at 5.8% annually and many more. The finding shows that e-learning is penetrating fast in many regions of the world. E-Learning is teaching and learning via the Internet; it is an increasing process these days in education systems [11]. Higher bandwidth, lower internet tariff and computer cost and an increase in computer literacy make access to learning materials easy and more accessible. E-learning has a positive, new and easy accessibility to information anytime, anywhere allowing learners from all continents of the world to learn and share information synchronously [11]. It shows globally that learners can access same learning material and content systematically. E-learning cannot operate without an educational platform and Internet network. Traditional (classroom) learning is subject to boundaries, but e-learning is borderless [4]. Knowledge and ideas can be shared and disseminated globally and easily as a result of e-learning in conjunction with the Internet [4]. However, e-learning has a negative and challenging end, the implementation comprising hardware and software and training cost can be high and inclusion of learner's culture. Copyright infringement increases and gives room to a virus and other security threats [12]. Again, according to [13], it limits "barriers to access" because only limited students can use the resources online; it also lacks customization and motivation. Sometimes, the communication medium may not suit students' needs, like the video/ audiotape sounds not clear enough and many more. Nonetheless, e-learning aims at supporting and representing classroom-based teaching and learning online (Internet), but nowadays, it tries to establish virtual classrooms [14].

Internet transformation is increasing e-learning space day-by-day [15]. While e-learning is a transforming agent in a society bridging rural–urban divide [16]. In the learning environment, the definition of e-learning is based on expectation and outcome and this can be related to distance and online learning [17]. In accordance with [16, 17], e-learning has different definition and terminologies and researchers have not agreed upon a single definition. Some higher education systems do not deliver distance education through cutting-edge technology media while also on e-learning. The term e-learning and distance education do not correspond with each other [18].

### 3.2. Culture and learning culture

A culture can be seen as shared values, ambition, motives, emotions, identities, beliefs, meanings and interpretation of importance from similar knowledge with a collective membership and can be transferred to generations [19]. The study of information technologies (IT) goes with an understanding of culture at different levels involving organisational and national groups. These levels can impact the success and failure of any implementation [20]. Directly or indirectly, culture impacts managerial decision, however, culture is complex because of the "multiple divergent definitions and measures of culture" [20]. In [16], they suggests that

culture influences how people use e-learning and the outcome in their lives and education. This means that e-learning usage and outcome is embedded on learners' culture.

Culture is an indicator of people's behaviour and norms in a diver's environment even in learning [11]. Culture is the people's way of life, thinking, religion, food, clothing, belief and many more. Culture can influence how learners (people) react, act and behave in certain situations, people's interaction with the environment, colleagues and how they give meaning to symbols and concepts. In accordance with [21], the definition of culture has no double meaning. Some researchers define culture as "production and reproduction" of ideas in a certain way [11]. Others, as a system of knowledge sharing, the origin of symbols, meaning that, it gives structure to existence, and can be exported to influence others. To this study, culture is a shared value, attitude, attributes and concerns among a group of people in a confirmed environment. Then, it important to understand cultural aspects of learners in the development of e-learning in order for effective learning to take place and achieved. Culture in e-learning means the integration of social, national and cultural heritage of the learners in the curricula development [4]. Achieving this implies that learners' traditional values, symbols, attributes and many more must be enshrined in the system. [4] further states that e-learning implementation cannot succeed without cultural identification in the system.

Culture influences people (learners) and their emotions positively or negatively. However, in e-learning, emotions are an important area of concern [22]. For example, students from western countries have positive emotions while those from eastern countries have negative emotions [23]. In the determination of positive and negative emotion, students from western countries see pride as positive emotion which is considered as negative in eastern countries [24].

Culture can also affect learners' preference individually or collectively [11], concern [25], allocation of reward [26] and many more. So, culture and learning culture consideration is important for e-learning development because it's the way of people's behaviour. The avoidance of cultural content risks learners from a different background [11]. The culture on e-learning is the inherited attitude or behaviour of people toward e-learning. Learning culture demands understanding of how learners assimilate skills and knowledge in their learning environment, react to change, objective-oriented, the innovative mind-set and change retainment. However, learning cultures are those attributes that encourage learners to develop a good attitude, goal, values, practice in the learning process [27]. Learning culture attributes are: 'Personal mastery' or self (personal) command (encouragement of creating goal-minded, social, organisational team effort to succeed), 'Mental model' or state (the force that changes learner's mind, behaviour and attitude), 'Shared vision' or shared visual sense (commitment to others), Team (group) learning (corporate thinking patterns to excel more than individual thinking skills), 'System thinking' or patterns of thinking (ability to think different from others) [27], Objective-oriented (ability to foresee the future).

### 3.3. Culture-oriented e-learning

Culture-oriented e-learning is the centre or focus point of culture. In the study, it symbolises the necessity of culture on e-learning system development, because learning occurs in an environment where culture exists. For an effective usage of e-learning tools and software, culture must be widely considered in the development process, meaning that culture should be embedded in

e-learning. The embedment of culture on learning will allow easy flow of e-learning software [2]. But, currently, most of e-learning contents are written in English [4].

E-learning remote resources allocation should consider things like the cultural setting of learners, their experience, technology and many more and the consideration of the following culture-oriented learning systems [3]. To the study, culture-oriented e-learning symbolises the necessity of culture on the e-learning system development process. But, there is no place for learners' culture in the development [28, 29]. [4] believes that lack of culture causes challenges in the development of e-learning. [30] suggest that these challenges must be resolved for e-learning to effectively deliver the needed service to learners. These challenges and issues can be resolved through the concept of culture-oriented e-learning system framework factors [1, 11–31]. Well executed e-learning system lie in a framework [32].

The factors are cultural, community, administrative, content, activity/exercise factor (AEF), and learning style. The cultural factor cover aspects of learners' attitude, honour, respect, obedience, friendship, mutual bond and regard for authority [8]. The community factor facilitates active collaboration, communication, dissemination of information between learners and the lecturers using discussion forum, blog, newsroom, chat-rooms and many more [9–31]. An administrative factor uses statistical tools to facilitate lecturers' learning process [31]. Factor constitutes on important part of development and usage of the e-learning educational platform [33]. Students use e-learning systems in advancing knowledge [34] and they are the final users of e-learning platform [35].

Content factor also ensures that the learning material is designed properly in engaging with learners (students) [9, 35]. This factor is received based on the mode and style of the learners as covered by the learning style. According to [19], learning style explains learners' learning modes [1]. The availability and preparation of all learning contents and support are teachers' obligation [1, 34]. Lecturers are intermediate people between the administrators and the e-learning system. The activity/exercise factor (AEF) is the task engaged in by learners to effectively use the learning system as the mandate of e-learning is accomplished [1]. AEF facilitates all academic-related work of the lecturers [31]. At this point, culture e-learning system is a system that integrate and recognised different learners' cultural attributes as shown in this study. According to [36], culture e-learning system or culture-oriented e-learning system is a system that considers and represent learners (users) culture. Reason being that e-learning systems operates in an environment controlled or influenced by social, group, or national culture. Then, [4]: 4) who states that realising e-learning objectives demands that attention be given to "cultural learning needs" of the learners and house them in the system as to promote and provide learners outcome basic education. Culture on e-learning system bridge cultural divide among students [1].

### 3.4. Technology acceptance model (TAM)

TAM was derived from the theory of reasoned action (TRA) [37]. The theory determines user's perceptions in relations to usefulness and ease to use. While [38] suggests that TAM is used to predict individuals (students) acceptance to new technology invention, concepts or application/s. Culture-oriented e-learning initiative can be regarded as a new concept. According to the TAM theory, individuals (students) acceptance of any new technological tools are basically influenced
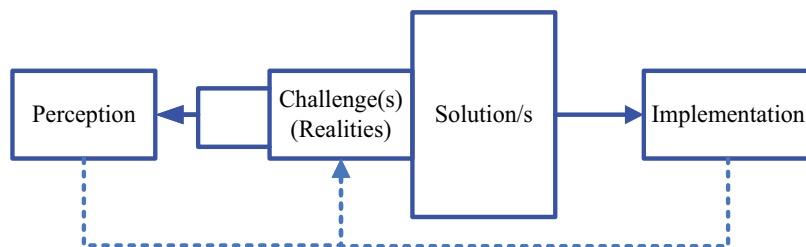
**Figure 1.** Culture-oriented e-learning system perception principle.

by two factors: "perceived usefulness" (the extent an individual believes a new tools or technology will impact toward his or her performance) and 'perceived ease to use' (the extent an individual (students) believes that new concept will be effort-less to use) [38, 39]. Student's adoption of culture-oriented e-learning system can take a long time toward decolonisation of education system in the developing countries, but it's achievable. However, according to [40], technology adoption requires mental reengineering over some period of time. TAM supports user's perception/s on technology tools or invention/s, and challenges (realities) defines perception. While solution(s) determines implementation (see **Figure 1**).

Perception/s and implementation/s resolves around challenges (dotted line) (see **Figure 1**). **Figure 1** guided this study in general.

Based on this theory in the chapter, the student's acceptance of culture-oriented e-learning system depends on their perception on the usefulness to academic advancement or performance and ease to use. In order to determine the students perception/s, the researchers tries to understand the challenges the current e-learning is facing. Through the understanding of the challenges, then effective implementation of e-learning system can be done.

## 4. The research questions

What are the students' perceptions of culture-oriented e-learning system? (this question aimed to understand how student feel on culture-oriented e-learning system)

What are the challenges facing the current e-learning system? (the design, implementation and usage of e-learning are confronted with different kinds of challenges, perceptions and issues which result in an ineffective optimization of e-learning potential benefits. This question seeks to understand the real challenges students face in using the e-learning system)

How can culture-orientated e-learning system be implemented to serve learners? (the alignment of e-learning with culture remains challenging. This question seeks to understand from learners how their cultures can be represented in the e-learning)

## 5. The research objectives

This study is centred on investigation of student's perceptions of culture-oriented e-learning system because learners' cultural environment impacts on their e-learning values, perception and

usage. The implementation of an e-learning system that is culturally oriented can be regarded as a benefit to students. This study seeks to determine: students' perceptions of culture-oriented e-learning system, the challenges facing current e-learning systems and how to implement culture-orientated e-learning systems.

# 6. Research methodology

Research design covers the procedures and processes to carry out research with focus on collecting relevant data to answer research questions [41]. According to [42], methodology is the plan, layout and strategy that connects research methods. Research methodology is divided into parts, quantitative, qualitative and mixed methods [43, 44]. A quantitative research deals with numeric data, qualitative research focuses on tests, audios and videos, while mixed research is the combination of both into one study [44, 36]. A mixed research method is used when data from a single method is insufficient in the study and to ensure quality study [44]. The selection of any methodology purely depends on the researcher's knowledge, the kind of the study under investigation, the population sample and others. As a matter of fact, this study deployed quantitative method because numeric data involving questionnaire were used in the study.

In order to accomplish the research objectives and answer the questions, steps were taken beginning with the determination of the population sample of North-West University students. Through the sampling, the actual participants were determined and selected. Sampling influences any research outcome [45]. The population sample of this study comprises students at the North-West University, South Africa, who use e-learning platform (eFundi) in their daily studies in all academic related work. The University have a population of 73,414 students in 2016 academic year. According to [46], a population sample of n = 75, 0000 is equivalent to 382 sample size. Nonetheless, this study exceed the sample size that resulted to 728 participants, because a printed and online questionnaire were circulated and participants participated in their numbers willingly. The institution was also selected based on the cultural and societal background of the students across the university, who use eFundi as a learning portal.

As earlier noted, the researcher collected 728 completed questionnaires using online survey platform (surveymonkey.com) and printed copies (soft-copy) to gather their insight into culture-oriented e-learning system. At the end, Statistical Analysis System (SAS version 9.3) and Statistical Package for the Social Science (SPSS) were used to analyse the collected data into meaningful information.

# 7. Presentation of results and discussion

The results are presented in three sections and each presentation is followed by discussion.

## 7.1. Students' perceptions of culture-oriented e-learning system

In this section, learners were asked whether they preferred e-learning system designed in home language and 27.88% preferred e-learning system designed in their home language; 58.38% indicated English language while 13.74% were not sure of the preferred language of design. The

finding is supported by [4] who states that most of the contents of e-learning are written in English indicating that most of the contents of e-learning system are written in English to push learners to use such system because they have no alternative system to use.

Again, participants were also asked for their preferred language of e-learning and 60.44% preferred English while 31.18% of the respondents indicated both English and Home language. The indication from this finding shows a high percentage of participants' willingness and eagerness to learn through a customizable e-learning system as well as preference of conventional systems designed in English language. In an attempt to determine the perception of the participants regarding e-learning system over classroom teaching, the outcome was that 25.27% were not sure of the preferred platform while 53.43% did not prefer e-learning platform over the classroom. Participants' preference of classroom over e-learning is regarded as a challenge because of different kinds of lack on e-learning system. However, [14] believes that e-learning system supports classrooms but the opposite was the perception and belief of the participants.

Research suggests that there is no place for learners' culture in the system development [28, 29]. [4] believes that lack of culture causes challenges in the development of e-learning. To verify the suggestions from the literature, the researchers asked a question to determine if learners were able to customise e-learning to home language and the result showed that 44.09% responded that they cannot customise e-learning features to their home language, 35.03% were not sure but 20.88% could customise to their home language. The input from the participants supports the literature. Despite lack of customization of e-learning systems, participants still believed that the current e-learning platform is effective as shown by 81.87% (B14) of the participants who regarded the current e-learning system effective while 10.71% saw it as problematic/difficult.

In determining the part of the cultural element that influences their usage of e-learning systems, 81.87% of the respondents are influenced by single element (religion, values and attributes, language, law and politics and many more) while 18.13% by multiple elements. The finding indicates that there are different kinds of elements that participants identify that impact the execution of culture-oriented e-learning systems. For an effective execution, these elements must be considered by the developers because of the impact of culture on e-learning. According to [1], the cultural environment impacts the e-learning platform. At this level, the researcher went on to determine the cultural impact on e-learning, to which 44.64% of the respondents believed that culture would impact and improve their level of understanding of the content, 43.13% of the respondent felt no influence while 5.22% believed that cultural elements would help them to think well (**see Appendix A**).

### 7.2. The challenges facing the current e-learning system

With reference to the challenges facing the current e-learning system, the participants were asked if they had attended classes purely based on e-learning system. The results should that 31.32% of the participants indicated yes, 51.51% responded no while 17.17% responded not sure. But, according to [35], many students may not have attended any educational institution had it not been for e-learning. Due to the different kinds of issues like outdated contents, unreliable network connection, and unfriendly user interface, many educational institutions have failed to implement learning systems where learning is purely done online. Again, the researcher aimed

to determine if learners were able to customise e-learning to home language and the result showed that 44.09% responded that they have not customise e-learning features to their home language, 35.03% were not sure but 20.88% could customise to their home language. Participants' high response rate shows that e-learning systems lack learners' culture [28, 29]; Ref. [4] believes that lack of culture causes challenges in the development and usage of e-learning.

The challenges also continue because of lack of consultation between developers of e-learning systems and the users (learners). When participants were asked to determine if they were consulted by e-learning developers during the development process, 80.91% of the respondents had not been consulted by developers and 13.46% were not sure if they had been consulted. [30] suggest that these challenges like lack of consultation must be resolved for e-learning to effectively deliver the needed service to learners. Participants still believed that their institutions encouraged them to use e-learning system with 86.26% of the respondent feeling the encouragement and 81.87% also believed that e-learning system is effective in their study. On e-learning challenges compared to the classroom 97.80% had mixed feeling (single issue) on the challenges compared to the classroom while only 2.20% responded multiple issues. Participant's responses are in accordance with [47], who regard Information and Communications Technology (ICT) as a promising mechanism to empower e-learning processes and dealing with teaching and learning challenges. The empowerment is impacted by the cultural elements in the usage of e-learning systems.

In determining the part of the cultural element that influences their usage of e-learning system, 81.87% of the respondents are influenced by single element while 18.13% by multiple elements. Participants' responses concur with [19] who suggest that cultural differences and beliefs impact learners' learning style and process. They also impact the ways of thinking and adaptation into society [48]. At this level, the researcher went on to determine the cultural impacts e-learning, to which 44.64% of the respondents believed that culture would impact and improve their level of understanding of the content, 43.13% of the respondent felt no influence while 5.22% believed that cultural elements would help them to think well. The finding shows that the challenges encountered by the e-learning system at large are unable to prevent learners from using or understanding contents through e-learning systems. Learners are also challenged and 60.58% are experiencing technical problems, which agree with [30] that e-learning is confronted with issues which need to be resolved for the potential to explore. But 94.51% of the participants have different kinds of issues concerning e-learning systems showing that there are various kinds of challenges confronting users of e-learning (**see Appendix B**).

### 7.3. How to implement the culture-orientated e-learning system

The implementation of culture-oriented e-learning demands a couple of factors and processes as discussed here. With regard to implementing culture-oriented e-learning systems, the following factors and components provided here aid to facilitate the implementation process. However, the issues and challenges confronting e-learning system usage as seen from the precious sections of the study must be fully understood and resolved. The finding indicates that participants between the cultural factors include respect, authority, honour, regard, obedience, relationship, mutual bond and friendship. They all have impact on e-learning: the finding shows 32.55% of the population

said yes, 26.24% responded somewhat while 15.93% selected not at all. Then, according to [8], culture and its factors should be taken into consideration during the development phase. [5] suggest that a good learning approach can be attributed of effective cultural factors [8].

This culture can be executed through community factors which help shape the learning capacity of the learners and 65.11% of the population said yes, 22.94% chose somewhat while 5.49% selected not at all. Participants' views and ideas are supported by [31] who believe that community factors ensure effective use of different tools in communication during teaching and learning. Culture-oriented e-learning systems can also be implemented using administrative factors which 73.49% of the population believe in, while 80.22% believe in content factors and the following researchers, [9, 31–33] support this view of participants. On the question of learning style assisting students to focus on e-learning or learning process, 67.45% agreed on the learning style, 23.21% chose somewhat while 3.30% chose not at all. The high response rate is supported by [49] who believes that different learning styles of the learners should be recognised.

Nonetheless, [34] believe in the assistance of e-learning lecturers in the provision of learning materials and contents. This sentiment supported by learners who trust that lecturers assist them in how to use e-learning systems. About 43.96% of the respondents indicated partial assistance from the lecturers, 37.64% chose full assistance while 18.41% selected no assistance. With assistance from Activity/Exercise Factor (AEF) to stay focused on e-learning, 63.74% of the respondents selected yes, 27.06% chose somewhat while 3.71% chose not at all. The views and ideas of the participants agree with [31] who understand that AEF manages all academic-related work prepared by the lecturers. In totality, learners were later asked about their thoughts and views in regard to all these different factors and the importance to e-learning implementation and usage and the response indicated that 65.38% of the respondents would like e-learning systems developed and implemented using all the factors, 25.14% was somewhat not sure while 4.12% were totally not sure (**see Appendix C**).

## 8. Conclusion and recommendations

The impact of culture can be felt in how learners use and value e-learning media. The cultural differences and the perception of learners of the e-learning system should be a vital step of departure in the development of e-learning systems. The execution of e-learning systems cannot do without the understanding of the roles and importance of culture in the process [1]. The study has managed to achieve its objectives with the understanding of learners' perceptions of culture-oriented e-learning systems which can be coined as mixed perception but many of the learners stating that e-learning systems should develop only in the English language. Nonetheless, it was realised in the discussions above that e-learning system is confronted with a number of challenges and issues ranging from lack of consultation by developers, customisation, unfriendliness, outdated content, unreliable network/connection and many more. These challenges and issues can be fixed with the reflection and engagement from the developers, students and other stakeholders involved in the development of e-learning systems.

The study also discovered different factors and components which participants felt should be realised and used when implementing culture-oriented e-learning systems. All these findings

were arrived at using different kinds of statistical software as noted earlier. In summation, the perception of the participants was acknowledged, however, the same research can be conducted from the e-learning developers and administrative perceptive as to determine their views and ideas toward the implementation of culture-oriented e-learning systems that can accommodate learners from all walks of life. The following points are worth noting in this study:

1.  Identifying the factors necessary in the design of e-Learning System (e-LS),

2.  Understanding the challenges in managing cultural diversity,

3.  Understanding the benefits attached to a culture-oriented e-learning system,

4.  Understanding how cultural differences impact e-learning design and implementation of e-learning systems,

5.  How to capture cultural deviation in society during e-learning system development phase,

6.  Managing cultural differences while developing e-learning tools that are culturally focused and friendly at all levels.

7.  Nonetheless, similar study can be conducted to determine the perception of the teachers/ lecturers and e-learning developers on culture-oriented e-learning system.

## A. Appendix A: Students' perceptions of culture-oriented e-learning system

|  | Questions/Variables | Question scales (options) | Frequency | Percentage |
|---|---|---|---|---|
| **B7** | Prefer e-learning designed in home language | Yes | 203 | 27.88 |
|  |  | No | 425 | 58.38 |
|  |  | Not sure | 100 | 13.74 |
| **B8** | Preferred language for e-learning | English | 440 | 60.44 |
|  |  | Home language | 61 | 8.38 |
|  |  | Both | 227 | 31.18 |
| **B9** | Preferred e-learning over classroom | Yes | 155 | 21.29 |
|  |  | No | 389 | 53.43 |
|  |  | Not sure | 184 | 25.27 |
| **B11** | Able to customise e-learning to home language | Yes | 152 | 20.88 |
|  |  | No | 321 | 44.09 |
|  |  | Not sure | 255 | 35.03 |
| **B14** | Perception about state of e-learning | Effective | 596 | 81.87 |
|  |  | Problematic/Difficult | 78 | 10.71 |
|  |  | Ineffective | 54 | 7.42 |

| | Questions/Variables | Question scales (options) | Frequency | Percentage |
|---|---|---|---|---|
| B17 | Elements of cultural influence on e-learning (religion, values and attributes, language, law and politics, beliefs, communication, symbols, power and customs and traditions) | Single element | 596 | 81.87 |
| | | Multiple elements | 132 | 18.13 |
| B18 | Cultural impacts on e-learning | To understand | 325 | 44.64 |
| | | To think | 51 | 7.01 |
| | | Answering questions | 38 | 5.22 |
| | | None/No influence | 314 | 43.13 |

## B. Appendix B: The challenges facing the current e-learning system

| | Questions/Variables | Question scales (options) | Frequency | Percentage |
|---|---|---|---|---|
| B4 | Ever attended e-learning classes | Yes | 627 | 31.32 |
| | | No | 48 | 51.51 |
| | | Not sure | 53 | 17.17 |
| B11 | Able to customise e-learning to home language | Yes | 152 | 20.88 |
| | | No | 321 | 44.09 |
| | | Not sure | 255 | 35.03 |
| B12 | Ever consulted by e-learning developers | Yes | 41 | 5.63 |
| | | No | 589 | 80.91 |
| | | Not sure | 98 | 13.46 |
| B13 | Institution encourages you to use e-learning | Yes | 628 | 86.26 |
| | | No | 31 | 4.26 |
| | | Not sure | 69 | 9.48 |
| B15 | E-learning challenges compared to classroom (not user-friendly, outdated content, unreliable network/connection) | Single issue | 712 | 97.80 |
| | | Multiple issues | 12 | 2.20 |
| B17 | Elements of cultural influence on e-learning | Single element | 596 | 81.87 |
| | | Multiple elements | 132 | 18.13 |
| B18 | Cultural impacts on e-learning | To understand | 325 | 44.64 |
| | | To think | 51 | 7.01 |
| | | Answering questions | 38 | 5.22 |
| | | None/No influence | 314 | 43.13 |
| C20 | Have experienced technical problems using e-learning | Agree/Strongly agree | 441 | 60.58 |
| | | Not sure | 32 | 4.40 |
| | | Disagree/Strongly disagree | 255 | 35.03 |
| C25 | Issues about e-learning | Single issue | 688 | 94.51 |
| | | Multiple issues | 40 | 5.49 |

## C. Appendix C: How to implement the culture-orientated e-learning system

| | Questions/Variables | Question scales (options) | Frequency | Percentage |
|---|---|---|---|---|
| **C27** | Think cultural factors have impact on e-learning | Yes | 237 | 32.55 |
| | | Somewhat | 191 | 26.24 |
| | | Not sure | 184 | 25.27 |
| | | Not at all | 116 | 15.93 |
| **C28** | Think community factors can help shape learning capacity | Yes | 474 | 65.11 |
| | | Somewhat | 167 | 22.94 |
| | | Not sure | 47 | 6.46 |
| | | Not at all | 40 | 5.49 |
| **C29** | Think administrative factors be considered in e-learning design | Yes | 535 | 73.49 |
| | | Somewhat | 130 | 17.86 |
| | | Not sure | 41 | 5.63 |
| | | Not at all | 22 | 3.02 |
| **C30** | Think content factors are important to students on e-learning | Yes | 584 | 80.22 |
| | | Somewhat | 103 | 14.15 |
| | | Not sure | 21 | 2.88 |
| | | Not at all | 20 | 2.75 |
| **C31** | Does learning style assist students to focus | Yes | 491 | 67.45 |
| | | Somewhat | 169 | 23.21 |
| | | Not sure | 44 | 6.04 |
| | | Not at all | 24 | 3.30 |
| **C32** | Do lecturers assist on how to use e-learning | Full assistance | 274 | 37.64 |
| | | Partial assistance | 320 | 43.96 |
| | | No assistance | 134 | 18.41 |
| **C33** | Does AEF assist you to stay focused on e-learning field | Yes | 464 | 63.74 |
| | | Somewhat | 197 | 27.06 |
| | | Not sure | 40 | 5.49 |
| | | Not at all | 27 | 3.71 |
| **C34** | Think above-listed factors are important to e-learning system | Yes | 476 | 65.38 |
| | | Somewhat | 183 | 25.14 |
| | | Not sure | 30 | 4.12 |
| | | Not at all | 39 | 5.36 |

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# Equality: Curriculum, Environment, Gender, Youth

# Curricular Policy and Access and Permanence of Students in School

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Additional information is available at the end of the chapter

**Abstract**

This article presents a study on the access and permanence or equity of the students in schools of General Secondary Education. The research was carried out in two schools, which sought to understand the level of access and permanence of students. The research opted for a qualitative approach as it made a content analysis of interviews and readings. It was observed that the Mozambican educational system was marked by the exclusion of other cultures due to the weak negotiation between the school culture and that of the students, and in this context, there was a systematic and constant abandonment of students. This abandonment occurred for several reasons: cultural issues and fragility of family structures. The research also showed that in schools there was a strong trend toward generalization and harmonization of evaluation practices, without looking at issues of asymmetries between schools. A continuous and constant practice of expressing value judgments was also carried out in order to generalize the students' behavior. Faced with these factors, students have access to school but over the cycle are giving up, which makes it possible to understand that Mozambican public policies still need to maintain an inclusive and acceptability dialog with and from other cultures.

**Keywords:** curriculum, access, permanence, students, school

## 1. Introduction

The issue of education policies is one of the priorities and a concern at the global level, with a particular focus on students' access to and staying in school. There has been a concern at the level of governments in the construction of infrastructures in order to receive as many

students as possible. The Mozambican government, for example, has been making efforts every year to build more classrooms to satisfy local demand for schooling.

Nevertheless, educational public policies aim at encouraging and above all the access and permanence of the students in school, there has been a certain abandonment of the students during the school year. What we report is linked to findings made possible by a survey carried out in two schools of the General Secondary School (ESG) in Mozambique, Maputo, in the Municipality of Matola. We relate what was observed throughout the investigation with data published by the Ministry of Education and by the average.

## 2. International education policies in the context of globalization

This section identifies and discusses international education policies in the context of globalization and, therefore, reflects on the implications of this in relation to educational policies in Mozambique.

This reflection is also intended to identify the meanings that are/ were included and/or excluded over time from the understanding of the context under which Mozambican education policies are/were produced. The interest in discussing globalization in this work is anchored in the fact that globalization permeates teaching and school practices.

Before embarking on a description of international education policies produced in different spaces, it is important to mention that current educational policies in Mozambique emphasize that their successes and challenges have had many contours and a long economic, political, social, and ideological history, largely depending on policy options and funding partners, in each era.

Cooperation and investment relations between Mozambique and international organizations are not recent. These relations began from the period of the National Liberation Struggle around the years of 1964, as it is placed by Presidential Decree No 24/90 of 29 May 1990, which states that:

The cooperation relations between the People's Republic of Mozambique and the United Nations Educational, Scientific and Cultural Organization, UNESCO, began during the National Liberation Struggle, with the participation of this organization in the development of educational programs of the Front of Liberation of Mozambique, Frelimo [1].

After the establishment of the first Constitution of the Republic of Mozambique (MRC) after independence, education was not only a right, but also an imperative for national development. Indeed, Mozambique has ratified international and regional treaties and ratified them in its national regulatory framework [2].

At the international level, also soon after independence, in 1975, Mozambique signed the UNESCO constitution, where 1 year later (1976) it was admitted as a Member State with full rights by the 19th General Conference of the Organization [3]. However, in order to contribute to the pursuit of UNESCO's objectives in the different areas of its competence and

to receive the benefits of cooperation with that organization, Mozambique was obliged to create, space for a permanent stuff dedicated to the treatment of various issues and activities related to UNESCO, whose objective was to coordinate all cooperation between Mozambique and UNESCO in achieving the statutory purposes of the United Nations and, in particular, Programs developed in Mozambique as a result of agreements or contracts signed with UNESCO in the organization's areas of competence [1].

Despite the postulated objectives of cooperation between Mozambique and UNESCO, the fulfillment of these objectives was not done blindly by the Mozambican government, since there was room for negotiation, as the Bulletin of the Republic indicates that it is the responsibility of the President of the National Commission for UNESCO to monitor the negotiation of all cooperation with UNESCO and to sign or address their respective contracts and correspondence addressed to the Director-General of UNESCO.

The dialog between the government and its international partners has been constant and articulated. Cooperation partners share the government's view of their education sector priorities [2], which means there is an ongoing negotiation.

In an attempt to answer it and based on observations of classes and interviews with the managers and teachers of the two schools that were the locus of the research, it can be affirmed that there is no horizontal functionality of the policies since there were spaces for policy adaptations, interpretations, and reinterpretations in each context, although there were strong control processes through quarterly and annual evaluations and through the filling of tables.

However, there have been several world conferences on education, to name but a few, in the early 1960s: (i) Bombay, India, in 1952; (ii) Cairo, Egypt, in 1954; (iii) Lima, Peru, 1956; (iv) Karachi, Pakistan; and (v) Addis Ababa, Ethiopia. All of them defined that, by 1980, two fundamental goals, literacy and universal schooling [4], would be achieved.

These meetings were organized and promoted by the International Community, and among several objectives, in general, the establishment of homogeneous parameters that allowed access to education for all regardless of their social, cultural, ethnic, religious, economic, etc., on the one hand. On the other hand, there was also the commitment to the most pressing problems that sickened the world. According to Ireland [5], these problems are listed below:

Child welfare, environmental, protection, human rights, empowerment of girls, productive employment, reproductive health, and urban development. All linked to the themes of peace, development, and human security.

According to the author, each of the conferences reached agreements on specific issues in a new spirit of cooperation and global purposes, on the one hand. On the other hand, they sought to articulate their themes and action plans to those of other conferences in a deliberate way, strengthening the common understanding of the development process.

The conference held in Jomtien in 1990 in Thailand adopted the concept of basic education, proposing an expanded view of education and not restricted to schooling and childhood, as can be seen in its article 1:

Satisfy basic learning needs. Each person, child, young person, or adult must be able to take advantage of educational opportunities aimed at satisfying their basic learning needs. These needs include both the essential tools for learning (such as reading, writing, speaking, calculating, solving problems) and basic learning contents (such as knowledge, skills, values and attitudes) Human beings can survive, fully develop their potential, live and work with dignity, participate fully in development, improve the quality of life, make informed decisions and continue to learn […]. The extent of basic learning needs and the way to satisfy them vary by country and culture, and inevitably change over time [5].

In this context, according to the same author, basic education is more than a purpose; it is the basis for learning and for permanent human development, on which countries can systematically build levels and more advanced types of education.

## 3. Education and training

However, the translation of the expanded opportunities for effective development education to the individual/society will ultimately depend on because of those same opportunities; people will grasp useful knowledge, reasoning skills, aptitudes, and values. As a consequence, basic education should be focused on the acquisition and effective learning outcomes and not more exclusively on enrollment, attendance at established programs and completion of qualification requirements [5].

With regard to Mozambique's adherence to regional policies, it is possible to highlight its involvement, for example, in the Southern African Development Community (SADC) Education and Training Protocol and the New Partnership for Africa's Development (NEPAD), which aimed at the gradual achievement of equivalence, harmonization, and standardization of Education and Training Systems in the SADC Region. This implies, inter alia, the integration of education systems and the harmonization of different curricula at the regional level, emphasizing the practical component of post-primary education, in addition to universal training of at least 9 or 10 years [6].

In connection with the various conferences, UNESCO noted that there were collective synergies and strong linkages between the conferences in the 1990s and 2000s; once, from different points of view, they approached the main problems of the contemporary world for which education could make a difference, if they could develop policies based on a global vision of education systems.

Therefore, as can be seen from the discussions presented above in the different meetings during the last few decades, the issue of education has always been a priority for all the governments and civil society that participated in the said conferences. She was always seen as the one who would solve various problems that sickened the world. It is in this understanding that we sought to globalize it, even if we recognized at some point the specifics and differences of each society, but it was evident that there were aspects that were sought to maintain and internationalize them.

In the case of Mozambique with more than 40 local languages, in addition to the official languages and over 100 dialects of the respective languages, as well as different ethnic groups and

cultures, the diversity, differences, and challenges are greater when one considers to include and reconcile All needs and differences in a national curriculum, or rather, make it as democratic as possible [7] in a globalized world with deep differences. Moreover, based on the conclusions of Mazula and Ngunga, given these linguistic diversities, there is a relation between the mother tongue of the individual and his/her school performance.

In fact, globalization is an opportunity for the world and for Mozambique in particular because it shortens distances and eases border rigidity and there is greater and faster communication between societies, there is also a greater circulation of information, however it is also a major challenge because not all societies, for example Mozambique, have the same level of economic, technological, and human development.

The essence of the thesis of globalization according to Ball [8] rests on the question of the future of the National State as a cultural and political entity. This thesis is articulated through four interrelated perspectives that refer to economic, political, cultural, and social transformation. Globalization involves the spread of new technologies that have a huge impact on the economy, politics, society, culture, education, and individual experience [8].

For some authors, such as Lingard and Rizvi [9], apart from the fact that the concept of globalization does not have a single uniform meaning and have multiple expressions as dynamic as specific in each context, the phenomenon of globalization is not as new as it stands Lopes [10].

It is a producer of disjunctive flows that have long existed, and these flows characterize the constant movements of ideas, ideologies, people, images, technologies that are only temporarily seen as stable structures or organizations due to the inability of our devices to identify and deal with this movement [9].

These organizations have had very profound influences on national educational policies. It is in this context that Ball [11] argues that it is no longer possible to view educational policies from the nation-state point of view alone, as education is a regional and global policy issue and increasingly an international trade issue.

In the view of Lingard and Rizvi [9], globalization affects the way we interpret and imagine the possibilities of our lives, since the idea of globalization represents both an ideological construction and a social imaginary that determines the discourses of educational policy. For this reason, a good analysis of educational policy implies understanding how the effects of globalization actually work, rather than characterizing it as the general cause of certain political developments [9].

Regarding the impact of globalization in the field of education, one can point to the provision of policies and the consequent submission of less-developed countries, in a greater or lesser sense, to international policies through the evaluation of the Teaching and Learning Process (TLP) by using standardized and internationalized instruments, as analyzed by Torres and Burbules [12].

Moreover, from the standpoint of Lingard and Rizvi [9], educational purposes have been redefined in terms of a narrower set of interests about the development of human capital and the role that education must play in meeting the needs of the global economy and ensuring competitiveness of the national economy.

At the same time, Giddens ([13] apud [8]) states that globalization invades local contexts, but does not destroy them; On the contrary, new forms of identity and local cultural self-expression are, therefore, connected to the process of globalization.

Regarding the context of teaching, policy is mediated by the practices of school principals, just as teachers interpret policy and translate it into practice [9].

Nevertheless, Lingard and Rizvi [9], p. 151, argue that:

The relationship between politics and practice is greatly modified, but if one considers that there is a primordial center of power, then, in the case of curricular policy, the practice of schools remains less relevant in the area of political decision making, but if one considers the politics as diffuse and without center, with multiple contextual centers being produced, hence the practice of schools tends to be considered also as a decision making center and of producing meanings for politics. Since practice ceases to be considered as the other of politics, it becomes an integral part of any policy-making process.

The observation of what happened in the schools, which were the locus of our research, made it possible to observe that students and teachers in classrooms have their own interpretation.

Based on the studies of Ball [8], it can be said that political research implies an analysis of three key aspects: texts, discourses, and effects. That is, policies are always refuted, loaded with values and dynamics, and your product brings together various agreements. They are encoded into representations of what is ordered and what to do. Political analysis implies the decoding of texts, both in relation to the context in which they are encompassed and the context they construct and the effects they have in practice, linked to social effects, often called political results, since investigating policies is not only restricted (norms, laws, resolutions, plans, programs, etc.), but also includes school practices and speeches [8].

However, it can be said in general that globalization has its influences on educational policies, in particular, regarding the individual's pretension to market, which must be imbued with skills, competencies, attitudes, and values as it is argued by Lingard and Rizvi [9] when postulating that the relationship between globalization and education policies is related to the model of the individual's formation, which seeks for to train the citizen with skills, skills for the labor market, openness for training/schooling, at least until high school. From the analyses made, it was pointed out that globalization as a social, economic, cultural, and, above all, educational phenomenon that is at the heart of research does not suffocate, suture, does not unify practices whatever they are, does not homogenize all contexts (Globalization) are adequate, adapts to each context according to the characteristics of the latter because there is always a recontextualization of policies [14]. In fact, globalization itself is reconfigured by context, since it is not passive.

In the Mozambican context, in an effort to appropriate and interpret international policies, such as the Jomtien World Declaration on ETPs in 1990; The Millennium Declaration in 2000, ratified by 189 countries and UN member states to combat poverty, promote sustainable development and access to ETP [15]; The Declaration of the Second Pan African Forum on Children in 2007, which discussed free access to primary education. Among other issues, these policies have been interpreted and implemented through various

national instruments, such as the Government's Five-Year Programs; The Plan of Action for the Reduction of Absolute Poverty (PARPA); National Education Policies; and Strategic Education Plans.

The study carried out by Osório e Silva [16] in Mozambique states that the Government's Five-Year Program (2006–2009) called for equal opportunities and rights for men and women and improved levels of education for citizens (p. 67). In turn, PARPA I viewed education as one of the basic rights of citizens, giving it a prominent role in combating poverty and increasing capacities and opportunities and promoting greater regional and social equity.

Also in the context of international policies, the same authors highlight the influence of the Jomtien conference on the design of national policies in the mid-1990s. In this case, one of the presuppositions of the Government's Five-Year Program (1995–1999) looked at education as a right of every citizen as well as defending the universalization of access and the development of its quality.

The Mozambican authorities, still seeking to respond to the World Declaration of Education for all, committed themselves to universal access to education for schoolchildren. The Mozambican policies, strategic plans, and national programs presented demonstrate the operationalization of international policies through the undertaking of various activities.

This situation demonstrates that when policies arrive in a given context, they are contextualized and recontextualized. Its insertion and suitability depends on the conditions in each context. Your life will depend on negotiating with other factors. In the case of EFA policies, they were not put into operation as envisaged and advocated since Mozambique at the time was in a context that did not allow it to implement the policies as they had been conceived (e.g., economic and social difficulties, policy).

Taking into account Candau's [17] studies, the issue of equality of access, law, and universalization of education, foreseen in such international policies and, in particular, in Mozambique is seen from the standpoint of standardization and homogenization, made through teaching practices, evaluation, and use of teaching materials.

Thus, differences are invisibilized, denied, and silenced, presenting the pedagogical processes a monocultural character, marked by cultural daltonism [17]. These facts end up competing for the dropout of students throughout the school year.

The withdrawal of pupils is also due to the different interpretation of policies, as well as the fact that schools are trained in different ways within the political process, or because they act in different contexts; Either because of the differences of the academic training and professional experiences of the teachers; or differences in times of location and reputation of schools; either because of the absence and/or shortage of staff, differences in the specific local management of schools and the process in which the texts are translated, which allows the occurrence of different results from one place to another [18].

These studies have shown that the basis of differences between schools is not simply a matter of resources or skills and experience of key actors, however important these aspects may be, but it is also a question of differences in interpretations of texts.

In this sense, Lopes and Oliveira [19] defends that there is the formation of hybrid collections when policies migrate from one context to another or when pedagogical discourses are constituted.

It is in this view that Ball, Braun and Maguire defend that putting policies into practice is a creative, sophisticated, and complex process that is also always located in a given context and place. That is, policy-making involves creative processes of interpretation and recontextualization.

In this way, Lopes [20] affirms that in curriculum policies, the contexts are no longer seen as hierarchical, and the circulation of texts between them is not interpreted as an ideological misrepresentation. However, the fact that hierarchies are not established among the contexts in question does not imply that the said contexts have the same power of meaning without asymmetries [20].

Thus, in the context of practice, texts are interpreted in a translation process that will be different from one place to another. That is, there are differences in their understanding and interpretation, and there is creativity and originality.

In another dimension of analysis, the authors discussing competences and qualifications refer that in addition to the evaluation being taken as a tool to gauge the abilities and knowledge of the individual, it is also shifted to a utilitarian and functionalist purpose.

The evaluation aims to determine the degree of effectiveness of the curriculum through internal, provincial and national tests, and the results, especially the negative ones, are considered to be the responsibility of the teachers, who are at the service of the results and not of the learning and human formation.

However, Tura [21] pointed out that educational practice should not be understood as isolated from other social practices, since, despite the relative autonomy of each social system, they are always part of a whole with which they are integrated into the achievement of a common end. Thus education must be understood as a social institution.

The discussion presented throughout this section makes it possible to understand that the performativity installed in schools privileges more the cognitive, mirrored in the results of the different forms of evaluation and gives little emphasis to the psychomotor, the affective and the social or, rather, statistics give little possibility for reading about the individual's human development, over time. Thus schools are driven to perpetuate the inequalities of opportunity among students. Thus, the evaluation process is a classification instrument that punishes, marginalizes, and/or excludes students with poor performance and values of those with good performance. The teacher is the person who quantifies knowledge, a figure respected and feared, given the value given to the assessments. For it is, they determine the insertion of the individual in the labor market, the possibility of its continuity in higher education, etc.

One of the consequences that can be pointed out as a result of such marginalization is the dropping out and abandonment of the students in school, disapprovals, expulsion or change of the students' shift because they have been disapproved of more than two times in the same class.

## 4. Formation of classes and characteristics of families of students in the schools surveyed

### 4.1. Formation of classes

As far as the constitution of the classes, they were constituted in average by 60 students, being, mainly, composed by young women. Ten classes (11th and 12th) that constituted the population of one of the schools that was the locus of the research, with 574 students, 459 were girls, corresponding to 79.9% of the school universe. Here is **Table 1** containing the data that illustrates the situation referenced above.

According to school managers, class formation was preferably based on the age of students. In the classrooms, the students sat two-to-two because the desks were of double type; in some classes, the students sat in a numerical order, a criterion established according to the will of each teacher. On the wooden desks, students' names, mathematical/chemical/physical formulas, etc. were written.

During the study, it was also observed that during the first term, of the 1043 students in ESG, 39 students dropped out, of which 29 were boys and 10 were girls. The ages of students ranged from 16 to 21 years.

### 4.2. Characteristics of the families of students in the schools studied

According to the data produced by one of the schools, the majority of the students who attended this school came from social classes considered to be low, families with low socio-economic conditions, and a low level of schooling.

According to the data obtained through the use of semi-structured interviews with the students, it was recorded that of the five students interviewed, their parents and/or caregivers carried out manual work, such as mechanics, carpentry, commerce, among other professions, where they had a monthly income of a Mozambican minimum wage.

| Stream | Section | Boys | Girls | % Girls | Total |
|---|---|---|---|---|---|
| **11**[a] | Arts | 25 | 76 | 75.2 | 101 |
| | Science with Biology | 41 | 72 | 63.7 | 113 |
| | Science with drawing | 30 | 8 | 21 | 38 |
| 12[a] | Arts | 25 | 102 | 80.3 | 127 |
| | Science with Biology | 78 | 70 | 47.2 | 148 |
| | Science with drawing | 39 | 8 | 17 | 47 |

"a"

Source: Prepared by the researchers, based on the data produced by the school.

**Table 1.** Describes data about students achievement by Sections (A, B and C) at the School Nossa Senhora do Livramento Comunitary School.

It is noted that only men, in most cases, were engaged in paid work while women were house trained, that is, they stayed at home taking care of children and housework, and some were selling primary products in local markets or in front of their residences.

According to the managers, this school received rejected students from other schools. The students were rejected for the following reasons: excessive absences, failing more than twice in the same class, expulsion from other secondary schools, and, most of the time, indiscipline. From this scenario, it is understood that this school received the excluded, the surplus, those who were left in other schools, who, by this way, would need a specific treatment.

Given the home-school distance and because they often lack the financial conditions to guarantee the return trip, the students were obliged to stay in school until the time of class. While the students stayed in school, they had nothing to eat, situation that influenced his educational process and school performance.

Another situation found in the school is that most of the students lived with relatives of the third grade (uncles, aunts, grandparents, etc.), a fact that, according to the managers and teachers of the schools, was decisive in the support and accompaniment of their students.

It also recorded the transfer of pregnant students from day shift to nightshift classes; pupils considered to be undisciplined and/or in breach of school rules; in some cases, students failed more than twice in the same class.

The classes ranged between 60, 80, and 110 students, mostly consisted of girls. Of the 17 classes (11 and 12 classes) that constituted the population in this school, with about 1298 students, 507 young men corresponding to 39% and 791 young women corresponding to 60.9% were registered. Here are the data, in **Table 2**, that illustrate the above situation.

At school, there were five students dropping out, including four boys and one girl. There was also transference of four pregnant girls from day shift to nightshift. The students sat in difficult conditions as some classrooms were very crowded and had only few desks.

Through the insertion and acceptance of the researcher, among the students, it was noticed that although the students made an effort only to communicate in the Portuguese language, in the school premises, as recommended by the internal rules of the school, during intervals some groups of students communicated in local languages (Changana and/or ronga, above all). It was also recorded that during intervals, students stayed in small groups, debating around the school rules, censoring the leadership and school teachers, among other situations that characterized the culture school.

In the interval period, some students, with minimal financial possibilities, stayed at the school snack bar, so that they could take (sandwiches, hamburgers, soft drinks, biscuits, etc.) and others left the school grounds. Looking from the most affordable, they usually bought bread and pastries. Moreover, some students, who were financially stranded, remained in the classroom, or in the hallways of the school. After the ringing, sometimes it was noticed that the students were still outside the classroom. This practice was extended to the teachers, who stayed in the corridors or in the teachers' room debating on several aspects: politics, economy, work, problems related to the students' school performance, etc.

| Stream | Section | Boys | Girls | % Girls | Total |
|--------|---------|------|-------|---------|-------|
| 11[a] | Arts | 88 | 136 | 60.7 | 224 |
| | Science With Biology | 99 | 148 | 59.9 | 247 |
| | Science with Drawing | 62 | 10 | 13.8 | 72 |
| 12[a] | Letters | 77 | 210 | 73.1 | 287 |
| | Science With Biology | 140 | 260 | 65 | 400 |
| | Science with Drawing | 41 | 27 | 39.7 | 68 |

"a" means level school

Source: Prepared by the researchers based on the data produced by the school.

**Table 2.** Describes data about students achievement by Sections (A, B and C) at Zona Verde Secondary School.

It was noticed that the teachers in every contact they had with the students in the corridors tried to reprimand them on the way of dressing, talking about the use of the mobile phone, among other things.

They are local languages spoken in the southern region of Mozambique and in particular Maputo city and province.

In contrast, some students, especially those of the Muslim religion, had a different understanding of the school uniform:

"The long skirts are good, because the measurements are the same as those of the Church"— Speaks Joana, a student of the 12th class.

In this school too, in most cases, the men were engaged in paid work, while the women were unemployed and/or domestic according to the data produced by the students through interviews.

Indeed, in the remarks of classes held in both schools, it was noted that the classroom was a place rich in differences, with different cultures, religions, habits, experiences, and different experiences. Some divergences and convergences were noted in some moments and aspects in the two schools and classrooms, as were the cases of concern with provincial tests and national examinations, the prohibition of the use of cell phones, the intonation of the National Anthem, as well as the permanent search in formatting the students through a school culture, the rejection of student culture, etc.

Classes were in different ways in relation to the same discipline and teacher. In some classrooms, learning and assimilation of materials was faster and in others they were slightly slow. Such differentiated positions of the students in relation to the teachers were due to the differentiated teaching posture and the way in which they appropriated the school contents.

In addition, due to the above-mentioned data, there was a divergence in the way the schools interpreted and understood each situation. Schools did not have the same way of looking at, analyzing, interpreting, and understanding the same aspect. In fact, the two schools had different practices regarding the absorption, accommodation, and acceptance of the different cultures of the students.

From these observations, it is understood that the teachers sought to blame the students for all anomalous situations that occurred in school, as if they were the only ones guilty and that they had the obligation to have the school culture and abandon their culture, as well as predict everything about the school and teachers expected of them.

In fact, the teaching discourse showed that the classes were not the same and did not behave in the same way in all classes. Each class and teacher received a different treatment, depending on the experience and intervention of each one. In this way, students' behavior and attitudes cannot be predicted. Their behavior and attitudes are always contextualized and coupled with the learning conditions offered by each teacher and school.

Therefore, it can be affirmed that the mediation of classrooms in the classroom to real students should be made taking into account their age groups, their learning and motivational rhythms, their origins, cultures, among other aspects. In this way, it is not possible to try to treat all the students of the school in equal form.

It is argued that without a close and affective relationship, without a stimulus that awakens student's self-esteem, as well as the nonvaluation of (small) learning, there will also be no meaningful learning and value experiences, except the occurrence of the abandonment and withdrawal at schools.

Looking at and analyzing the context in which the classes in the two schools in question took place, from the point of view of pedagogical practices, one can affirm that these occur in different ways, from the lack of objective working conditions for the professional exercise of teachers. The lack of libraries and equipped laboratories, to the differences in terms of the levels of academic training of managers and teachers, their experiences, their vision of education, on the one hand. On the other hand, the differences are related to differences in infrastructure and, in particular, to classrooms, including differences between pupils, in terms of their characteristics, experiences, and backgrounds. Ultimately, each school brings its uniqueness and its particular way of working.

These situations obliged the teachers to have a different intervention and interpretation in each school, class and class, as can be observed in the following statements:

"Teachers we have to act in a block and homogenize our practices"—Words from the DAPs present at the general meeting of the balance of the activities of the first term.

"We have to act and act in block to fight the indiscipline"—Words of some teachers present at the general meeting of the balance of the activities of the first term.

The speeches of teachers and school administrators demonstrated the difficulties of the students in relation to the school culture. There are a number of reasons for students to present difficulties in relation to school culture. We can highlight the rigidity and poor clarity of school rules and the poor negotiation between the culture of the student, the teacher, and the school. Therefore, it should be pointed out that when it is proposed to impose a culture, students resist in introducing some rules of the school.

Regarding the statistical data of the students and students in the two schools, it was noticed that the students were in greater numbers in almost all the classes and/or curricular areas. In both

schools, there were 1872 students, of the II cycle (11th and 12th grades). Of these, 1127 were girls, corresponding to 60.2%, and only 745 were young men, corresponding to 39.7% of the universe.

The curriculum area that contained the largest number of young men was only Sciences with a drawing (young men 172 and young women 53). Being this phenomenon outside the predictions of this research, and above all, having become a curiosity and surprise, we tried to understand it with recourse to the scholastic history of students. In this, it was found that the young men tended to give up during the school year.

These results allowed us to conclude that the girls were more focused in studies when compared with the young men. These data also allowed us to conclude that the families began to believe in the potentials of the girls, as well as freed them to go to school, overcoming the prejudice, according to which girls are weak when compared to young men, and that they only served to take care of housework. By the way, it is understood that by the fact that the girls leave the school less can be supposed that they introjected the school rules better.

This idea is also defended in a study carried out by Ortigão and Aguiar [22] when they found that in the educational literature, there has been an improvement in the performance of women when compared with men. These authors, indicate that this situation is related to a better adaptation of the girls to the school, given the primary and familiar socialization that favors a more orderly and obedient behavior. Girls are more disciplined and organized than young men.

Looking at the girls' and young men's school histories, it was noticed that the girls obtained better results in the evaluations than the young men along the school path, reason why most of the classes were full of girls' students. This meant that while young men disapproved, the boys were retained in the same class, based on school results, situation which often led them to give up before reaching the more advanced classes.

Another relevant point of reference is the fact that although Mozambican society is historically sexist, a greater number of girls were found in both schools.

According to the Assistant Pedagogical Director, the predominance of girls in schools is a widespread trend, not just in that school. He adds that he believes that it is within the scope of achieving the millennium goals, which is the placement or emancipation of the woman. But it is also due to what is presented in the population censuses, which according to INE, the Mozambican population is 26,423,623 inhabitants, of which 13,663,299 (51.7%) are female and 12,760,324 (48.2%) are male.

Another aspect that explains the predominance of girls in schools, according to the managers, is that young men take on social responsibilities very early, which leads them to enter the labor market sooner. But also, some young men have opted for entering the world of drugs, which leads them to dropout of school.

In a study carried out by Osório and Silva [16], dialoguing on gender and public educational policies in Mozambique, emphasize that the Government's Five-Year Program 2006–2009 and PARPA II advocated equal opportunities and rights for men and women and improved of education for citizens, as well as raising society's awareness of women's rights and broadening women's rights information programs.

On the other hand, students' attitudes were a clear demonstration that each class had its own way of being and being, a peculiar characteristic that distinguished itself from others and, therefore, there was no possibility for its generalization and or homogenization.

Unfortunately, some school teachers who were the locus of the research advocated in their interventions at the meetings that it was necessary to homogenize and unify their practices through procedures unique to learners. These are situations that reinforce with what Sacristán [23] stated when he indicates that the school with regard to the schooling functioning patterns tends to homogenize. The school has been, and is, a standardization space. However, it is different, each class presents itself culturally different, although it has some aspects in common, but when analyzed differently, there are differences that deserve to be repaired, respected, and considered. Indeed, any attempt to homogenize, treat students as equal or devoid of differences leads to school failure.

## 5. Final considerations

In this article, we tried to reflect on the access and permanence of students in General Secondary Education in Mozambique. For this, it was made a bibliographical review and (some) interviews with the teachers, managers, and students of the schools involved.

In fact, it was observed the changes and evolution of the Mozambican educational system over the last 40 years as a nation-state. The referred changes and evolution have been articulated with international educational policies, and reconstituting itself in each time and moment of its evolution.

The richness of the school context was also highlighted in terms of how teachers and students communicated, interpreted, and absorbed the official curriculum.

In this research, it was concluded that in Mozambique, children have access to school, although the persistent doubt is about the number of children who remain in it and those who were approved and about the number of those who were excluded before entering, and finally, those that are excluded within the educational process.

In reports presented by school managers during the balance meetings, although they reported on dropouts, we found that the causes for dropping out of school were not mentioned. This means that the school is not worried or prepared to know the reasons for dropping out.

We understand that in the view of this dropout situation, schools should open up more and more with a view to investigate their practices that may advance the abandonment of students in school. Schools should also be research sites about their activities and/or practices and not just teaching.

In a study carried out by Osório e Silva [16] discussing the dropout of the girl in school, the author pointed out that the biggest problem is that the causes of their withdrawal were not identified so that precise and active interventions could be made. The only thing that was

reported was that the girls' withdrawal was superior than the withdrawal of boys, which this study did not confirm.

According to what is the configuration of the schools surveyed, the students left school because they are not yet prepared to welcome and/or negotiate with their differences that spread in the same. Teachers and school administrators, on the whole, sought, tirelessly, to treat all students as equal, identical, or common.

The data produced by the two schools, beyond coinciding with the Thaphan's study [24], also coincide with that of Tura [25] when this argues that the school instituted a specific culture that has patterns of relationship and social coexistence, Their behavioral expectations, their rites, their discipline, their work and leisure hours, and their didactic-pedagogical procedures, an entire repertoire that is re-elaborated by the educational subjects in their daily life and constitutes the school culture of each teaching institution.

It was interesting in this research to relate social inequalities to school inequalities. In fact, data were produced about socioeconomic situation of students by both schools. According to the data produced by the two schools, it was noted that the students came from social classes considered to be low, with low socioeconomic conditions, and a low level of schooling. Their parents mostly developed low-income jobs, often only men were employed.

Although the school recognizes that it receives pupils with differences in the family provenance of students, as well as the academic and professional situation of parents and/or official representative, the culture and philosophy of the school were based on a context of schools with elite standards and the dominant culture, modeled on schools in the downtown with classes of about 45 students, schools equipped with libraries and laboratories, classrooms equipped with furniture, trained and experienced teachers, etc.

Thus, the curriculum in schools ignores the socioeconomic and cultural conditions of students, who are constantly permeating and characterizing schools. As a result of such practice, there is greater evasion and disapproval in schools, and as a measure, when the pupil failed more than twice, he/she was transferred to the evening course, as if he received the useless ones. In fact, the night course seemed to us to be seen as a period of re-socialization of students, in order to reconnect with the curriculum since this shift has been a subterfuge to receive students who have been disapproved.

As it turns out, students whose parents have a low level of schooling makes it difficult for the children to have a satisfactory situation in school, since within the family there are no people able to support them in their school activities or to have them as models or references. The existence of a family context characterized by a study support environment allows the students to have better school performance [22].

Another important issue, which is referenced by Dubet et al. [26], relates to school segregation and school inequalities. According to the authors, the inequalities among the students depend on the level of social and school segregation of the institutions. That is to say, the way the school receives, distributes, and treats the students in school can also be decisive in its insertion and in minimizing the differences of cultural capital.

One of the major problems of teaching and learning process that the teacher faces is the differences between the students, their styles, and learning rhythms [27] that in the attempt to homogenize of these characteristics ends up marginalizing many students in the classroom and concentrating only on those whose school culture approaches the familiar hegemonic culture. Therefore, the homogenization of students in the classroom, or even in school, in general, can be the main reason for the stigmatization of students labeled as disinterested, who do not dedicate themselves, do not do jobs, weak, among other categories.

It is in this context that Goodson [28] understands that each school occupies a certain position relative to the others, and the student population of each school also occupies a certain position in relation to the populations of students of other schools.

It was notorious that there was a greater influx of students in schools at the beginning of the school year, but throughout the year they abandoned them for different reasons, some of them referenced throughout this text. As suggested by Candau [17], if we want to strengthen the processes of school learning in the perspective of guaranteeing the right to education, we must affirm the urgency of working on issues related to the recognition and appreciation of cultural differences in school contexts.

In this order of ideas, based on the study of Ball [29], the school is not neutral in relation to the perpetuation of school differences and, therefore, to social differences. If the schools surveyed understood that all students were the same, they had the same learning conditions and, therefore, did not observe their differences, they ended up perpetuating and multiplying both social and school inequalities. That is, we cannot analyze the educational processes disconnected socioeconomic issues and the differences between the students.

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# The Role of Environmental Education of New Curriculum in North Cyprus

Serife Gündüz and Mirati Erdoğuş

Additional information is available at the end of the chapter

**Abstract**

Environmental education is extremely important when it comes to protecting the environment and consequently life on Earth. Agenda 21, which is a big international agreement, has called for a "re-orientation" of all education toward sustainability. From this point of view, a project was launched in June 2015 with the purpose of developing new curricula in North Cyprus on environmental education. Through the development of innovative and technology-enhanced curriculum materials, the project aimed to empower awareness of Turkish Cypriot and teachers and students on issues pertaining to the environmental problems in North Cyprus. In the context of the project, curriculum materials were prepared and workshops were offered to teachers. By using a combination of face-to-face and online strategies, educators collaborated on developing and implementing projects and activities on environment and technology. Collaborating teachers provided an opportunity to work in teams to identify specific thematic units in the areas of environment that are critical for Turkish Cypriots and which will serve as the focus of the professional development program. During this project, five new curricula were prepared about environmental education and discussed with teachers.

**Keywords:** environmental education, North Cyprus, Turkish Cypriot, curriculum, ecology

## 1. Introduction

Environmental education is defined as the process that provides the development of environmental awareness in all sections of the society. This is mainly managed by raising individuals who are interested in environmental issues and making them actively participate in environmental activities as well as take responsibility on the protection of natural, historical and cultural values.

In the Turkish Cypriot community, environmental education in the curriculum fails to cover all the environmental issues sufficiently. For this reason, there is a need to a curriculum that would include all possible educational cases based on environment. However, there are some priorities that must be considered firstly which are declare in some conferences and tried to be taken into consideration by the government and municipalities because of the deteriorated situation. These major environmental trends and needs can be briefly mentioned as the waste management (recycling, reduce, reuse, compost), conservation of biodiversity (especially endemics) and ecosystems, rehabilitation of the Cyprus Mining Corporation (CMC), maintaining and, if possible, increasing the water quality and quantity, and lastly protecting the lands having environmental and agricultural importance.

Besides the increase in environmental problems, for the time being in Cyprus, there is only one subject in primary schools about environment "Environment and Traffic" and only traffic is being taught to the students in class. It is, therefore, clear that the lack of the environmental education in primary schools makes it more difficult to find a solution to the environmental problems, which approximately are caused by the negative and unconscious effects of human beings.

This research aims to provide information about environmental education in primary schools in North Cyprus and to help to develop an environmental education curriculum.

## 2. Historical overview of environmental education and the curriculum

The local curriculum for the Turkish Cypriot community can be divided into two main intervals as before the war and after the war. The period before war can also be divided into two intervals as mentioned below [1].

- English rule (1896–1959)

- Independence period (1960–1974)

During the first era of the English rule, one characteristic of environmental awareness was the introduction of the "School Garden" as a school subject. Although such a topic is not in complete alignment with contemporary view on environmental education, it was an interesting introduction to raising environmental awareness, something that was to be achieved within the school community and the physical space. During the independence period, the introduction of "Science" as a subject matter was another boost to environmental education.

## 3. Current status of environmental education

After the war, unfortunate, it was not possible to mention about an environmental education in the Turkish Cypriot community. Sometimes, environmental education was given under "Environment and Traffic," and unfortunately, only traffic was taught in the class. Sometimes, this subject was also omitted from the curriculum. Nowadays, with the increasing pressure of the environmental problems, there are some studies trying to recur the environmental education and make it better.

The Ministry of Education has been replacing textbooks since the year 2004, and in this context, new units on environment have been added to textbooks. However, due to the fact that these new units were not sufficient, the preparation of the book "Environment and Mankind" for the ninth grades had become an issue and the book was prepared by a committee of six people and with the help of the Biologists Association. The textbook "Environment and Health" for the ninth grades were prepared both in the form of teacher's book and in the form of student's book and it will be included in the curriculum in February. The book "Environment and Mankind" includes units on healthy life and diseases, first aid methods, harmful addictions, sexuality and family, ecosystems, biological diversity, pollution and sustainable earth. Especially within the unit on environment, the biological diversity in Cyprus, the important ecological areas in Cyprus, general environmental problems in Cyprus and their possible solutions, the environmental responsibilities of Cyprus in the sustainable earth and both regional and international dimensions of alternative energy are explained thoroughly. Cyprus is the only island located between the three continents, namely Europe, Asia and Africa. The Cyprus Island with its pine, cypress and cedar shrouded mountains had been very rich in its natural resources, which inspired people to called it "The Green Island of the Mediterranean Sea." Today, remains of the true Mediterranean forest in Cyprus, mainly as a result of man's influence over many centuries, systematically cultivating and modifying much of the land, causing its degradation to maquis and garrigue, planting different vegetation types, creating habitations, terracing, groves and orchards. And so, now it is not possible to call it with same name.

The climate has favored the evolution of a correspondingly individual and extremely variable flora, largely dominated by evergreen trees and shrubs, often with tough leathery, dull green leaves. The richness of the flora can partly be explained by the uniqueness of the Mediterranean climate, favoring a great regional variation in certain groups of plants. Forest areas, plus the maquis areas, specific to the Mediterranean, are namely the backbone of any terrestrial ecosystem. The high maquis in Cyprus (grows as high as 4–5 m) includes the strawberry tree (Arbutus andrachne), oaks, junipers, Judas tree, olives, Aleppo pines, myrtle and fig tree. The low maquis (grows 1.5–2 m high) includes lentisk, rosemary, sage, *Cistus salviifolius*, *Cistus creticus*, *Cistus parviflorus* and so on. The Cistus maquis is a common characteristic of the low maquis of the island, and they are dominating large areas. In addition, Cyprus, being an island and thus isolated from the mainland, is rich in endemics, with a large number of variable species typical of the region. There are about 109 endemic plants in Cyprus in which 19 are endemic to North Cyprus which occur here and nowhere else in the world.

**The North Cyprus endemics:**

1. *Brassica hilarionis* Post

2. *Arabis cypria* Holmboe

3. *Silene fraudatrix* Meikle

4. *Dianthus cyprius* A. K. Jackson et Turrill

5. Hedysarum cyprium Boiss.

6. *Rosularia cypria* (Holmboe) Meikle

7. *Rosularia pallidiflora* (Holmboe) Meikle

8. *Sedum lampusae* (kotschy) Boiss.

9. *Ferulago cypria* H. Wolf

10. *Pimpinella cypria* Boiss.

11. *Limonium albidum ssp. cyprium*

12. *Onosma caespitosum* Kotschy

13. Origanum syriacum var. *bevanii*

14. *Salvia veneris* Hedge

15. *Sideritis cypria* Post

16. *Phlomis cypria* var. cypria

17. *Scutellaria sibthorpii* (Benth.) Hal.

18. *Teucrium cyprium* ssp*. kyreniae*

19. *Delphinium caseyi* B. L. Burtt

The above-mentioned endemics are mostly dense on the higher mountains, especially around the St. Hilarion and in the Karpaz Peninsula. Karpaz Peninsula is also well known with its old traditional buildings. In addition to these, the wonderful environment (with junipers, endemic plants, migratory birds and feral donkeys) of the area increases its importance. The Bay of Ronnas, declared as the fourth most important nesting beach in the whole of the Mediterranean for Marine Turtles during the first Mediterranean Conference on Marine Turtles held in Rome on 24-10-2001, is also found in Karpaz Peninsula. The dunes area of Ronnas Bay is probably the only place on the island where rosemary grows wild. The Karpaz Peninsula is a special area where the juniper predominates beyond the monastery of Apostolos Andreas into the Cape Andreas region. On the other hand, Klidhes Island is of outstanding importance for many migratory birds which rest, or pass the winter, mainly on the Karpaz Peninsula and along the northern range.

Despite to these beauties, unfortunately, there are a lot of environmental problems (mostly caused by the negative effects of human beings) threating the life in Cyprus [2].

The major problems are summarized as follows:

1. Threats on the biodiversity (especially endemics) and ecosystems.

2. Waste problems.

3. Cyprus Mining Corporation (CMC).

4. Decreasing water quality and quantity.

5. Incorrect land use and so on.

For the time being in the world, environmental problems are rapidly increasing and it is not sensible to continue like this. Human beings cannot continue to consume and produce at the rate they are doing now, as human population continues to grow. As if there is only one world, the only way to escape from this chaos is to be more compatible with the natural environment which we are a part of and this may give a possibility to improve the quality of life.

In order to overcome these environmental problems and achieve economic, social and cultural development, one must not sacrifice the natural environment. To protect natural environment and to reach these goals, these are some suggestions that can be done in these areas: biosphere reserves, national parks, national protected areas, natural monuments, wildlife protected areas, migratory birds places and so on. It is therefore of paramount importance to pass a new legislation providing the legal basis for the protection of the natural environment with an increase pressure on the biodiversity and ecosystems. Eco tourism will help minimize the damages caused by the mass tourism, while increasing the overall tourism income, it will increase the number of tourists and the quality of the tourists.

However, legislations themselves are not necessary to achieve the desired aims and overcome the environmental problems. Thereafter, one of the most important ways of doing this is through environmental education. If human beings want to survive on the earth, every nation, government, school and teacher must make it a priority to create an environmental ethos within our educational institutions. An environmentally literate population must be developed to promote knowledge and responsible action dealing with sustainable use of natural resources. Education for environmental literacy must begin in early childhood and continue throughout the formal school experiences of students.

Therefore, the aim of the environmental education programs should be teaching about the nature and built environment provides a real-world context for learning by linking the classroom to the students' community. The students should be engaged in hands-on, active learning that increases their knowledge and awareness about the environment. The students should be well educated to develop critical thinking, problem-solving and effective decision-making skills. Environmentally literate students become citizens who are able to weigh various sides of an environmental issue and make responsible decisions as individuals and as members of their community.

In conclusion, it is therefore important to pass new (and hard) legislations to protect natural environment and increase the awareness of people by environmental education for a sustainable Cyprus.

## 4. Challenges

- Need for policy, curriculum and assessment reform.

- The deteriorated situation and lack of knowledge.

- Lack of time and support.

- Inadequate number of educated and well-informed teachers to teach these subjects.

## 5. Discussion and recommendations

Environment is the aggregate of all the conditions that support living things. Here, living things include human beings. The environment consists of both natural and human-made systems. The state of the natural environment ultimately determines the quality and survival of life on the Earth. For this reason, environmental education is so important to protect the environment and so our future. Therefore, the aim of the environmental education programs should be teaching about the nature and built environment, providing a real-world context by linking the classroom to the students' community. The students should be engaged in hands-on, active learning that increases their knowledge and awareness of the environment. The students should be well educated to become critical thinkers, problem-solvers and effective decision makers. Individuals who are well aware of the environment can evaluate environmental issues and make sound decisions. Therefore, students should be well educated in the environment to improve themselves and become protectors of human health and natural resources.

**A well-prepared environmental education program should aim to:**

1. Develop environmental education. It should be an interdisciplinary approach rather than a subject.

2. Urge individuals to use specific pedagogical theories and applications which develop respect for nature and human involvement in nature aiming at creating environmental ideas.

3. Insistently make individuals feel actively responsible for the whole environment.

4. Educate individuals in related issues to the natural world and all social systems in the environment

5. For global and regional development, we should critical thinking on environmental, political, economic, social and cultural things [3].

For the time being in the world, environmental problems are rapidly increasing and it is not sensible to continue like this. Human beings cannot continue to consume and produce at the rate they are doing now, as human population continues to grow. It is clear that the majority of the human populations on the Earth live below the poverty line and our environment is in a state of chaos, so much so, that some have called our manipulation of the environment as an irreversible human experiment [4]. As if there is only one world, the only way to escape from this chaos is to be more compatible with the natural environment, which we are a part of, and give a chance to improve the quality of life. Thereafter, one of the most important ways of doing this is through environmental education. If human beings want to survive on the Earth, every nation, government, school and teacher must make it a priority to create an environmental ethos within our educational institutions [5].

The birth of environmental education is due to the discovery of the negative effects of human beings on the environment. Mentioned below is the classical definition of environmental education by the reference [6] "Environmental education is recognizing values and clarifying concepts to develop skills and attitudes to help understand and appreciate the interaction

among people, their culture, and their biophysical surroundings. It also involves practice in decision-making and self-formulation of a code of behavior related to environmental quality."

The Earth Summit held in Rio de Janeiro, Brazil, from 3 to 14 June is an important date for environmental education. Environmental education and sustainability were brought to the forefront of global importance. This global conference, held on the 20th anniversary of the first International Conference on the Human Environment, "Stockholm 1972," brought together policy makers, diplomats, scientists, media personnel and nongovernmental organizations. A total of 172 governments participated in this conference where 108 were at the level of heads of state or government and representatives from 179 countries. The goal of the conference was to help governments rethink economic development and find ways to stop the destruction of irreplaceable natural resources and pollution of the planet. At the end of the conference, five basic documents were produced, namely Rio Declaration, Agenda 21, Forest Principles, Climate Change Convention and Biodiversity Convention. Agenda 21 explained nations' responsibilities in the twenty-first century for a sustainable development. Chapters in Agenda 21 had included suggestions for environmental education and sustainability, and Chapter 25 had suggestions on "Children and Youth in Sustainable Development" and Chapter 36 on "Promoting Education, Public Awareness and Training."

The European Union's environment policy has developed over the last two decades, and environmental education can be considered to be a part of its effective implementation. The resolution adopted by the Council of Ministers in 1988 explains the role of education in increasing awareness of the problems in the environment and suggests possible solutions and well awareness and active individual efforts to protect the environment and careful and reasonable use of natural resources.

[7] stated that, besides environmental knowledge, values, ethics, attitudes and behaviors added to the programs provide the teachers with environmental education which may not be included in any other parts of the programs. In terms of policy recommendations, it is clear that there are points of convergence and divergence in relation to environmental education across the European Union—particularly in the way in which it is embedded across the curriculum and in terms of the tendency for it to address values, ethics, attitudes and behavior.

Nowadays, a new concept "Sustainable development" has started to be used widely in all over the world. The Brundtland Commission defined it as "development that meets the needs of the present without compromising the ability of the future to meet its own needs [8]." Thereafter, education on sustainability and sustainable development is a part of the formal understanding of what environmental education is and what it is about [9].

Here, the most important question is: "How should Environmental Education be implemented and presented to students?"

To reach this goal, the curriculum should aim to equip students with knowledge and abilities that would foster the development of an environmental ethos. The best way to do so is to integrate environmental education into every subject taught in schools, from chemistry to social studies. This is one of the two ways and may be the best and the most difficult at the same time. The other way is to incorporate environmental education into the school system as a different discipline [10].

In this case, the first way is seen as the best, because it brings together environmental education with other disciplines in the classroom and integrates environmental education into the programs with all other subjects to create environmental ethic in the same line of how ethic and democracy were taught in a particular way [11]. However, for the situation in Turkish Cypriot community, there is not a discipline with the name of environmental education and by being realistic it is very difficult to integrate environmental education into the curricula of all other subjects. But, the same situation (having no environmental education discipline) can be accepted as a chance that the discipline would be newly prepared and well constructed. Therefore, first of all, it would be better to incorporate environmental education into the curricula as a different discipline (for Turkish Cypriot community) and then try to integrate it into every subject.

For the question "how to present it to the students," the answer is difficult, because every teacher has his/her own unique way of teaching, but in terms of education way, the answer is easy presentation should aim to make the students love and protect their environment by teaching all the facts and relating children to nature as a source of wonder, joy and awe rather than books and words. For this reason, teachers should encourage students to discuss and make dialogs. Another important way is having the lessons outdoors. What is **learnt inside** the classroom about environmental education needs to be reinforced and supported by what happens outside the classroom. Sometimes even the classroom itself can be transferred to another location to enhance students' learning about environmental education. This manner of environmental education and integration can foster the development of a student's esthetic appreciation for the environment, which is an important step in the creation of environmental ethos. The teachers should create a relationship between the child and the environment. The discussion of the current environmental problems with young students may cause the children to be hopeless. In this case, if it is necessary to discuss environmental problems with the students, it would be very helpful to mention about the solution of the environmental problems and convince children that it is not very difficult to overcome such problems and "only believing and starting the action is a problem."

According to the "Environmental Education Policy for Schools" prepared by the NSW Department of Education and Training in 2001, the objectives of the curriculum should provide students with:

1. Knowledge and understanding of the nature and the function of ecosystems and their interaction, how the environment is treated by people, the role of the community, politics and market forces in making environmental decisions, the principles to sustain ecological sustainability and job opportunities related to the environment.

2. Technical skills in environmental context, identify, assess and communicate environmental problems, solve environmental problems, develop behaviors and practice to protect the environment and evaluate their achievements.

3. Values and attitudes to respect life, appreciate their cultural heritage and feel obliged to show effort for the environment by supporting long-term solutions to environmental problems.

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# Management Challenge in the Entrepreneurial University and Academic Performance

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Additional information is available at the end of the chapter

**Abstract**

Universities with a market orientation, through transfer of technology, innovation, and entrepreneurship activities, corresponding to what is known as "the third mission," face several managerial challenges and tensions, among them, organizing professors in terms of activities and incentives, to balance their dedication to teaching, research, and the marketing of knowledge. In the aim to understand the open and equal access to learning in school management, orientation toward the third mission of some professors may have an impact on their students' academic performance insofar as they may put greater or lesser effort in educating. Literature and empirical studies evaluating the relationship between market orientations through entrepreneurship with the academic quality of professional education are scant. Using 114 higher education institutions (HEI) in Colombia as a sample and logistic and Poisson regression, we found that universities with higher undergraduate education quality results also have higher participation in entrepreneurial contests in a significant relationship. This suggests that universities that have good quality in academic education of students in their professional training are best prepared to assume the third mission.

**Keywords:** university, entrepreneurship, undergraduate, academic performance, faculty time, Latin America, Colombia

## 1. Introduction

It is well known that universities train students, do research, and have been incorporating third mission activities aimed at contributing to the economic development through innovation, technology transfer, and entrepreneurship. National policies, changes in legislation, university reforms [1, 2], investment funds for entrepreneurship [1, 3], financial groups [4, 5],

university entrepreneurship [6, 7], as well as the international university rankings [8] influence in the orientation of universities toward the entrepreneurial model.

As predicted by Etzkowitz and Leydesdorff [9], the entrepreneurial university model imposes itself as a global imitation phenomenon in which market-oriented universities become gradually involved [1, 10]. This seems to be an unavoidable trend, given the legitimization of higher education as the agent of national innovation systems, changes in copyright legislation, and the financing dynamics of innovation and entrepreneurship [11, 12].

The third mission has meant the managerial reorganization of university resources to create capabilities that enable the generation of transferable knowledge, especially in the creation of new organizations with which their value can be exploited. However, the incorporation of this third mission could represent major challenges for university management due to the need to strike a balance between teaching, research, and the marketing of its results [13].

The adoption of the entrepreneurial university model could involve risks and challenges for the management of higher education institutions. Faculty members must make exchanges between the amounts of time devoted to improve teaching, conduct research, and perform the required activities to comply with the third mission [12, 14]. Although universities have established policies to balance faculty members' time for the performance of different activities [15], we have found no empirical evidence of any assessment of the relationship between university results in entrepreneurship and those obtained by students in terms of academic quality.

Literature on entrepreneurial university can be summarized in four main topics: research and entrepreneurship, productivity of technology transfer offices, business start-up, and environments that foster network development for innovation, technology transfer, and entrepreneurship [16]. However, empirical research involving the role of teaching and its results in entrepreneurial universities is not common and is rarely used in discussions that have been conducted on the tensions between teaching—especially at the undergraduate level—and academic entrepreneurship.

As stated by Kitagawa [17], "further studies are needed which focus on the ability of different universities to deliver areas of expertise through various internal allocations of resources for teaching, research and commercializing their research." Likewise, Sam and van der Sijde sustain that "It is suggested that a review about the trends of universities in developing countries toward entrepreneurial universities be conducted for better understanding. Similarly, an empirical study is also needed to add to the existing body of knowledge due to the limited literature on entrepreneurial universities in developing countries" [18].

Actually, CINDA (Centro Interuniversitario de Desarrollo), RedEmprendia, and Universia launched the book *La transferencia de I+D, la innovación y el emprendimiento en las universidades. Educación superior en Iberoamérica - Informe 2015* in which Colombia has a chapter that presents the first landscape for the third mission in the higher education system [19].

This research extended the overview presented in Colombian chapter analyzing, in the light of the open and equal access to learning in school management, if higher education institutions that present better results in the 2013 Higher Education Quality State Examination—Saber Pro—of the Instituto Colombiano para el Fomento de la Educación Superior (ICFES) are well prepared to present better performance in entrepreneurship activities from 2004 to 2013.

This chapter has three sections: the first chapter presents a review of the literature on the entrepreneurship university and the tension between teaching and the activities of the third mission to propose the research question; the second section presents the methodology; and the third part presents the results, discussion, and conclusions.

## 2. Development of the entrepreneurial university model in Latin America and Colombia

The entrepreneurial university has its foundations on the activities to commercialize the new knowledge to steer economic growth [9, 11]. Universities introduced activities for knowledge transfer like counseling; contracted training and research, patenting, and licensing; development of infrastructures like technology parks; and promote the creation of new enterprises [12, 18, 53, 54].

However, in emerging economies like Chile [20] and Croatia [21], universities need much to be done to articulate resources for the development of the capabilities required for a better market orientation. As stated by Arocena and Sutz, "the Latin American idea of university highly values an active institutional compromise with social progress. (…) Consequently, many people inside and outside the university expect research groups to co-operate with different actors in tasks related to solving collective problems" [22].

Decisions on the adoption of entrepreneurial university in Latin America are not only the exclusive property and interest of universities but also concern the institutional pressures of their surroundings [20, 22, 24]. In addition to the global tension of the market orientation, to the detriment of the quality and autonomy of the university in Latin America [23, 25, 26], and to the pressure for privatization in the production of knowledge [20, 22], there is "a regionally specific tension between two notions of external involvement (…) fostered by the rise of a new set of market-dominated relations with governments and entrepreneurs" [22].

The market-oriented innovation and entrepreneurship university model are close to neoliberalism, emphasizing market power as the engine for development [1, 10]. As pointed out (see [27]), as negative aspects of this university model for Latin America, that education is considered as a good one buys in the market and that in a competitive environment, the university must be a profitable entity demanding the reduction of free services.

As Arocena and Sutz argued in Latin America:

since market logic decided which courses were given or not, public universities were pushed to act as 'educational enterprises' and it is said that their sense of mission was deteriorated A similar trend has been observed in Colombia: exaggerated adaptation to market demands has negatively affected knowledge generation as a university function. Due to the usually weak market demand for advanced knowledge, an 'entrepreneurial university' in Latin America will probably be asked to perform much less creative activities than in highly industrialized countries [22].

Buchbinder from the context of North America and Europe [28], and Orozco from Latin America [26], agree on the fact that this market-oriented research responds more to the production of merchandise quality goods than to social knowledge enabling nations to become the solution of problems such as inequity, employment, and poverty in productive systems.

The market orientation leaves education and research subordinated to the interests of those who finance and buy university services [27, 28]. Thus, market-oriented universities become mere corporate education and research units, whose purpose is the creation of knowledge to be exploited with private profit, turning the university into "an enterprise having as the main objective the production of profits" [27].

The higher education system in Colombia is ruled by Law 30 of 1992. This frame stated that institutions must provide education, research, and other activities to contribute in socioeconomic and environmental development. Law 1014 of 2006 stated that higher education system must provide teaching in entrepreneurship without considering instruments to promote university's R&D activities to create knowledge-based firms [24]. Only the most important universities move toward the third mission and establish activities and infrastructure to promote entrepreneurship [19].

Isomorphic pressures steer the introduction of policies and incentives to promote entrepreneurship. However, the general results are scant and show several gaps according to performance of higher education systems in countries like Spain, Brazil, and Mexico [29]. Colombia has been debating the model of university, and several challenges cannot be assumed because of restrictions in funding, statutory missions. and activities that remember the tension between teaching and the third mission activities [19].

It has been discussed how the urgency of pertinence and satisfaction of market demands can go to the detriment of the basic concept of university and of the quality of its faculty members and their scientific teaching, if an adequate balance between the different university activities is not achieved [23, 26, 30]. In other words, if a university does not achieve better performance in teaching, there will be no legitimate capacities to evolve toward the third mission.

According to OECD, "The examination system run by the Instituto Colombiano para la Evaluación de la Educación (ICFES) – which measures students' abilities when they enter and leave tertiary education – puts Colombia in a position to be a global leader in both the measurement of value-added in tertiary education and, perhaps more importantly, the use of assessment findings for tertiary quality improvement" [31].

The examination of higher education quality—Saber Pro (formerly known as ECAES) exam—in the country is compulsory by Act 1324 of 2009 and is designed by the academic community in keeping with the "training by skills" policy deemed basic for the future professional education graduates. This examination evaluates civic skills, written communication, critical reading, quantitative reasoning, and English language. It also evaluates knowledge on the corresponding professional training disciplines.

Then, the evaluation of teaching could be done by using the Saber Pro examinations as a result of the achievement of the first university mission defined in training and formation of human capital in the educational activities.

## 3. Tensions between teaching and entrepreneurship

There are several tensions in the entrepreneurship-oriented university and the development of the teaching activity. The most important is the allocation of the professors' time. It is warned by Gibbons that orientation toward the entrepreneurial university model "can also be destructive of academic work, reducing research to consultancy, subordinating academic teaching to low level repetitive performance for financial return and encouraging an approach to university management based solely on financial criteria" [32]. Likewise, Wright and colleagues stated that "academic entrepreneurs, who are expected to spend time commercializing their IP (intellectual property), will not be able to dedicate the same amount of time to the traditional areas of teaching, research and administration" [14].

Research universities have policies that establish the time assigned to teaching, to research, and to other institutional development activities that include administrative tasks, participation in meetings, and provision of university outreach services [15] that can include entrepreneurship. Results, as evidence in the case of Los Andes University in Colombia, are positive regarding research [33].

It is also essential to admit that elite universities in the world have changed from a collegiate government model, based on academic freedom with lack of commercial interest for the progress of science, to a corporate one, based on profit and on activities that benefit trade, corporations, and political interests [28, 34, 35].

It is stated by Ridgeway that "the professor entrepreneurs, who dart back and forth from university to government to business, help shape corporate structures and policies" [35]. Likewise, "the development of entrepreneurial professors with equity in private companies and large outside funding tends to relocate power away from the departmental level to the center and to the entrepreneurial professor who often has control over large sums of money" [28].

As summarized by Gibbons "the university has moved much closer to an industrial pattern of organization with senior management teams and strategic plans, line managers, and cost centers. Just as universities have moved closer to a corporate model of management […]" [34].

This reduces the traditional democratic collegial management of universities and their autonomy to make academic decisions in the creation of knowledge and in rigorous education away from financial efficiency [28].

The market orientation generates imbalances to provide quality training in Latin America [27]. In this line of thought referring to the market-oriented universities of Japan and the United Kingdom, Yokoyama stated that "there could be conflict between entrepreneurial and traditional collegial culture" [1].

However, the urge to commercialize research exploiting it through the creation of new organizations implies admitting the fact that professors, encouraged by the creation of personal benefits including personal recognition and new financial resources [14, 29], can lower their efforts in teaching. Devoting time to innovation and entrepreneurship can result in a reduction of the educational capabilities, given that professors can lose interest in innovation pedagogy or in reshaping and updating their teaching methods and courses and in the attention given to their students.

López-Segrera [27] indicated that low wages of university professors in developing countries affect academic quality in universities. This could influence in the decision of professors to opt for the entrepreneurial approach as a means to improve their income, as has been the case in Chile [20], at the expense of educational quality [28].

As sustained by Fuller, teaching deprives the researcher of the advantage on a specific knowledge by giving others the possibility of using that knowledge to explore or exploit it. There can be conflict of interests to the extent that professors involved in the development of innovation and entrepreneurship projects may avoid sharing their knowledge and progress with their students to preserve their priority, excluding them from a wider and rigorous education process [36].

As shown by Stephan, in the United States, professors involved in innovation activities avoid sharing their research outcomes, an attitude that can generate negative impacts in students' education [37]. In a similar way, students avoid sharing the full progress of their work and their findings with their professors for fear of losing their advantage to exploit it when they graduate or when they leave the university. In an interview to an entrepreneurial student of the Universidad Distrital in Colombia, evidence of both cases can be found.

There can also be resistance in university faculty members concerning the activities required to comply with the third mission. Not all professors are convinced that becoming involved in entrepreneurship is valuable for their performance and that of their students [12]. Professors who consider science and teaching as a public service, in the Mertonian spirit, can oppose the merchandizing and privatization of knowledge for economic exploitation, as described by Bönte in the case of the Max Planck Society in Germany [29]. Therefore, these professors can contribute to have higher results in universities regarding education, to the detriment of the universities' performance in innovation and entrepreneurship.

Another point of tension is found in the relationship of university management and professors for innovation and technology transfer. In Argentina, Vaccarezza [38] revealed the tensions between university researchers and university managers in the commercialization of research results. Researchers expect the university to develop organizational structures for the sale of technologies, while university management expects researchers to conduct the commercialization. In a similar manner, in the Colombian case, research groups are aware of the high costs in the coordination process with the university management, and these relationships hamper their work dynamics as agents of the national innovation system. This increases the complexity to time allocation for teaching and to the participation of students in the research work due to the arrangements this may require [39].

Another issue-generating tension in the professors' activities is concerning performance assessment. Usually, indicators on teaching, research, and other university activities are separately developed in the OECD countries [36], and there is no standard to assess results concerning entrepreneurship. Baseline indicators to obtain a chair and tenure at the university are linked to publication (and citation) records, as well as research funding and teaching skills [14]. Thus, professors face the dilemma regarding the objective of their effort, given differences in performance assessment in the third university mission.

The transition from Model 1 to Model 2 of knowledge production in universities has been discussed in Latin America, finding that the academic evaluation system is still linked to Model 1 [20, 40], and taking risks for research and entrepreneurship is something only few professors are willing to do, as seen in the case of Chile [20].

On the other hand, Clark's work [41] shows how the entrepreneurial university model has reenergized education in the case of European universities. Clark shows that the creation of entrepreneurially oriented interdisciplinary academic research groups involving students offers new spaces fostering quality education. Student's life improves as professors devote more time to them for collective creation, while students improve their skills and capabilities [41].

The creation of academic research groups involves professors and students in the development of new knowledge in a learning environment, understanding that the present role of professors differs from the traditional one, which is centered in the professor [41]. Present student-centered teaching models foster construction of knowledge instead of having just an information provision base [42].

European university cases described by Clark show that the adoption of the entrepreneurship university model generates synergies between professional training, research results, and entrepreneurship [41]. As stated by Etzkowitz and colleague [43]:

"Teaching is the university's comparative advantage, especially when linked to research and economic development. Students are also potential inventors. They represent a dynamic flow-through of 'human capital' in academic research groups, as opposed to more static industrial laboratories and research institutes. Although they are sometimes considered a necessary distraction, the turnover of students insures the primacy of the university as a source of innovation."

The activities of universities in technology transfer [37], innovation, and entrepreneurship constitute an advantage for students given that it improves the efficiency of their involvement with industry dynamics as a result of a better academic training to respond to the challenges of economic development. We also know that the time devoted by professors to postgraduate teaching in the United States (especially with postdocs, with which progress in research is made) has a positive relationship with university entrepreneurship in the field of health care [44].

Latin American university progress is being made in the creation of interdisciplinary research groups and that Orozco stated:

we are witnessing, in a word, "a world market of knowledge" with characteristics quite different to those shown by amor sciendi, at the beginning of the institution of universities, when they moved on the field of knowledge on purely academic pathways. That being the case, universities are in need of redefining their relationships vis-à-vis knowledge and the use of the human talent they possess. [23]

## 4. Characteristics of entrepreneurial universities

Although universities converge in market orientation [1], there is no one single model for the entrepreneurial university [18, 44]. There are differences in terms of years of existence, size, full-time professors, and disciplines covered by universities. Likewise, research results, especially those protected by industrial property rights, the existence of a technology transfer office (TTO), as well as the public or private nature of the university, are characteristics that could differentiate entrepreneurial universities.

Size is an important variable since large universities have more probabilities of offering better entrepreneurial results given that they have more students and faculty members to become involved in this activity. In addition, the academic results of students may be more scattered to the extent that since the higher the number of students the greater the diversity of results. There is no relationship between faculty size of 120 universities of the United States, listed in the Carnegie Classification System, and university entrepreneurship, which would perhaps lead us to evaluate this variable in the Latin American context [45].

The years of existence of the variable reflect the path of universities, giving an idea of their prestige and capability to generate good performances. Universities of long tradition have developed accrued capability for excellence in education as well as for contributing to science and innovation systems [46]. The study conducted on 20 elite US universities, almost all of them founded in the nineteenth century, leads to the deduction that the path influences technology transfer and entrepreneurship [47]. Undoubtedly, models such as the Massachusetts Institute of Technology (MIT), given their history and prestige, constitute points of reference for countries as Colombia [48].

The public or private nature of the universities is also a relevant matter vis-à-vis the market orientation. Public universities face restrictions and resistance to develop knowledge

commercialization activities, while private ones can profit from their autonomy to develop the third mission [10, 22]. Therefore, this variable can influence the connection between market-oriented activities and academic quality, as sustained in the case of Management Schools in Ibero-America [49].

The number of industrial property registrations is a key variable since it determines the invention capability of universities. It is the indicator of a university's potential to generate innovations that can be applied in the creation of enterprises that will exploit their commercial value. As indicated in the American universities included in their sample, patenting is a highly significant variable for the creation of enterprises and also the size of TTO [47].

However, other US studies indicate that having industrial property registrations does not necessarily mean more academic entrepreneurship [45, 50]. In the United States, academicians in the life science field are more prone to do business based on patenting, while in social sciences, like management, entrepreneurs are focused on the creation of consulting and industrial advisory firms that do not require patents [51]; thus, this can have an impact on the scope of disciplines of a university.

Therefore, the number of schools in universities can affect both the entrepreneurship and the students' results. This will affect the possibility of creating multidisciplinary research groups [52]. As stated by Bernasconi, there is an imbalance among the different schools in the adoption of the entrepreneurial university model [20]. According to their discipline, some schools find it easier to adopt the entrepreneurship model [51]. Social science professors tend to be critical of the entrepreneurial model, while this is not the case with doctors and engineers [12].

Finally, as we discussed above, full-time professors can neglect teaching when centering on research and knowledge marketing activities. On the other hand, professors can improve their teaching activities through entrepreneurship by transmitting knowledge and experiences valuable for undergraduate students. The main result of teaching activities is the student performance, and the most important indicator to entrepreneurial activity is the participation on awards and the promotion of new firms in the market.

Therefore, the research question is what is the relationship between entrepreneurship orientation (EO) and the results obtained by graduating students in the Saber Pro exam in Colombia?

## 5. Methodology

A sample of 114 higher educational institutions (HEI) out of a total population of 288 registered at the Ministry of National Education of Colombia in October 2013 was obtained. They were selected for having presented the proof Saber Pro in 2013 and have complete and consistent information about professors. The result of the 2013 Saber Pro exam was obtained for each university in the sample from ICFES database.

We used the correlations and logistic and Poisson regression analysis to assess the relationship between the variables of this study as shown below. To evaluate the asymmetric distribution of zeros in a dependent variable, we used logistic regression to perform data with zero and one, and the Poisson distribution to analyze count data higher than zero. The statistical tests for the models are presented in the annex.

### 5.1. Dependent variable

Entrepreneurship orientation (EO): the number of participations of each university in entrepreneurship contests conducted by the Ventures group; the Innova price of the Ministry of Commerce, Industry, and Tourism of Colombia in the entrepreneurial university category; and the "Emprendimiento, Ciencia e Innovación" Santander prize from 2004 to 2013.

### 5.2. Independent variables

Quality of education (QE): the average of results obtained by universities in the 2013 Saber Pro examination, per program, and general skills test.

Total industrial property (IP): the sum of industrial designs and patents granted or pending at the Superintendency of Industry and Commerce (SIC) and the World Intellectual Property Organization (WIPO). We obtained intellectual property registration according to the database of the Superintendency of Industry and Commerce (SIC) from Colombia and of the World Intellectual Property Organization (WIPO) for each HEI.

Technology transfer office (TTO): according to the survey developed by CINDA, RedEmprendia, and Universia [19], we obtained for each university the existence of a TTO.

Total professors (TP): the number of professors reported by HEI in 2012 to the SNIES (National Information System of Higher Education in Colombia).

### 5.3. Control variables

Years of existence (Y): the years between the foundation of each HEI and 2013. The year of foundation was obtained from each institutional webpage.

Size (S): the number of students according to SNIES in 2012 for four intervals to which the following values were assigned: less than 5,000 students (1); 5,000 to 11,999 students (2); 12,000 to 29,999 students (3); and 30,000+ students (4). This classification is used the QS World University Ranking.

Focus (F): the number of faculties or schools per university, classified in four categories according to the QS Ranking, thus: less than two schools with programs focused on two or less areas of knowledge (1); more than two schools (2); natural sciences, social sciences, and engineering schools (3); and universities that, in addition to the abovementioned schools, have a School of Medicine (4).

Nature of the educational institution (N): public official universities were assigned the value of 0, and private universities were assigned the value of 1.

## 6. Results, discussion, and conclusions

**Table 1** shows that for each ten HEI there are 79 entrepreneurial activities. The mean is very low due to high number of zero in EO. Seventy-five HEI do not present EO. According to ICFES, in QE performance below 9 is considered as very low, and over 11 the results are considered excellent. Then, on average, the sample shows 10.13 that is defined as a regular result. The standard deviation of EQ means that the sample presents very regular results in Saber Pro exam.

Applying Pearson correlation (**Table 2**), the relationship between dependent and quantitative independent variables is positive at $p < 0.05$. Then, the increases in independent variables are related to increases in EO. The results indicate the importance of these features to improve entrepreneurship results. This is consistent with what is seen in elite universities as can be deduced from the O'Shea and colleagues study [47], where accrued capability in size, years of existence, and patenting is significantly related to academic entrepreneurship.

The logistic and Poisson regression presented in **Table 3** shows that QE is significant at $p < 0.01$ in Model 1, performed by logistic regression for HEI. The second level is performed by Poisson distribution of the regression in Model 1 for HEI that does have

|  | Mean | Standard deviation |
|---|---|---|
| EO | 0.7895 | 1.7522 |
| TP | 5028 | 5555.529 |
| QE | 10.13963 | 0.4237 |
| Size (1) | 47 |  |
| Size (2) | 43 |  |
| Size (3) | 20 |  |
| Size (4) | 4 |  |
| Focus (1) | 7 |  |
| Focus (2) | 26 |  |
| Focus (3) | 62 |  |
| Focus (4) | 19 |  |
| Nature: Private | 82 |  |
| Nature: Public | 32 |  |
| Y | 56.54 | 58.257 |
| TTO_Yes | 47 |  |
| TTO_No | 67 |  |
| IP | 3921 | 11.7059 |

**Table 1.** Descriptive statistics.

|     | EO | TP | QE | Y | IP |
|-----|-----------|-----------|-----------|-----------|-----------|
| EO  | —         | 0.5178210 | 0.5796877 | 0.3607961 | 0.5807665 |
| TP  | 0.5178210 | —         | 0.2868203 | 0.5250827 | 0.6215135 |
| QE  | 0.5796877 | 0.2868203 | —         | 0.3334894 | 0.3767650 |
| Y   | 0.3607961 | 0.5250827 | 0.3334894 | —         | 0.2261286 |
| IP  | 0.5807665 | 0.6215135 | 0.3767650 | 0.2261286 | —         |

**Table 2.** Pearson correlation.

entrepreneurial activities; the QE is positive and significant at $p < 0.05$. In Model 2 we included TP, and it is significant at $p < 0.10$ for EO > 0. Then, more TP increases the odd of the engagement of HEI in entrepreneurial activities. In Model 3 we include TTO and IP. The results indicate that QE remains as an explanatory variable for EO in the logistic regression. In the case of Poisson model, the results indicate that QE and IP are significant at $p < 0.05$ and TP at $p < 0.10$.

Results mean that universities with good academic performance can undertake new tasks, like those of the third mission in terms of patenting and entrepreneurial activities without this having any noticeable effect in their academic rating. It could seem then that HEI in Colombia do not betray their original idea when conducting entrepreneurial activities. Having or not a TTO does not imply that HEI present more entrepreneurial activities. As found, HEI are trying to organize TTO not only for conviction but also for external environmental pressures [19]. The number of professors, the number of schools, and the size in terms of the number of students do not present a significant relationship, as could be expected with the argument of much is better. Then, no matter if a HEI is huge or small, if they reveal good QE, they also tend to present activities in EO.

In the aim to understand the open and equal access to learning in school management, the market orientation focused on innovation and entrepreneurial activities could imply less effort in training and education in undergraduate programs or could be an opportunity to improve learning with the involvement of students and professors. Debate on classical university model against entrepreneurship university model is a significant feature in the higher education system in Latin America [20, 22, 25]. Particularly, there is a risk that demands for commercialization of knowledge and social pertinence can lead universities away from their quality ideal of their traditional mission [23, 25, 27].

The regression results presented here support the adoption of the policies suggested by UNESCO in Budapest Declaration in 1999 for higher education. This shows that universities are capable of being involved in academic entrepreneurship while generating synergies with the professional education that constitutes the basis of their mission.

On the evidence presented here, and from the viewpoint of universities in the Colombian higher education system, we can suggest that a higher participation in academic entrepreneurship contests has fostered the creation of adequate spaces for improving the

| | | Model 1 | | | | Model 2 | | | | Model 3 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Estimate | Std error | Pr(>|z|) | | Estimate | Std error | Pr(>|z|) | | Estimate | Std error | Pr(>|z|) | |
| Logistic model | (Intercept) | −23.8903 | 8.7349 | 0.0062 | ** | −22.7400 | 8.7090 | 0.00903 | ** | −2.24E+01 | 8.86E+00 | 0.0115 | * |
| | TP | | | | | 0.0001 | 0.0001 | 0.24279 | | 1.16E−04 | 1.05E−04 | 0.2688 | |
| | QE | 2.2389 | 0.8220 | 0.0065 | ** | 2.1360 | 0.8219 | 0.00935 | ** | 2.09E+00 | 8.49E−01 | 0.0138 | * |
| | Size (2) | 1.2376 | 0.6069 | 0.0414 | * | 0.9525 | 0.6550 | 0.14588 | | 8.99E−01 | 7.08E−01 | 0.2040 | |
| | Size (3) | 0.6005 | 0.7607 | 0.4298 | | −0.1978 | 1.0470 | 0.85023 | | −2.64E−01 | 1.09E+00 | 0.8094 | |
| | Size (4) | 0.9851 | 1.4877 | 0.5079 | | −1.2990 | 2.8130 | 0.64412 | | −1.37E+00 | 2.94E+00 | 0.6416 | |
| | Focus (2) | 0.7926 | 1.0917 | 0.4678 | | 0.6196 | 1.1010 | 0.57344 | | 6.82E−01 | 1.14E+00 | 0.5511 | |
| | Focus (3) | −0.8783 | 1.1598 | 0.4489 | | −0.9926 | 1.1630 | 0.39354 | | −8.74E−01 | 1.29E+00 | 0.4978 | |
| | Focus (4) | −0.2732 | 1.2183 | 0.8226 | | −0.5968 | 1.2430 | 0.63113 | | −5.77E−01 | 1.25E+00 | 0.6431 | |
| | Nature:Private | −0.4530 | 0.6566 | 0.4903 | | −0.5381 | 0.6689 | 0.42111 | | −5.25E−01 | 6.70E−01 | 0.4330 | |
| | Y | 0.0058 | 0.0055 | 0.2935 | | 0.0029 | 0.0060 | 0.62852 | | 3.07E−03 | 6.06E−03 | 0.6128 | |
| | TTO:Yes | | | | | | | | | 1.42E−01 | 7.31E−01 | 0.8457 | |
| | IP | | | | | | | | | 2.89E−03 | 3.09E−02 | 0.9254 | |

| Poisson Model | Model 1 | | | | Model 2 | | | | Model 3 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Estimate | Std error | Pr(>\|z\|) | | Estimate | Std error | Pr(>\|z\|) | | Estimate | Std error | Pr(>\|z\|) | |
| (Intercept) | -8.5370 | 2.9100 | 0.00335 | ** | -1.07E+01 | 3.31E+00 | 0.00131 | ** | -8.46E+00 | 3.64E+00 | 0.0199 | * |
| TP | 0.0824 | 0.2806 | 0.00334 | ** | 7.43E-05 | 4.09E-05 | 0.06955 | | 6.87E-05 | 4.16E-05 | 0.0983 | |
| QE | 0.2295 | 0.3818 | 0.54788 | | 1.03E+00 | 3.19E-01 | 0.00121 | ** | 8.06E-01 | 3.68E-01 | 0.0286 | * |
| Size (2) | 1.0470 | 0.4526 | 0.02072 | * | 1.97E-02 | 4.02E-01 | 0.96093 | | -2.64E-02 | 4.25E-01 | 0.9505 | |
| Size (3) | 1.1680 | 0.6098 | 0.05542 | | 3.99E-01 | 5.94E-01 | 0.50111 | | 2.25E-01 | 6.30E-01 | 0.7209 | |
| Size (4) | 0.0503 | 0.4470 | 0.91047 | | -8.88E-01 | 1.32E+00 | 0.49991 | | -1.88E+00 | 1.37E+00 | 0.1688 | |
| Focus (2) | -0.3113 | 0.4963 | 0.53045 | | 6.16E-02 | 4.56E-01 | 0.89252 | | -2.34E-02 | 4.50E-01 | 0.9586 | |
| Focus (3) | 0.1893 | 0.4975 | 0.70361 | | -1.53E-01 | 4.99E-01 | 0.75852 | | -1.74E-01 | 6.06E-01 | 0.7742 | |
| Focus (4) | | | | | 2.18E-01 | 5.01E-01 | 0.66416 | | 1.36E-01 | 5.20E-01 | 0.7931 | |
| Nature:Private | 0.1979 | 0.3425 | 0.56325 | | 5.30E-02 | 3.58E-01 | 0.88238 | | 3.04E-01 | 4.24E-01 | 0.4724 | |
| Y | 0.0001 | 0.0012 | 0.94199 | | -3.03E-03 | 2.14E-03 | 0.15626 | | -2.22E-03 | 2.21E-03 | 0.3150 | |
| TTO:Yes | | | | | | | | | -5.33E-02 | 5.05E-01 | 0.9159 | |
| IP | | | | | | | | | 2.05E-02 | 1.01E-02 | 0.0431 | * |

**p < 0.01, *p < 0.05, ⁺p < 0.10.

Table 3. Logistic and Poisson regression analysis.

education of new professionals. There seems to be no contradiction between the academic quality rated on the basis of the students' results in the State's knowledge rating examination and the entrepreneurial university model orientation.

It is possible that synergies develop in research groups favoring the students' training [41, 52], in Chile [20] and in Colombia [23], and the evidence we have from interviews to students who have participated in the Universidad de Los Andes 2014 InnovAndes Entrepreneurship Fair. Contrary to what could have been expected, judging from the evident tensions regarding teaching and entrepreneurship as indicated in the first part of this paper, the market orientation through entrepreneurship does not go to the detriment of the quality of student education in professional careers [55–60].

With this study we expect to encourage empirical research on entrepreneurship in universities in order to contribute knowledge for the development of policies enabling the management of universities and of the higher education system to improve their contribution to socioeconomic and environmental development and sustainability, in the idea of creation equal to an open access of learning.

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# The Role of Women in City: The Importance of Psychology and Educational Administration

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Additional information is available at the end of the chapter

## Abstract

This study aimed to determine the importance of women, who are living in the city, in terms of her role and their place in educational administration. For this purpose, 21 women participated in the study voluntarily. Through semi-structured interviews, data were collected and content analysis is used to analyze the results. In this context, needs of women living in the city and their existing situation, advantages, disadvantages, and expectations are determined and evaluated from psychological, sociological, and educational administration perspectives. As a result of the study, knowing and exploring the existing situations of women in urban life who raise the society and ensuring that individuals benefit more from opportunities and rights of life through education as well as giving support for this effect are seen more important. In addition, satisfying the psychological needs of women in the context of urban life makes the individual more happy, autonomous, and motivated. Also educator role is perceived by participants of the study. As a proposal presented at the end of the study, formal and informal education system within Ministry of Education has to be reorganized starting from preschool to all educational institutions teaching them gender equality.

**Keywords:** town, women, role of women, advantages of town, disadvantages of town

## 1. Introduction

In historical development, the process from their emergence to the present societies went through structural changes at micro or macro level in different times.

With these changes, societies changed characteristically while social institutions faced with change, too. The institution of family, which is the most important unit among social institutions,

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also faced with change but it continued its existence to today. It can be said that family institution is accepted as an important institution in Turkish Republic of Northern Cyprus as well as in other societies as it determines and transfers from one generation to the other traditions, customs, language, religion, and clothing; it also allows for the growth of peaceful, happy, and healthy generations. In order to emphasize the importance of family institution, 35th article of the constitution of Turkish Republic of Northern Cyprus reads "family is the foundation of society" (TRNC Constitution). One of the basic reasons for which family institution has been given a special place and is protected by the constitution in all societies in general and in Cypriot Turkish community in particular is that it bears considerable importance in terms of growing cultivated generations, proper management of the society and the government, and establishing sustainable systems.

As mentioned above, family has basic roles and responsibilities; however, family institution shows difference according to the locality.

With family types which represent different occupational groups which emerged with urban life which is a yield of social life which changed with industrial revolution, fundamental changes in living conditions reveal themselves manifestly. In other words, "studies on the change caused by urbanization on the structure and values of family show that in societies where individualism is prominent a new family type based on the wills and needs of the individual in the family has been emerging" [1]. The city, environment, and conditions under which individuals live affect their life styles. For this reason, cities are trying to meet their different needs of urban people and provide service to them. Sense of belonging, socialization, continuing of life, and happiness are among the needs which human beings have to meet during their entire lives. Cities emerge as places where all these needs can be met.

The concept of "city" has been defined in different forms according to the development of societies. Urban Science Terms Glossary defines "city" as "the settlement which is in constant social development and where settlement, shelter, commuting, working, resting, entertainment needs of the society are met, very few people deal with agriculture, which has more density in terms of population compared to villages, which consists of small neighbourhood units" [2].

Local governments/city governments assume important tasks in the meeting of needs of town dwellers. In other words, local governments are defined as democratic and autonomous institutions outside central management where decision bodies are directly elected by people with the purpose of meeting common needs of a local community [2]. Democratic local governments bear considerable importance in terms of representation without any discrimination based on social gender. However, "from the past to the present, women and men are related to different responsibilities and tasks in urban area and usually women use the town in a more limited way compared to men" [3]. The basic reason for the foregoing is that each society attaches different meanings and responsibilities to social genders in cultural context. In other words, expectations of societies form women and men can be closely correlated to the social, economic, cultural, and political lives. Especially with industrial revolution, women gained huge importance in every step of societies, and they still have critical positions in academic works, as well as the place of women in the society, management, and economy. The fact that women take part in production processes in the society makes contribution to the growth of more healthy and functional individuals and paves the way for

the creation of developed and productive societies. On the other hand, in countries where democracy is a form of governance, if individuals are not educated to be able to adapt to democracy, and if formal and informal education cannot be brought to the masses, it causes the form of government to return to autocracy [4].

City is the most important source of a country, because it enables them to reach the targeted social, technological and economic level. However, the fact that this source can provide the desired benefits depends on the education of the human being. There are new changes in education as it is in other areas of education which is one of the most important means of development. Many factors require constant inquiry and renewal of the education system: the development of science and technology; the development of new approaches such as increasing communication, reorganizing educational environments, raising the qualifications of teachers, "learning life," "effective learning," "learning to learn." In this context, the ability of the education system to work in accordance with these aims depends on the preparation and implementation of the educational administrators' strategic plans [5]. In this context, school administrators should be educated in accordance with twenty-first century schools [6].

The concept "local" is an administrative unit within the borders of any nation state and in relation to the expectations from all elements inside this unit to assume responsibility within set targets, and as concrete and experienced contrary to the abstract concept of "global." Accepted as the foundations of democracy, local governments are the service units closest to local people, families, therefore women and their problems. Thus, we can claim that they play an essential role in terms of the peace of the local people and meeting their needs [7].

It is believed that as women have an important place in local government, they have to be in cooperation with local government. Therefore, it is believed that local people have a role to play in creating a more wealthy and functional society and growth of future generations.

Almost half of the world's population consists of women. Therefore, one side of the social and economic life in historical process consists of men and the other side is created by women. However, participation of women in social life, especially in terms of economy, has not been at the same level as men. Although at different levels in each society, it is a reality that women occupy an inferior place. Women, whose status went through radical changes in terms of social and political rights, continued to occupy an inferior place despite comprehensive changes, and their responsibilities were confined to the house and familial works. In the patriarchal family structure, woman has always been under the supervision of men; first, they were between father and brothers, and then they are between husband and sons [8]. An overview of the historical development of women rights in Turkey shows that discussions on political and social rights of women continue today. In recent years, intense struggle has been fought on women rights and academic works are conducted on political and social rights of Turkish women. After the Turkish civil code went into effect, equality between women and men came to the fore and several reforms were made [9].

An overview of the history of human rights of Cypriot Turkish women, it can be seen that education of women has not been given much importance as it was seen unnecessary and costly. In 1950s, Cypriot Turkish women began to receive education mostly in Turkey. Cypriot

Turkish women gained voting rights in 1960 after the Republic of Cyprus was established. After the clashes in the island, the island began to be divided in 1974 and women were needed in employment in order to meet the increased workforce need [10]. In 1990 elections, women were elected as members of parliament for the first time.

A general evaluation will reveal that in our century, the problems of women are almost globally shared. Likewise, solution ways to these problems of women are also universal. Although women have different characters and cultures, they are able to understand their needs better compared to men, as the ways of thinking and acting between men and women are different. For this reason, the areas of interest and skill of men and women are also divergent. Men usually focus on the monetary and security issues whereas house-keeping, child care and even contribution to household economy are the responsibility of women. In this line, although we have to see the image of women more in local government, it is evident that exact opposite prevails today.

Researches show that, in terms of the roles of women and men in the family from social gender and stereotype aspects, the most important role of men is to support their family, and the most important role of women is to raise their children and ensure continuity of the family [11]. Although the number of gender-based occupational categories is on decline, it is known that they are still highly evident [12]. In this context, the reason for low participation in local governments for women is that the country has a patriarchal structure as a result of which the roles and responsibilities allocated for women are mostly related to motherhood and house-keeping. In other words, the reason for low level of female participation at local government and employment market is the existence of inequality and discrimination in employment and inadequate measures [12].

Women living in town are more disadvantaged compared to men in decision-making and power-sharing in urban life. Global changes led to development in such fields as education, health, transportation, and technology changed the roles, relations, and participation in decision-making in the society. With these changes, when democratic countries are considered, social gender equality has been accepted as a fundamental principle. The United Nations also accepted social gender equality as a fundamental human right and emphasized the importance of universal participation of women and men in social life on an equal basis. However, inequality between men and women is still a fundamental hindrance in non-democratic countries [12], and it is evident that women can utilize less political, social, economic, and urban rights compared to men. In order to realize urban participation, the relation of individuals between each other and their urban environment must be increased and individuals must be integrated with the town where they are living [13]. In order to ensure that people continue their development in social life and integrate with the wider society, the psychological needs of members of society have to be revealed and met [14].

According to self-determination rule, competence, autonomy, and relatedness are the three fundamental needs of human beings. The environment of the individual determined the extent to which these needs are met. The individual must be able to take his/her decision accurately with his/her own will in the society in which he/she is living, must consider his/her behaviors sufficient, and in the meantime be in relation with the social environment he/she is in. The degree

to which psychological needs are met determines the well-being of the individual [15]. For this reason, psychological needs of women in urban life can be met only if they are integrated in the city; in other words, they establish relations with the social life in which they are living and feel a sense of belonging. Thus, the happiness and living quality of individuals will increase and their well-being will also tend to improve. Some researches show that there is a psychological element which attracts individuals to a certain place and make them develop a sense of belonging. Environments or habitats where people enjoy and want to be present allow for the development of sense of belonging [16]. For this reason, in order to make sure that women living in town integrate with the town, it is believed that meeting the needs of women living in town is essential.

## 2. Importance of the study

One of the most fundamental needs of individuals today is the need for being healthy individuals in the system and to continue our lives in a healthy city. The individual wants to integrate self to the city where he/she is living and lead a happy life there. In this context, this research is important for revealing the needs of women and offering suggestions so that the needs of women living in town can be met in the best manner and they can integrate themselves with the town.

In the light of the opinions discussed above, it is believed that the results that this study will display will make considerable contribution to the women living in the city, institutions in the city, and researchers alike.

As a result of the literature search, some studies were detected on women in Turkish Republic of Northern Cyprus (TRNC), but no studies on the women living in city were identified. The fact that such a study had not been conducted before was one of the most important factors for choosing this research topic.

## 3. Purpose of the research

The purpose of the research is to determine the importance of women living in the city in terms of her role in city life and their place in educational administration. In this context, needs of women living in the city and their existing situation will be determined and evaluated from psychological, sociological, and educational perspectives, and the importance of women in terms of her role in life will be revealed.

### 3.1. Subproblems

The subproblems listed below will be used in order to reach the purpose stated above:

1.  What are the advantages of being a woman in city?

2.  What are the disadvantages of being a woman in city?

**3.** What are the requests and expectations of woman from local government in the city?

**4.** What is the self-perceived role of woman living in the city?

## 4. Method of the study

In the study, a sample case study pattern, which is a qualitative research method, was employed in order to determine the role, advantages, disadvantages, expectations, and place in educational administration of woman living in the city. Sample case study makes sure that factors like environment, individual, process, and case related to the situation are studied with a holistic approach. The focus of this study is to reveal how these factors related to the situation are affected from the situation or how they affect the situation [17].

### 4.1. Working group

Findings obtained from qualitative research do not have to be generalized to the universe; thus, it is not obligatory that the sample represents the entire universe [18]. For this reason, sample was not chosen in this research and a working group is determined instead. Among purposive working groups, optimum working group were determined and the members were chosen from whom relevant data could be easily collected by the researchers [17].

In the working group of the researcher, 21 female citizens living in Famagusta town of TRNC in 2016 participated. Features related to working group are given in **Table 1**.

### 4.2. Data collection techniques

Through semi-structured focus group interview, the participants were asked about their opinions on advantages and disadvantages of being a woman in town, role of women living in town, place of women in management, and their requests and expectations from the government. Their responses to these questions were obtained using an open-ended data collection tool.

Opinions of three experts were consulted for the suitability and fittingness of the prepared questions and, in line with their stated opinions, necessary corrections and changes were made and the questions were finalized; in addition, comprehensibility and ordering of questions were tested with a pilot study.

Internal reliability and consistency of the research was examined by two researchers and the relation between their opinions was investigated. For external reliability, information collected during the research were presented to the working group and preserved.

### 4.3. Data analysis

Participants were asked questions during focus group interview which took 3 hours in total. The collected data were recorded and transcripted. Participants were coded from A to R during data analysis. Content analysis and data reduction methods were used in data analysis. In this context, the questions asked in the research were accepted as themes based on which subthemes were formed.

| Features of working group | | F | % |
|---|---|---|---|
| **Age** | | | |
| | 20-30 | 2 | 9.5 |
| | 31-40 | 2 | 9.5 |
| | 41-50 | 6 | 28.6 |
| | 51-60 | 7 | 33.3 |
| | 61-71 | 4 | 19.0 |
| | 71 + | | |
| **Institution** | | | |
| | Private | 10 | 47.6 |
| | Government | 8 | 38.1 |
| **Education status** | | | |
| | elementary | | |
| | secondary | 1 | 4.8 |
| | High school | 8 | 16.8 |
| | Undergraduate | 6 | 28.6 |
| | Post-graduate | 6 | 28.6 |
| **Occupation** | | | |
| | Housewife | 3 | 14.3 |
| | retired | 5 | 23.8 |
| | worker | | |
| | Public servant | 2 | 9.5 |
| | manager | 7 | 33.3 |
| | other | 4 | 19.0 |
| **Marital status** | | | |
| | married | 16 | 76.2 |
| | single | 2 | 9.5 |
| | divorced | 3 | 14.3 |
| **Number of children** | | | |
| | none | 2 | 9.5 |
| | 1 | 5 | 23.8 |
| | 2 | 8 | 16.8 |
| | 3 | 5 | 23.8 |
| | 4 | 1 | 4.8 |
| | 5 | | |
| | 6+ | | |
| **Total: 21** | | | |

**Table 1.** Features of working group.

## 5. Findings

### 5.1. Advantages of being a woman in the city

Findings as regards advantages of being a woman in the city are given in **Table 2**.

As can be seen in **Table 2**, most participants stated about the advantages of being a woman in the city that urban safety and freedom are important for women.

*"Being a safe town makes child raising easier and people can give support and assistance to each other" (H).*

*"People make free decisions and are respectful to the feelings and opinions of their addressees" (A and N).*

In addition, according to H, *"the town is very reliable, as a woman I can leave home at every hour and I can say that no one is looking hostilely".* In addition, we can say that easy transport and feeling safe are among the blessing of the city"(R).

Eight of the participants asserted that they saw an advantage in the town being a port city:

*"Famagusta is also a coastal town; having a sea makes this city more liveable for us and it protects its feature as a strategic town in tourism, which is very important for me (A).""University town, having a commercial port, existence of job opportunities to men and women alike, without any gender discrimination, are important for me" (D).*

Four participants emphasized the historical features of the city whereas such features as social relations, transportation, being a university town and education center were cited as advantages by three interviewees:

| | |
|---|---|
| | Urban facilities (2) |
| | Social relations (3) |
| | Transportation (3) |
| | Urban safety and freedom (12) |
| | Optimal Kent (Plan) (2) |
| **Advantages of being a woman in the city** | Social and cultural activities of the city (1) |
| | City respectful toward woman (1) |
| | Historical features of the city (4) |
| | Port city (8) |
| | University city and education center (3) |
| | Lack of economic embargo on women (1) |
| | Climate-geographic features (1) |

**Table 2.** Advantages of being a woman in the city.

*"Living in Famagusta is a feature because everybody knows and helps each other" (C, B, K,). "I can reach everywhere in the town easily, for example hospital, market and school are not distant from each other" (B). "I can say that historical pattern and cultural features of the city are the largest impacts for a person to feel comfortable, belonging and happy in a city" (L, R).*

Urban facilities and optimal city plan were cited as important advantages of the city by two interviewees. In addition, one participant each stated climate-geographical features, social and cultural activities of the town, climate-geographical features and lack of economic embargo on women as advantages.

*"It is a nice thing that women can do any job they want and get equal pay with men, in fact, lack of economic embargo" (M).*

## 5.2. Disadvantages of being a woman in town

Findings as regards disadvantages of being a woman in the city are given in **Table 3**.

As can be seen in **Table 3**, as regards the disadvantages of being a woman in the city, interviewees put most emphasis on insufficient social services:

*"The town has several deficiencies in terms of social services; only care for the elderly is not enough; there are women, young people, children and most importantly disabled people; municipality has to be a leader and cooperate with civil society organizations and make centres operable" (N, B).*

*"Family counselling centres must be established at once under the auspices of municipality; divorce rate are on increase; at the same time lack of such a centre where we can apply in case of a problem or to solve issues related to our children and families is important for mental health"(H, L).*

*"There is no place to leave our children for a couple of hours; an agreement can be made with pre-school department students at university and offered to us"(P).*

Marginalization of women in government and politics was mentioned by 8 interviewees:

*"I am totally disturbed by the fact that they look and see woman as different, not as a woman" (D)".*

*"When we go to a government office we are always seeing men; it looks like there are no woman managers which is not nice at all" (C and P).*

*"We want equal say and representation in politics" (G, J, K).*

Lack of meeting places specific for women were mentioned by 6 interviewees:

*"There is no place where women can perform their social activities and read their books at the same time, I do not want to share the same place with university students" (A, B).*

Lack of support by municipalities for women and the need for a commission are topics emphasized by 5 interviewees:

*"Commissions which will support women must be established under the auspices of municipality as they will be more scientific and qualified. Such activities should not be left to associations; I think that associations are being used as political tools and many people are abstaining from going to such associations" (R).*

| | |
|---|---|
| | Discrimination in town (1) |
| | Social pressure (1) |
| | Being viewed as a sexual object |
| | Marginalization of women in government and politics (8) |
| | Meeting places specific for women (6) |
| | Gender discrimination in traffic (1) |
| | University town-problem of different cultures (4) |
| | Urban transport (12) |
| | Heavy traffic (1) |
| | Environmental cleanliness (2) |
| | Low population (1) |
| **Disadvantages of being a woman in the city** | Urban safety-theft-deterrence (2) |
| | Insufficient social services (12) |
| | Gender awareness-deficient education (3) |
| | Groupings among women (2) |
| | Low population (1) |
| | Discrimination in legislation |
| | Cultural activities (2) |
| | Municipalities not supporting women (commission) (5) |
| | Cultural sustainability (1) |
| | Town being approached to the sea (1) |
| | Water (1) |

**Table 3.** Disadvantages of being a woman in the city.

*"Municipalities do not give sufficient support to women" (C).*

Three interviewees stated gender awareness and lack of education as disadvantages:

*"That gender awareness is not promoted by a scientific agency in the city through education is one of the most important disadvantages; everyone is trying to do something haphazardly, which is wrong and unacceptable (O)".*

Issues such as environmental pollution, insufficient cultural activities and urban safety-theft-deterrence were mentioned by two participants each:

*"I feel insecure when I go to Suriçi at night; it is too dark, there have to be lights in terms of safety, I feel fear, it is like an abandoned place" (R and A).*

*"Being a university town and home to several cultures is not a good thing; I think that it is the reason of thefts and many other crimes" (Ç and E).*

*"The town has a very important problem which is visual environmental pollution; for this reason it has no historical pattern, its climate is not good, its coast is not good and its geographical features are not favourable; we cannot accept these in terms of tourism"(F and J).*

One interviewee each stated discrimination in the city, gender discrimination in decision-making mechanisms, discrimination in legislation, low population, traffic density, city being approached to the sea and water as disadvantages:

*"There is gender discrimination not only in government but also in traffic"(B).*

*"In politics only the woman branches of parties exploit and use us, we do not want this"(R).*

*"Legislation is not supportive and protective of women; I think there are deficiencies (N)."*

*"There is not enough parking space, people are parking their cars on street which lead to traffic jams; roads are full of cars and we cannot cross the streets" (C).*

*"Lack of sufficient water and provision of water in certain intervals is a serious challenge for housekeeping and makes us nervous" (D).*

*"Low population is an important factor in terms of cultural solidarity and cultural sustainability; I think this deserves emphasis" (I).*

*"Our town is a seaside town but we do not have sufficient facilities for using the coast and seeing our sea, which makes me very sad"(G).*

### 5.3. Expectations of women in town from local government

Findings on the expectations of women in town from local government are given in **Table 4**.

As can be seen in **Table 4**, the requests mentioned by interviewees as regards expectations of women in town from local government are as given above each of which were emphasized once. Opinions as regards these expectations are as follows:

*"Our water is not healthy I want usable water"(F).*

*"We do not have a cultural museum; I think that this is a serious deficiency; cooperation is needed with cultural office of local government" (K).*

*"when we look at municipal workers I can say that there are few female workers; I feel that there is discrimination in this area; especially in cleaning works because I can say that by their nature women are better in these works" (K).*

*"Important in terms of female solidarity; many women are victims of violence; women shelter has to be opened at once and cooperate with municipality social services and offer its services" (O).*

*"Occupational courses and skills courses for our women have to be increased and improved, which will make positive economic contribution to the house of the woman" (Ö).*

*"Registrar of the wedding must be chosen not by court but by municipality under which woman should exist as well" (Ö).*

*"Assigning a quota for women at local government is important in terms of representation of women" (L).*

| | |
|---|---|
| | Special units to be formed for women in local government |
| | Facilities in social environments |
| | Library |
| | Cultural museum |
| | Job and skill development courses |
| | Women shelters-solidarity houses |
| | Participation in politics |
| | General registrar of wedding to be elected by the municipality |
| | Benevolent society/Social-economi c-cultural |
| | Provision of education |
| **Expectations of women in town from local government** | Quotas to be allocated for women in local government |
| | Cultural activities |
| | Assigning more women in cleaning works Establishing communication with women |
| | Scientific survey works |
| | Usable healthy water |
| | Avoiding discrimination in employment Founding women markets where women labour products will be sold |
| | Foreign language education |
| | Founding knowledge centres |

**Table 4.** Expectations of women in town from local government.

*"Scientific surveys under the municipality can be made in cooperation with the university and municipality can lead these efforts to create a database of the city" (N).*

*"There is no place where products of female labour will be sold; woman markets must be established and controlled by the municipality, which will be fair in terms of price policies and controlling" (C).*

*"Our women must receive foreign language education, especially English and Greek, so that they can socialise with their neighbours and tourists" (I).*

*"It is a critical deficiency that our city lack a sufficient and usable library" (K).*

*"Foundation of knowledge centres and creating of knowledge buses, home visits are important in terms of political, educative, socio-economic and demographic structure of the town" (R).*

*"I want social activity centres and places where we can have nice conversations with our family members and friends, perform activities, and do sports and walks" (P).*

| | Educator (11) |
|---|---|
| | Grandma (1) |
| | Housewife (1) |
| **Self-perceived role of woman living in town** | Labourer (1) |
| | Entrepreneur (1) |
| | Political (1) |
| | Volunteer employee (1) |

**Table 5.** Self-perceived role of woman living in town.

*"It is a serious deficiency that there is not an activity centre in every region, activity hours are different from each other and no education is provided" (J).*

### 5.4. Self-perceived role of women living in town

Findings as regards self-perceived role of women living in town are given in **Table 5**.

As can be seen in **Table 5**, 11 interviewees defined themselves as "*educators*" as regards self-perceived role of woman living in town:

"Everyone knows and likes me as a teacher" (B, K and M).

"I am so happy that I spent my labour for years to educate the next generations" (D).

One interviewee each mentioned such roles as grandma, laborer, entrepreneur, political, and volunteer employee:

"I used to be a working mom; now I am taking care of my grandchild so they know me as a grandma, not mother" (A).

"I am appreciated to have been a good housewife for my entire life" (B).

"I am a good entrepreneur and I am appreciated with this aspect of mine"(J).

"I work on a volunteer basis in civil society organizations and everyone likes me for that" (K).

"I think that my role in politics plays a critical role in my popularity" (L).

## 6. Conclusions and recommendations

In the light of the obtained findings, the conclusions are summarized.

Advantages of being a woman in town are as follows:

- The first rank as regards advantages of being a woman in town is occupied by defining the town as a reliable and free town (57.14%).

- It is said that being a port city is essential; in that, it has a commercial network and employment opportunities which are good for economy (38.09%).

- The city having a historical pattern (19.04%) ensures an intercultural tolerance and, as it is a home to many culture, it provides a wider and more tolerant viewpoint toward women.

- Being a university town and education center (14.28%) creates income to our town and ensures social and cultural richness by being home to several cultures.

- Ease of transportation (14.28%): the town being optimal makes sure that we can meet our natural and social needs. In addition, it makes sure that people reach each other and establish strong social relations.

Conclusions as regards disadvantages of being a woman in town are as follows:

- The first-ranked disadvantage of being a woman in town is occupied by deficiencies in offered social services (57.14%). They are determined as the lack of counseling centers under the supervision and control of the municipality, insufficient services provided to disabled people and the elderly, and failure to provide equal service in all regions.

- Low density of mass transport in the town (57.14%) was mentioned by several interviewees. The fact that people depend on their own vehicles or taxi services in transport leads to many limitations (in terms of time and economy) and creates excessive traffic density. In addition, lack of development plans leads to parking problems.

- Marginalization of women in government and politics (38.09%); interviewees said that women and men should have equal rights, freedom, and representation. They do not think that having women branches in political parties is far from being sufficient.

- Women emphasized that they lacked special meeting places (28.57%). As it is a university town, social areas are mostly populated by university students which causes noise pollution. They complained that as a woman they did not have a place where they can easily spend time with their friends or read books, which is one of the reasons for which they cannot socialize and share with each other as women.

- The idea prevailed that municipalities should support women (23.8%).

- The conclusions on the expectations of women in town are as follows:

- Women want that they are integrated with town where they live, ensure that their sense of belonging and self-confidence increases, feel themselves more important and functional in the town they are living and for that effect they are expecting that different types of education courses and short-term certificate programs will be offered by Faculty of Education of the university under the auspices of municipality.

- For women, it is stated that special units should be formed in local administrations. Women should be given work and work rights in terms of representation in the state and the economy. In addition, emphasis was put on the need for providing professional skills and offering education at different branches.

Conclusions as regards the role of women living in town are as follows:

- The first rank as regards the role of women living in town is occupied by being an educator (52.38%).

In conclusion, taking into consideration the holistic approach in particular, it is suggested that Ministry of Education offers awareness-raising activities with formal and informal training, reorganizes education programs directed at all education institutions and groups starting from pre-school, and adds courses covering social gender equality in harmony with the development levels of relevant age groups. It is believed that in this way, roles and expectations assigned to men and women separately will be replaced by a new and integrated viewpoint based on all human beings, based on which new generations will be raised and participation of women in professional groups or local government will improve in the future in every area. As a result of the research, women perceives herself as an educator. For this reason, if the opportunity is provided to women, they will be successful and effective in education and education management.

In addition, knowing and exploring the existing situations of women in urban life who raise the society and ensuring that individuals benefit more from opportunities and rights of life through education as well as giving support for this effect are seen more important. In addition, satisfying the psychological needs of women in the context of urban life makes the individual more happy, autonomous, and motivated. Thus, women integrate with their town better and lead a more quality life.

It is hoped that the findings of this study will support all central and local government authorities, especially those at Ministry of Education, human rights activists, politicians, civil society organizations in their initiatives and creating social awareness as regards the topic. In other words, it is desirable to create awareness about the removal of gender inequality. For this some preventive and protective policies should be developed. In addition, it is believed that results will shed light to necessary agencies and institutions and set an example. In this context, it is desired that the support needed for ensuring the development and changes that women deserve and expect will be given by parties. Especially, it is suggested that educators, psychological counselors, family counselors, and development psychologists will act as leaders in these initiatives.

Establishment of a committee consisting of volunteers under the auspices of local government with the purpose of meeting the social needs of women, members of which will be experts and relevant people who are able to respond the expectations of women, as well as conducting studies in cooperation with the university in the town under the light of scientific data are other factors that are considered necessary according to the data obtained in this study.

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# The Vital Readiness Level of the Youth: Psychology and Education Management Approaches

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Additional information is available at the end of the chapter

## Abstract

The aim of this study is to determine the problems, expectations, and readiness-for-solution of the young people living in the town. In order to present suggestions about how school administrations should have an approach to education management, 36 voluntary young people (10 women and 26 men) participated to the study who lived in Famagusta city of TRNC in 2016. In this study, the data were collected through semi-structured focus group interview. The data, which are used for the results, were analyzed through content analysis. As a result of the data analysis, participant's expectations are grouped under four headings. After analyzing the data, it is recommended that state, in cooperation with several public bodies including local governments, has to find commissions on voluntary basis toward youth and give the young people some roles in these commissions so as to prevent discrimination and marginalization, and enforce the sense of belonging. For this reason, it is recommended that in addition to their principal roles, local governments and education management should lead services for keeping the youth out of bad habits.

**Keywords:** city, young people, youngsters roles, young people's expectations, young people's problems

## 1. Introduction

Since the day societies existed, they have gone through some changes due to several reasons characteristically; however, all societies basically tended to continue their existence and their generation. For this reason, societies need young people with awareness and responsibility so as to continue their functionalities and make possible their basic purposes in a healthy

manner. In other words, regardless of the characteristics of a society, they need the dynamic structure of young people so that they can improve in areas and institutions such as social, political, economic, family, and religion.

As a result of the phenomenon of urbanization and fundamental changes in industrial revolution and education which emerged with modernization [1], the concept of youth appears as a separate category. However, youth period is not a period which can be handled unidimensional; the multi-dimensional period of youth which includes changes in biological, psychological, and social-cultural functions represents an era when social and economic problems are experienced and some critical decisions are made as regards life and future [2]. In order for the young people to overcome this complicated period, they have to make sound future planning and establish healthy social relations.

Obviously, the most prominent feature of our day is the rapid changes that occur in all areas. These rapid changes and the increasing diversity in the world further increase the needs of citizens who are aware of their knowledge and responsibilities. The education of the establishment of this citizenship, that is, the prosperity of the schools, is widely accepted [3]. For this reason, it may be appropriate for schools to make the system suitable by following the innovations that cannot be ignored and the education system will keep up with these changes.

The education system is a whole and this system constitutes a student, teacher, school, inspector, manager, family, purpose, subject, method, and environment items which have a close interaction between them [4]. It is thought that all these items in the system should work in a harmonious manner and be equipped with the awareness, knowledge, and skill to keep up with the changes brought about by today's world and to be able to apply them.

There is a need for general rules and constructs that will support openness to change, which will facilitate compliance with these changes. In this context, the important factors are school administrators' perspectives and value systems [5].

In addition for that, national mechanisms, local governments, and school managements are expected to provide opportunities to the youngsters and support them in designing their future in the best way possible. It is believed that offering these opportunities to the young people and giving government support in shaping their future plans will carry the state and society to the future. One of the most basic mechanisms to achieve this is undoubtedly education administrators, school administrators, and schools.

Student-centered leadership is the forerunner in the formation of research contingency, decision-making, systematic community integration, globalization and the development of the information society, education and contemporary context of school leadership. In this context, the needs, expectations, and problems of the young people are determined by scientific means so that education administrators and school administrators should evaluate these data and provide services to provide the development of young people and their social integration [6].

According to Başaran, a system should have a favorable environment for living, because the environment is necessary for the life of the system. The environment is formed with inputs

that the system can provide to be convenient. There are two types of systems: general and specific. The general environment of the school, the society and the private environment, affect the graduates and are affected by them. Many indirect and direct variables affect schools. For example; social structure, political structure, administrative units, economic structure, social change and tendencies, resources, legal regulations, and scientific and technological developments are some of these. The school is connected to all these variables in terms of input and output. So it can sustain its existence [7].

For this reason, well-grown, well-educated youth is expected to have the potential which will lead to positive fundamental changes for the state, society, and school. Briefly stated, it is expected that institutions such as family, religion, education economics, and politics can perform their functions in a systematic manner, and relations and interaction level between institutions can be associated with national targets and modern global standards with positive contribution of education institutions [8]. As mentioned above, it can be said that the greatest task generally falls on the state, in particular, local governments.

From an economic point of view, development and revival of the state in economic terms, associated with industrialization, led to a steady increase in the need for qualified individuals. For this reason, well-grown and educated individuals will mean qualified workforce and bran force for the state, which means that state and society will be able to develop independently. In other words, appropriate education environments have to be created so that the qualified personnel needed for the economic development of the society can be educated and youngsters can adapt to the social order in which they live [1]. In order to achieve this aim, education must be provided equally and must be accessible and available to all citizens in society.

Examined from a societal point of view, youngsters who complete their socio-cultural development fully with a good education, as regards the society they live in, can be earned by the society as individuals with the potential for transferring national cultural heritage to new generations. Otherwise, the youngsters will face with adaptation process and efforts for dealing with difficulties which is a result of differentiation in economic and social platforms in the world changing with modernism will lead them to suffer from higher anxiety levels [2]. Anxiety is a state of emotion which is experienced against a possible danger from internal or external environment or a situation perceived as dangerous by the individual [9]. It is known that if anxiety increases, young people will have serious problems in planning their futures and decision-making. In other words, it is known that responsibilities in making professional decisions, planning their futures, making friends, and fear from future causes anxiety among young individuals [9]. In order to eliminate or minimize the anxiety levels of youngsters as regards these problems, conditions in all state institutions, especially in economic and educational agencies, have to be improved and restructured. "It can be recommended that services which will reduce the anxiety of youngsters toward future in terms of social welfare, and help them continue their lives more healthily in both physical and mental terms, should be extended and necessary policies should be formulated and implemented" [2]. Earning the youngsters, using their existing potential, and making them a part of the society in the best way possible is the task of not only the state but also a problem which

deserves attention of local governments. It is known that youngsters have a very important place for local governments beyond being essential for the state and the society at large. City councils can be founded to earn the youngsters and use their potential, and their opinions can be evaluated in the projects under the umbrella of a platform open to the opinions of young people. This will also make possible to evaluate the strategy which will be developed as regards the city in the most broad-based manner. When city councils are founded and put into implementation, they will take place as an essential part of participation at local level [10]. Efforts on the participation of the mentioned youngsters argue that participation takes place in three formats, namely individual, collective, and official [11]. For this reason, as participation occurs in three dimensions, desires and wishes of individuals are more easily answered by local governments. In other words, in the face of the expectations, the problems and the difficulties, the local authorities can react instantly to the problems. Also, it is important how people can access local governments in such situations. In addition to the principal roles of local governments, it can be accepted that expectations of people from local governments can change depending on the space and different problems can occur. For example, taking into consideration that Famagusta is a coastal town, local people can expect from local government that services in water sports will be increased; people of another town which is not located on the coast will not have such an expectation from local government. In addition, from the facts that Famagusta has a multi-cultural university and has a closed area under military control, Famagusta youngsters have different expectations and problems; lack of sufficient activity centers, being an historical town and relevant problems are different from other regions.

As mentioned above, taking into consideration that every society has a unique social structure, it can be said that Turkish Republic of Northern Cyprus (TRNC) also has a unique structure. Geographical location, neighboring countries, interacted societies and/or historical process, past wards are important factors for a society to develop a unique identity. In this context, it can be said that these factors have great importance in the formation of TRNC's present identity. In other words, considering historical process, it can be claimed that TRNC passed through several stages before reaching its present structure, and both positive and negative processes emerged within past political, economic, and social changes. It is observed that this situation triggers hopelessness especially among youngsters. In this context, it can be said that ensuring that youngsters grow and develop in integrity as a part of their society where they feel healthy and happy is essential. Especially, local governments can play role in eliminating the exclusion tendencies caused by ethnic, religious, political, age, gender, etc. differences among citizens. The exclusion eliminates by improving their belonging feelings, increasing their awareness and participation. "Social exclusion and participation of young people is seen as two opposite concepts and it is emphasised that social inclusion policies cannot become successful unless participation of young people is ensured" [12] as some groups are seen as disadvantaged due to their race, economics status, minority status or social status. Young people are accepted as one of the disadvantaged groups by the United Nations, and participation is emphasized [13]. They form a privileged group for which all local and central mechanisms are given responsibility for improving and increasing their participation. It is expected that the

responsibility of increasing and improving participation of young people, ensuring their sense of belonging and social integration should be assigned to both the local governments and national authorities [13, 14]. In this context, within the scope of social integration, local governments must support socially weighted projects such as culture, sports, alcohol and substance abuse, sexually transmitted diseases and felony-committed youth with the aim of reintegrating them with the society or organize voluntary activities at local governments [15]. Within these activities, youth having a say in decisions will have positive impact on their internalization of social issues. Although youth having an impact on decisions is essential, attention must be paid to the distribution of individuals in the group which is supposed to represent the view of young people. For example, if young people who suffer from exclusion problem are not included in this group, an underrepresentation problem will occur [16]. In the formation of city councils, balance and equality from all respects, especially gender, must be taken into account and the role of organized groups in city councils must be clearly defined [17]. If this distribution is made equally and young people are included in planning process by the local governments, the desires and wishes of young people will claim their place in the plans [18]. However, in the local government laws of TRNC, there are no articles which provide for the participation of young people. In other words, the law 51/1995 states that local governments in TRNC are generally authorized to establish social facilities in only social issues. On the other hand, in Turkey, local governments are determined as special provincial administrations, municipalities, and villages. Municipalities Act No. 5393 and special provincial administrations Act no. 5302 mention youth in the duties and authorities of local governments. Taken from that perspective, it is envisaged that in addition to present laws, local governments will act as guides in directing future generations and shaping the society in terms of ensuring participation of young people and their social integration and development. Therefore, this study will argue that local governments and young people have to work in coordination and based on scientific principles.

## 2. Importance of the study

The foundation of the future of a country is its youth. For this reason, it is necessary that the problems, expectations, and needs of young people are identified and their perspectives for today and the future are determined.

Taking into consideration the past events in Cyprus and today's solution or deadlock situation, knowing how young people are affected and their readiness levels are important in terms of regulations and services that will be developed by institutions and agencies, researchers, and experts in the future. Especially in the peace process, the administrators and educators in the schools have very important roles. Considering the expectations and needs of the young people, it is important that the education programs should be reconsidered and arranged; thus, educators and the school administrators should provide services by taking these into consideration. In addition, literature search showed that such a study has not been conducted in the island before, as a result of which it is expected that the data to be obtained will shed

light to the future services. It is thought that the data obtained will give a sense of the services they will give to the education administrators and school administrators.

# 3. Purpose of the research

The primary aim of the research is to determine the problems, expectations, and readiness-for-solution of the young people living in the town. In this direction, it is aimed to present suggestions about how school administrations should have an approach to education management.

## 3.1. Subproblems

In order to reach the general purpose given above, the following subproblems will be employed:

1.  What are the expectations of the young people from local government?

2.  Where and how are the young people seeing themselves in the developed world?

3.  What kind of social projects can the young people develop jointly with local government?

4.  How are the young people evaluating their leisure time?

5.  What are the problems experienced by the young people?

6.  In case of a possible agreement, to what extent the young people in the town are ready to the opening of Kapalı Maraş?

7.  What is the readiness and expectations of the young people for a solution (peace process)?

# 4. Method of the research

In the study, case study pattern of qualitative research method was used in order to identify the opinions of young people living in the city. Case study makes sure that factors such as environment, individual, process, and event are examined in an integrated manner. The focus of this study is to reveal how these factors are affected by the case or how they affect the case [19].

## 4.1. Working group

Findings obtained in qualitative studies do not have to be generalized to the universe; therefore, having a sample representing the universe is not an obligation [20]. For this reason, a sample was not chosen in this study and a case study group was determined instead. A suitable working group was chosen which consisted of individuals from whom relevant data could be obtained by the researchers easily [19].

Working group of the research was attended by 36 young people (10 women and 26 men) who lived in Famagusta city of TRNC in 2016.

### 4.2. Data collection techniques

Through semi-structured focus group interviews, participants of the study were asked their expectations from the city, where and how they saw themselves in the developing world, what kind of social projects they could develop in cooperation with the local government, how they evaluated their spare time, what kind of problems they experienced, in case of a possible agreement, to what extent they were ready to the opening of Kapalı Maraş, and what was their readiness and expectations for a solution. The answers they have to these questions were obtained using an open-ended data collection tool.

For validation of the research, opinions from five experts were obtained on the legitimacy and suitability of prepared questions. In line with the received opinions, necessary corrections and changes were made and the questions were given their final shape. In addition, understandability and ordering of questions was tested with a pilot study.

Internal reliability and consistency of the research were determined by examining the relation between opinions of the participants by two researchers. For external reliability, the data collected in the research were presented to the working group and stored.

### 4.3. Data analysis

In focus group study, questions were asked to the participants and interviews continued for 4 hours. The collected data were recorded and then analyzed. In the analysis of data, participants were coded with numbers from 1 to 36. In the analysis of data, content analysis and data reduction methods were employed. Questions asked in the research were accepted as themes depending on which subthemes were formed.

## 5. Findings

### 5.1. Expectations of the youth form local government

Expectations of the youth form local government are given in **Table 1**.

As can be seen in **Table 1**, youth identified their expectations as regards athletic and cultural, public relations and support services, environmental protection, control and safety, human resources and education:

*"MGA is not used by the youth as they wish at the moment. MGA must first be opened to the use of us, young people"* (6).

*"Yes, there are sports activities but activities are many sports branches are missing; they have to be increased"* (A and H).

*"It is impossible for us to do sports with our own resources in these living conditions; for this reason municipality must give support to us" (3).*

*"We want to participate in the activities of the municipality but we are not notified enough. I think that activity announcements of the municipality are not sufficient" (18).*

*"I want my opinions to be taken, public should be asked while acting, if our opinions and ideas are taken the municipality will work better" (32 and 34).*

*"Sufficient and dissuasive penalties are not applied in environmental cleanliness, monetary fines must be replaced with penalties which will ensure that environmental pollution is removed by the pollutant" (22).*

*"There are no bicycle roads in Famagusta, we cannot cycle comfortably; for this reason, it is dangerous" (22, 30, 36).*

| | |
|---|---|
| Athletic and cultural | • MAG being usable by the youth 23 pupils<br>• Increasing athletic activities 23 pupils<br>• Putting Maraş MGA into practice 6 pupils<br>• Formation of municipal music orchestra 2 pupils<br>• Organization of education activities<br>• Increasing water sports activities |
| Public relations and support services | • Support for athletic activities (material rewards) 8 pupils<br>• Announcement of municipal activities (press-publication), conveying to the public and creating alternatives 3 pupils<br>• More frequent collection of society's opinions<br>• Collection of fees from people who are not under poverty line<br>• Health unit working more effectively<br>• Bringing instant service to the people<br>• The young people and municipality acting together at old age asylum and special education centers<br>• Contacting youth with student clubs |
| Environmental protection, control and safety | • Environment cleaning and dissuasive penalties 5 pupils<br>• Building a bicycle road 3 pupils<br>• Environmental organization 3 pupils<br>• Creating social areas (tea garden, park, etc.)<br>• Bicycle renting stations 2 pupils<br>• Bringing sea to Famagusta 2 pupils<br>• Increasing the services of animal shelter 2 pupils<br>• Creating a Cleaning Team with the youth and performing activities under the project "Hygiene Famagusta"<br>• Discussions with institutions on safety |
| Human resources and education | • Creating a youth unit inside the municipality 3 pupils<br>• Creating family counselling centers 3 pupils<br>• Raising awareness among youth and parents to prevent substance abuse 2 pupils<br>• Developing the sense of belonging to Famagusta among youth with MEB-municipality cooperation 2 pupils<br>• Activities for increasing environmental awareness (seminar, application, etc.…) |

**Table 1.** Expectations of the youth form local government.

*"Not enough importance is given to our environment; urbanization and urban architecture is lacking. It creates visual pollution"* (27).

*"We need a forum to create our ideas, projects and activities. Municipality must act as leader and form a unit"* (1).

*"In our country, one of the most important problems is substance abuse which haunts the entire youth. Young people and our parents are not knowledgeable enough; for this reason, family counselling centres must be founded"* (3).

*"We do not know how to become spouses when we marry and how to behave to our children; for this reason, there are too many divorces in our country. In addition, we also do not know how to direct our children in their education and career. For this reason, we need a place where we can receive support in these areas"* (2).

## 5.2. Where and how do the young people see themselves in the developing world

**Table 2** gives where and how do the young people living in the town see themselves in the developing world.

As can be seen in **Table 2**, young people mostly see themselves abroad and backward compared to other societies due to insufficient education, and feel unemployed, marginalized, and unhappy:

| | |
|---|---|
| Where | • To foreign countries due to insufficient education 4 pupils |
| | • Behind individuals of other countries (general social lack of awareness)3 pupils |
| | • As it is an insufficient country for working and material income I see my future abroad 3 pupils |
| | • Today's society is where the youth spend time in cafes, bet offices, abandoned zones, and entertainment places 2 pupils |
| | • In a place with technology addiction where cultural values are lost |
| | • In a place with limitations on occupation |
| How | • Unemployed 9 pupils |
| | • Youth lacks direction for profession 3 pupils |
| | • Marginalized youth in identity crisis 2 pupils (TC-TRNC) |
| | • Hopeless, unhappy, and frustrated youth 2 pupils |
| | • Low, insufficient productivity in different branches |
| | • Under desired success level |
| | • Youth ready for development |
| | • Youth moving according to the will of the majority |

**Table 2.** Where and how do the young people see themselves in the developing world.

*"Due to the problems I am experiencing in education I will go abroad, I have no future here" (7).*

*"Looking at other countries, I can say that we are rather backwards as a society"(1 and 13).*

*"Money I make is not sufficient to support my family. I have no alternative other than going to another country" (19).*

*"Due to the conditions here, I am having trouble in my job, I do not how long I can deal with the risk of becoming unemployed all the time" (5).*

*"If I received help in choosing my profession everything would be very different. Unfortunately there is no place that we can use in professional problems" (1 and 13).*

*"I was born here but my parents were born in Turkey. Now I am neither Cypriot nor Turkish, I am in the limbo and an outcast everywhere" (25) .*

### 5.3. Social projects and activities that the youth can perform with local government

**Table 3** gives the social projects and activities that the youth can perform with local government.

As can be seen in **Table 3**, young people mentioned such activities as creating a "people's council" which will be membered by people of all ages, integration projects where young people will come together, creating a youth center independent from parties, social projects such as environmental education and water sports, and promotion days with different cultures, forestation, environmental cleaning and increase of street activities as well as charity sales all of which can be performed in cooperation with the local government.

*"People's council must be formed which will be membered by people of all ages" (4).*

*"Young people must come together and do integrating projects towards for example disabled people, and people with different cultures and religions" (17).*

*"Each party has a youth centre but there is no youth centre independent from parties unfortunately. Creating a youth centre independent from parties is a necessary project for the youth of Famagusta" (3).*

*"I think that there is lack of awareness about environment and that we need a project for providing education in this direction" (22).*

*"There are some places which provide water sports services but we cannot benefit due to high prices. Water sports for youth can be done in municipal beach and the young people can benefit from it" (12).*

*"we want to perform activities with different cultures. As youth we do not have much information about different cultures and I think that such an activity might be useful" (9).*

*"We, young people, can perform forestation works altogether so that the town of Famagusta can become a more beautiful, greener place" (1).*

*"We are suffering from lack of street activities in Famagusta. As we do not have much opportunity to go to other cities with street activities, street concerts must be organized for youth" (1 and 13).*

| Projects | • Creating the "people's council" which will be membered by people of all ages 3 pupils |
|---|---|
| | • Integration projects that will bring youth together (disabled, different cultures-religions, etc.) 3 pupils |
| | • Creating a youth center independent from parties 2 pupils |
| | • Environmental Education Project 2 pupils |
| | • Water sports project 2 pupils |
| | • Bringing to life the mass transport project |
| | • Organization of historical areas |
| | • Social support project (to the young people in need) |
| | • Social responsibility projects undertaken by young people |
| | • Creating sports areas |
| | • Financial support to project production by the youth |
| | • Creating picnic areas |
| | • Realization of free school project |
| | • Giving incentives for Suriçi's development |
| | • Including youth in municipal projects |
| | • Giving the veterinary office to young people |
| | • Building a youth center for young people |
| | • Activities towards disabled people |
| | • Cooperation project between sports clubs |
| | • Opening businesses for leisure activities and young people being employed in these companies |
| | • Awareness-raising and information projects |
| | • Promotion days with different cultures 5 pupils |
| Activities | • Forestation 4 pupils |
| | • Environmental cleaning 3 pupils |
| | • Increasing street activities (street concerts) 3 pupils |
| | • Increasing the number of charity sales |
| | • Public awareness-raising works with reading-writing courses |
| | • Open-air cinema |

**Table 3.** Social projects and activities that the youth can perform with local government.

*"If environmental cleaning activities are performed with young people, attention might be attracted to the issue of environment and higher awareness than other people can be ensured"* (6).

*"Famagusta youth and municipality must organize common charity sales. With such sales, the city can gain momentum and young people can be doing things together"* (2).

### 5.4. Evaluating leisure time

Leisure time activities of the youth are given in **Table 4**.

As can be seen in **Table 4**, leisure activities of the youth are identified. Young people mostly spend their leisure time with doing sports, seeing friends, and taking part in social responsibility projects.

*"I am spending my spare time with doing sports and visiting my friends" (8,23).*

*"I am spending my time with supporting social responsibility projects" (7).*

*"I like doing research and producing ideas about historical topics that I am studying" (29).*

### 5.5. Problems of the youth

Problems of the youth are given in **Table 5**.

As can be seen in **Table 5**, young people told that they mostly had problems with their families and friends:

*"My family does not listen to me; they shout and try to impose their will suddenly" (29).*

*"My family does not show sufficient respect to me; they even discriminate me and my siblings; whenever I want something the answer is "no" (21).*

*"Economic situation of my family is not good; I always have to postpone my needs" (10).*

*"When I am making friends I feel that they do not accept me. I feel like an outcast as my parents are from Turkey" (9).*

*"I feel uncomfortable in that Cypriot-Turkish issue. We are blaming each other for discrimination" (12).*

*"I am fed up with people with prejudices towards me due to my ethnic origin and family structure" (16).*

*"We cannot communicate with each other in peer environment as everyone is tackling with his/her phone" (36).*

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- Sports activities 3 pupils
- Spending time with friends 3 pupils
- Supporting social responsibility projects 3 pupils
- Reading
- Historical, daily researches and producing ideas
- Going to café
- Playing musical instrument
- Using Internet

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**Table 4.** Leisure time activities of the youth.

| | |
|---|---|
| Family | • Lack of communication (not being listened to, conflicts) 6 pupils |
| | • Lack of interest (physical, economic, and social interest) 5 pupils |
| | • Money, economic problem 3 pupils |
| | • Conflict of generations 2 pupils |
| | • Lack of trust by the family (circle of friends) 2 pupils |
| | • Extravagance 2 pupils |
| | • Being a control-freak 2 pupils |
| | • Not accepting that he/she has grown 2 pupils |
| | • Hour limitations |
| | • Divorce |
| | • Lack of tolerance |
| | • Disagreement with the family due to smoking |
| | • Lack of respect to individual differences |
| | • Marginalization 10 pupils |
| Friends | • Prejudices 4 pupils |
| | • Social media addiction 2 pupils |
| | • Wannabeism |
| | • Jealousy |
| | • Worthlessness |
| | • Failure to take on responsibility |
| | • Becoming haughty |
| | • Lack of respect |
| | • Lack of trust |

**Table 5.** Problems of the youth.

### 5.6. Readiness of the youth for opening of Kapalı Maraş

Data as regards readiness of the youth are given in **Table 6**.

As can be seen in **Table 6**, youth stated that they were not ready in several areas such as harmony, tourism, economy, health, education, religion, and trade if Kapalı Maraş was opened.

*"As we were not together for long years, I am worried about how we can live together now" (30).*

*"We are in fact a tourism island but we do not have qualified personnel; how can we do it?" (28).*

*"At first sight we have different religion and language, we are not yet ready to join them at a point where all sides can be satisfied" (1).*

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- Social harmony/integration 6 pupils

- We are not ready in terms of tourism 6 pupils
  -qualified personnel
  -language
  -geographical drawbacks

- Economic problems

- Cultural shock

- We are not ready in terms of trade, health, education, and religion

**Table 6.** Readiness of the youth.

| | |
|---|---|
| Readiness | • I am not ready 10 pupils (unconscious, fear, past events, psychological trauma, guarantee, the issue of land, protection of equality, trust and social harmony problem, lack of system) |
| | • If uncertainty in the agreement is removed, we are ready for solution 3 pupils |
| Expectation | • Social and economic development 2 pupils |
| | • Protecting special situations, language, religious and ethnic structures |
| | • Guarantee, land and security issues have to be clear and express 2 pupils |
| | • Equality |

**Table 7.** Readiness of youth for solution and their expectations.

### 5.7. Readiness of youth for solution (peace process) and their expectations

Readiness of youth for solution and their expectations are given in **Table 7**.

As can be seen in **Table 7**, most of the youth confessed that they were not ready for (peace process) solution; in case of a solution, they expected social and economic development, protection of language, religion and ethnic structure, and clarity and equality in guarantee and security issues.

*"We are not ready, we did not forget what we lived in the past, we are not fearless" (5, 7, 22).*

*"I am ready for solution but nothing is clear; they have to be clearer in this" (17).*

*"My expectation must be reaching social and economic welfare and development" (33).*

*"Will we be equal; I think this is the most important issue" (23).*

## 6. Conclusion and recommendations

In light of the obtained findings, conclusions are summarized and recommendations are made as follows:

As a result of the data analysis, expectations of the youth are grouped under four headings namely athletic and cultural; public relations and support services; environmental

protection, control, and safety; and human resources and education. In this context, youth stated their leading expectations as being able to use MGA, increase in sports activities and higher material support to these activities; developing alternatives for announcing municipal activities, more attention being given to environmental cleaning and introducing dissuasive penalties, building bicycle roads, creating a unit within the municipality through which they could bring to life their projects and wishes, foundation of a family counseling center and providing services toward meeting the knowledge and skill needs of families and young people.

Young people define themselves as unemployed, unhappy, frustrated people far from desired level of success. For these reasons, they see themselves backward compared to other countries in terms of education, working, and material income, and believe that they have no future in this country.

It has been found out that youth recommend education, sports, and environmental projects to be performed in cooperation with local government; they also stated that they needed educative and cultural activities.

When leisure activities are examined, it becomes evident that youth mostly deal with sports activities, spend time with their friends, and give support to social responsibility projects.

In terms of experienced problems, it was found out that they suffered from lack of communication and interest with their families, and marginalization and prejudices with their friends.

It has been found out that the youth is not ready in several areas such as harmony, tourism, economy, health, education, religion, and trade if Kapalı Maraş was opened. In terms of readiness of the youth toward solution it was found out that the youth was not ready due to lack of awareness, fears, past experiences, and psychological traumas; in this context, expectations of the youth toward solution were listed as protection of equality, social and economic development, protection of language, religion and ethnic structure, and clarity in guarantees and security.

In order that a state and society can show progress, the youth has to be subjected to a contemporary education based on scientific foundations so that all factors required can become functional. For this reason, it is thought that educational management and school administrators should take the lead in important roles. In addition, it is recommended that state, in cooperation with several public bodies including local governments, has to find commissions on voluntary basis toward youth and give the young people some roles in these commissions so as to prevent discrimination and marginalization and enforce the sense of belonging. At the same time, it is suggested that clubs should be formed within MGA for effective evaluation of leisure time and making contribution to the development of the young people under the leadership of experts. In this context, it is essential that a "Free School" youth education program is created and put into practice within MGA where young people can develop in social, economic, political, physical, educative, professional, psychological, cognitive, and emotional aspects. It is also necessary that a unit should be created which will respond to marginalization, professional direction, communication problems, and sense of belonging needs of the youth, and counselors and other relevant experts should be employed in this unit.

In this context, it is recommended that in addition to their principal roles, local governments should lead services for keeping the youth out of bad habits, preparing them for the future and ensuring their healthy development in the name of social growth, integration and carrying the society to the future.

Overall, the aim is to provide a future which is sustainable for the young people. Also, there is a need to train young citizens for a healthy society. Therefore, new generations should be encouraged to develop themselves and being well educated. For that, the new generation must be provided equal educational opportunities. In addition to that, national mechanisms, local governments, and school managements are expected to collaborate together. In this context, the education system of common values, ideals, principles, and beliefs must be built upon. The most important factor of creating these components is to build a common culture. In this context, teachers, education administrators, and school administrators who are united under a common culture need to cooperate for common components in order to develop the suitable school environment for students. Also, they must unite under the same consensus with local government in order to produce solutions to the problems of young people and to prepare them for tomorrow's roles, to keep away them from bad habits including drugs, and to develop their personalities with the aim of creating a sustainable society for new generation in the society.

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This book encapsulates four sections about open and equal access for learning in school management. The first section is related to school management and leadership. Second section of the book gives insight on school culture. Third section of the book underlines the importance of open learning. Latest section of the book covers the importance of equal acess and learning in curriculum, environment, gender, youth. I have a firm belief that authors can find great insights on open and equal access for learning from different reflections and researches of chapters.

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