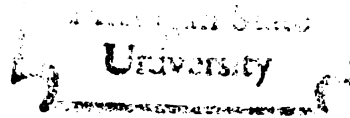


AN ANALYSIS OF THE DIRECTORATES
OF EDUCATION IN TURKEY:
A STUDY OF ROLES

Dissertation for the Degree of Ph. D.
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KEMAL GUCLUOL
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This is to certify that the
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ABSTRACT

AN ANALYSIS OF THE DIRECTORATES OF EDUCATION IN TURKEY: A STUDY OF ROLES

By

Kemal Güclüoğlu

This study deals with three groups of subjects in the provincial organization of education in Turkey. These groups are the Governors, Directors, and the Assistant Directors of Education in twenty-eight selected provinces. These provinces were selected according to the geographical regions and the Developmental Index of the Turkish State Planning Organization.

DATA were gathered and analyzed by using graphs, one way ANOVA and Scheffé techniques, using the facilities of the Planning, Research and Coordination Office of the Ministry of Education in Turkey. The role perceptions (present duties, as how they are perceived) and expectations (ideal duties, as how they should be) of participants themselves, and for the others, and some of the problems, their importance, and suggestions concerning the improvement of provincial organization were examined.

Governors seemed most satisfied and Assistant Directors seemed least satisfied with the status quo in provincial organizations. All groups perceived eleven key problems as "very important" or "important", but Assistants had higher frequencies of "very important" answers.

The higher the office which the respondents held the less important the problems were seen. Problems 10 and 11 were seen as "very important" by all groups. In addition, differences in seeing the problems in terms of their importance have seemed significant between groups only at the .05 level.

AN ANALYSIS OF THE DIRECTORATES OF
EDUCATION IN TURKEY:
A STUDY OF ROLES

By
Kemal Güclüoğlu

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The Republic of Turkey is a young one, but if one thinks of her reforms, which happened in a considerably brief period of time, he becomes aware of the speed and importance of these reforms in modern Turkey's history and her development.

After the tiresome and difficult years of the First World War, it may not be wrong to state that this country has recently started many things. As some economists may easily put it, the "taking off point" was still a long way away for Turkey at the beginning of this century. If we think only of the new alphabet adapted in Turkey, we can easily imagine the situation. At the time of this adaptation, there was practically no literate person. But after so few years, Turkey has already climbed up and passed by the "taking off point".

For this reason the problems of Turkey are different in nature and kind from those problems which existed during the first years of her establishment.

Traditionally, education in Turkey has been considered as a key to improvement, and improvement in this country, at least for the last sixty years, has meant westernization and, of course, modernization.

This study is intended to be only a very small piece, or a small drop of rain among many, toward modernization, by way of being an exploratory work in education.

In order to follow this intention, the author would like to mention first that he received help from Mr. Karcioğlu, Undersecretary of the Ministry of Education in Turkey. As the Head of Research, Planning and Coordination Office at that time he initiated and encouraged the NERP Project. Otherwise, this and similar studies could not have been carried out. For this reason I would like to thank Mr. Karcioğlu.

Later my professors at Michigan State University, as my teachers and committee members, were the ones who never tired of assisting me in many ways. Dr. Carl H. Gross, as the chairman of my committee, and Dr. Wilbur B. Brookover, Dr. Maryellen McSweeney and Dr. Cole S. Brembeck are the ones to whom I would like to express my appreciation and thanks. Dr. McSweeney was an especially important member of my committee.

Dr. Bohnhorst helped me through my project in several ways, especially with its English, and Dr. Neff helped me with his suggestions, especially in sampling. Later, Dr. Karagozöglu, Dr. Karasar, Dr. Bülbul, and Mr. Coker travelled through twenty-eight provinces in Turkey as the team leaders of research groups. Dr. Arici and Mr. Baykul were the ones who discussed and worked with me for many hours on statistical items. In addition, Dr. Fidan has helped me with all resources of his office.

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--Kemal Güclüo1

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CHAPTER I

DEFINITION OF THE PROBLEM

Introduction

The educational system in Turkey is highly centralized. This makes the central organization very important and quite powerful. But, since the provincial and local organizations are the ones which carry out most of the jobs, they are also important. This chapter first presents a short historical perspective of organizational development of Turkish Education, and the place of Provincial Directorates of Education. The chapter ends with an explanation of the problem with which this study is concerned and the objectives of the study in general.

I. Organizational Development of Turkish Education: An Historical Perspective

During the times of the Ottoman Empire, when a governor or a high military official was appointed to a job in a city, one of the first things he did was build a mosque. Around these mosques there was usually an educational complex that consisted of a dormitory and a library. In addition, it was also quite common to build other buildings, such as hans (hotels), baths and stores. A non-profit, semi-governmental organization, which is called "Evkaf", was in charge of these buildings. The rent which came from these "Evkaf-Buildings" was used

in financing the mosques, the educational complexes, and similar public institutions.

Education was thus a concern of the local communities, especially at the elementary level. For instance, "Mahalle Mektebi", a school which was usually at the elementary level and whose teachers were basically religious leaders of the community, was run mainly by the local people.

The most knowledgeable "khoca" (the religious leader) in the community was usually in charge of "schooling", and the community used to support both the school and its teacher.

This system worked very well during the successful period of the Empire, because first of all it met the needs of the time, and secondly, it fitted the level of scientific and economic development and the social conditions of the Empire. Later on, as the Empire started weakening, the "Evkaf" and other institutions became dysfunctional. These were the times (1839-1908) during which several Sultans and the leaders of the Ottoman Empire began to feel a need for modernization. We must remember, however, that those people were the rulers of a huge empire, and they were also the religious and political leaders of the world of Islam. For this reason, their job of modernizing the Empire was a very big undertaking. On the other hand, several new ideas had been spreading within the Empire since the French Revolution, such as liberty, equality and fraternity for all. The idea of nationalism had become the most important of all. In addition, there were external activities for the separation of different nationalities from the Empire.

During the nineteenth century, all attempts at keeping the Empire united and holding the different nationalities together had been based on the idea of trying to create an "Ottomanism". The idea was that all people within the Empire were Ottomans, rather than different kinds of nationals, and all were equal under the same laws. The declaration of the "Gulhane Hatti Humaynnu" in 1839 and the Declaration of the First Constitutional Monarchy in 1876 were the most famous and significant among the attempts for modernization and re-unification of the Ottoman Empire.

Several authors agree that Turkey has been experiencing significant cultural change for at least 150 years.¹ The approach in general was toward modernizing the army. Many had felt that this was the key in order to re-establish the old glorious Empire. The Engineering School of the Army (1795), the school of Medicine (1827), and the School of Artillery (1834) were established as a result of this approach, and in turn these activities affected the educational system as a whole.²

During the same period, the Rustiye (2 year high school after completing 4-years of primary school), Idadi (secondary school, the second cycle), and Sultani (academic secondary schools) were opened, and they were all public schools. It is especially the Rustiye which is

¹Resat Nalbantoglu, "Economic Development and Cultural Change", an unpublished paper prepared for the RCDA Conference in 1968, Cento, Ankara, p. 10.

²Nafi Atuf, Turkiye Maarif Taribi, Muallim Ahmet Halit Kitaphanesi, Istanbul, 1939, pp. 46-55.

regarded as the first European kind of school. The educational institutions, as well as other organizations within the Empire, were divided into three categories, on the basis of syllabus, aims, and educational systems:³

- a. Religious educational institutions;
- b. Academic and vocational schools (secondary schools, schools of medicine, War Academy, teachers schools, etc.);
- c. Foreign schools.

Nafi Atuf⁴ states that in 1869 there were four different administrative bodies concerned with education within the Empire, which were as follows:

- a. Religious posts;
- b. Ministries (Ministry of Education and the other ministries);
- c. Association and churches of non-Moslem citizens;
- d. Foreign governments, foreign churches and organizations.

If we separate the other ministries from the Ministry of Education and separate the foreign governments from the churches which are shown together above, we shall have six different authorities and organizations which were directing the "educational systems" of the Empire.

There were:

- a. Religious posts;

³Serafettin Turan, "The Unification of Education", An unpublished paper prepared for the RCDA Conference in 1968. Cento, Ankara, p. 2.

⁴Nafi Atuf, op. cit., p. 144.

- b. Ministry of Education;
- c. The other ministries;
- d. Associations and churches of non-Moslem citizens;
- e. Foreign churches and organizations;
- f. Foreign governments.

Each of these six elements simultaneously had its own separate organization and authority system.

The year 1869 is an important year in the history of Turkish education, and especially in educational administration. It was thought at this time that it would be beneficial to establish a new organization for the whole Empire. Between 1867 and 1869 the French educational system was examined as a possible model. The different rules and regulations which had been accepted at various times within the educational system of the Ottoman Empire were consolidated. Then a "Maarifi Umumiye Nizamnamesi" (Regulations of Public Education) was prepared.

The central organization of education at this time was called the "Meclis-i-Kebir-i Maarif" (Higher Commission of Education), and it was divided into two main divisions. "Ilmi" (scientific), and Idari" (Administrative). The first division was to carry out the academic parts of the educational activities. At the Central level, the second division was the administrative division in education. Two different people were placed at the top in charge of these two divisions. In addition, the sub-divisions or the branches of the central organization were established in the provinces.⁵

⁵Ibid., pp. 129 and 137.

The Reform of 1869 was an attempt to establish a unified, functional educational system within the Empire. The regulations of 1869 served the country for at least fifty years, but under that system neither lasting unity nor desired educational improvements were possible, since the six different authorities and organizations mentioned above also continued to function into the twentieth century.

Some of the reasons why the Reforms of 1869 failed were as follows: First, the empire had been weakening for decades, and it was losing its place among the big powers of the world. Second, attempts at reform in education, industry, and trade were being hindered or made impossible by the big powers of Europe. European nations were blocking Turkey's development by exercising control and power through the "capitulations" (capitulations were special economic rights and privileges which were given to European government, at various times). The European powers were concerned about their own welfare, and they had reason to discourage the attempts of the Ottoman Empire to unify her minority groups and become a "real Empire" again.

Thus the process of reorganization and improvement in education failed adequately to take into consideration other social, political, economic and psychological aspects of the country and its people. An educational system is only one part of its larger social system. When we are dealing with the educational system or any part of it, the whole system and other sub-systems of society, with all of their factors and forces, have to be taken into account accordingly.

The later stages of the Ottoman Empire witnessed other changes in educational organization and administration. For instance, during the

Young Turks period in 1913, a new law was passed in order to improve primary schools. It was the "Tedrisati Iptidaiye Kanunu" (Provisory Primary Education Law).⁶ But with the onset of World War I, the law of 1913 could not be enforced; nevertheless, as Hostler⁷ and Karpas⁸ pointed out, the period of the Young Turks was somewhat of a transition on the way to the Kemalist Revolution and reforms. For Robinson⁹ too, the emergence of modern Turkey had at least some of its roots in the Young Turk pre-Kemalist period. For instance, Ziya Gokalp at this time formulated a systematic and unified theory of education, as well as a systematic theory of Turkish nationalism. There is, in short, considerable evidence that: 1) the modernization process in Turkish history goes back at least to the beginning of the nineteenth century, and 2) the pre-Kemalist period represents somewhat of a period of transition and emergence toward the modern Turkey of today.

⁶ Milli Egitim Bakanligi, Milli Egitimle Ilglil Kanunlar, Milli Egitim Basimevi, Ankara, 1953, pp. 931-52.

⁷ Charles Warren Hostler, Turkism and the Soviets: The Turks of the World and Their Political Objectives, George Allen and Unwin, Ltd. London, 1957, p. 101.

⁸ Kemal H. Karpas, Turkey's Politics: The Transition of a Multi-Party System, Princeton University Press, Princeton, New Jersey, 1967, p. 25.

⁹ Richard Robinson, The First Turkish Republic: A Case Study in National Development, Harvard University Press, Cambridge, Mass., 1963, p. 5.

II. Provincial Directorates of Education

When the new Republic of Turkey was proclaimed, the First Constitution put the whole educational system under the supervision and control of the State (1924). Then the "Tevhid-i Tedrisat Kanunu" (Law of Unification of Instruction) was prepared (1924), and basically the National Ministry of Education became the sole organization in charge of all educational institutions, with the exceptions of the universities and of certain educational institutions which are run by the other ministries, including schools for health technicians and schools of agriculture. In 1926, Law No. 789 set forth the structure and functions of the central and local authorities in education.

During this period, there were twelve regions in Turkey and each of them had at least one province. Education in each of these regions was under the direction of the "Maarif Emini" (Superintendent of Education). He had the right to appoint, discipline and remove the personnel in primary education, and he was responsible for financing the primary schools. The basic source of funds was the special provincial budget for primary education. The "Maarif Emini" also had some control over the secondary schools by cooperating with the local boards. In general, primary education has had a fairly consistent history of regional and local involvement in the Turkish educational system.

In 1931, provinces became the basic political and educational units instead of regions. The central organization was given the authority for appointment and removal of all secondary and primary school teachers and principals. The educational budget became a part of the

general budget as a whole, but the "II Ozel Idare Butcesi" (Special Budget of the Provinces) has also remained as a second type of budget and financial source for activities concerned with primary education. This dual budgetary system, however, has also entailed, through the years, some administrative problems in the provinces.

Since 1949, each ministry has had a branch in each of the provinces. In general, it is a directorate, with the exception of the regional organizations for State irrigational work and for highway construction. The "Vali" (Governor of the provinces) is the chief government official above all of these directorates. The Governor is appointed by the Ministry of Interior in the central government, and he is the executive of the province. He is aided by a number of assistant governors, by the provincial directors of the different ministries, and by a council consisting of elected members of the political parties from different parts of the province (see Figure 1.1 below).

One of the branches of the central ministries in the province is the "Maarif Mudurlugu", or "Milli Egitim Mudurlug", which are different names for the provincial directorate of education. The Director of Education is selected from among secondary school teachers and principals, or from inspectors of primary education who have graduated from higher teacher training institutions or a university. The assistant directors of education are also selected from the same groups.

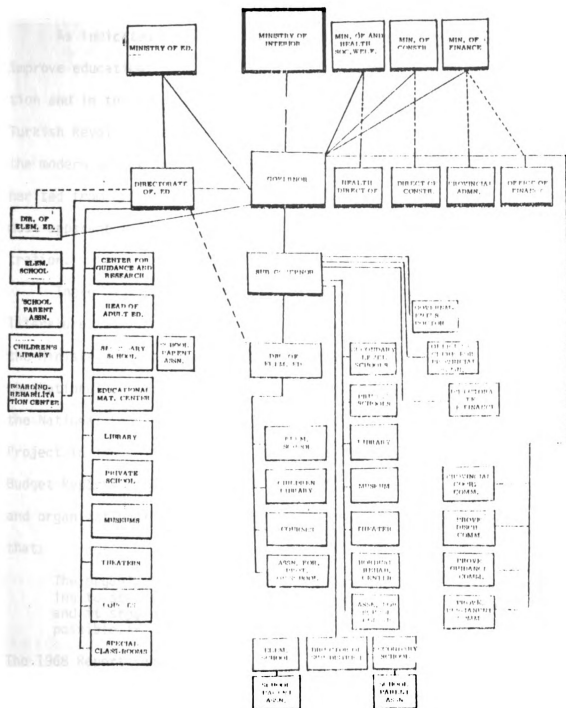


Figure 1.1. Place of the educational directorate.

III. The Problem and Its Description

As indicated above, Turkey has a long history of attempts to improve education. The most significant and drastic changes in education and in the organization of education took place following the Turkish Revolution after the First World War. But it is also true that the modern educational system in Turkey displays several aspects inherited from the nineteenth century. The inherited characteristics are most apparent within the areas of educational organization and administration.

There have been several studies or reports in Turkish educational literature to illustrate needs for reorganization or improvement of the Ministry of Education. Among the important studies are reports of the National Education Commission in 1959, the Seventh Convention of the National Education Council in 1962, and the Mediterranean Regional Project in 1965. Also some of the suggestions in the 1967 and 1968 Budget Reports of the Ministry of Education concerned the organization and organizational law of the Ministry. The 1967 Budget Report suggested that:

The organizational Law of the Ministry should be reviewed according to scientific principles and a new draft should be prepared, and it should be sent to the Grand National Assembly as soon as possible.¹⁰

The 1968 Report suggested:

¹⁰ Milli Egitim Bakanligi, Milli Egitim Bakanligi, 1967 Yili Butce Gerekcesi Hakkinda Rapor, Milli Egitim Basimevi, Ankara, 1967, p. 97.

It is obvious that it is impossible to carry out today's services with a law which was passed 34 years ago, on July 10, 1933. This law almost a half century old should be changed by another law which is prepared according to today's needs and conditions.¹¹

Yet there has been no systematic policy for reorganization nor any implementation of the suggestions of the above reports and similar studies. Also, it is interesting and important to note that almost none of these reports and studies has stressed seriously the necessity for provincial and local organizational adjustments in education.

Only the First Five Year Plan and the Second Five Year Plan pointed out the need for organizational improvement as pertaining to different areas of the governmental services. For instance, the Second Five Year Plan¹² refers to the need for "reorganization of the central and local administrative units" and "making them fit the needs of today in terms of structure and organization."

The Ministry of Education in Turkey is highly centralized, and it is the axis of the educational system (see Figure 1.2 below). All regulations and rules are fixed and ordered by the central ministry. But of course all of the orders and practices are to be carried out at the provincial and local levels.

Moreover, while the numbers of general directorates and other divisions and branches have increased within the central organization,

¹¹Milli Egitim Bakanlig, Milli Egitim Bakanlig, 1968 Yili Butce Gerekcesi Hakkinda Rapor, Milli Egitim Basimevi, Ankara, 1968, p. 44.

¹²Turkiye Is Bankasi, Kalkinma Plani, Ikinci Bes Yil (1968-1972): Ozet, Dogue Limited Sirketi Matbaasi, Ankara, 1969, p. 345.

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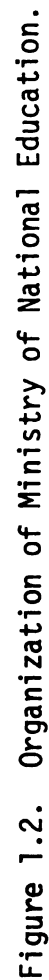


Figure 1.2. Organization of Ministry of National Education.

and though the numbers of services and laws in education have grown in number, the provincial directorates of education have stayed essentially the same not only in terms of their facilities, but more importantly in their practices. Directorates of Education in the provinces have not been able to keep up with changes to meet the increasing needs and demands for educational services.

According to the Second Five Year Plan, formal education in Turkey is analyzed in terms of four categories. These categories are Basic Education (pre-school and primary levels), Secondary Education (first cycle), Secondary Education (second cycle), and Higher Education.¹³

According to the Law of Provincial Administration and Item One of the regulations concerning directors of education, the Director is the head of the provincial education branch of the central government (specifically, he is the head of the provincial organization of the Ministry of Education). Thus, the Directorates of Education in Turkey's 67 provinces are sub-organizations and representative agent of the Ministry of Education. The regulations mentioned above also state that, "excluding the higher schools and those institutions which are connected directly with the Ministry of Education," all educational activities are under the administration and supervision of the Director of Education.¹⁴ This means in practice that among the four educational

¹³Türkiye İş Bankası, Kalkınma Planı: Özet, Ankara, 1969, p. 75.

¹⁴Muazzez Yücel, Muhlis Yücel, Millî Eğitimle İlgili Yönetmelikler, Cilt 2, Matbaa Temnisyenleri Basımevi, İstanbul, 1963, p. 140.

Levels only primary education is the main responsibility of the provincial Directorates of Education.

According to the regulations, the main divisions of the Directorate of Education are the cultural (having to do with academic and cultural matters), personnel, and finance divisions (see Figure 1.3 below). One assistant director is in charge of each division, but his duties, rights, and responsibilities are not specifically stated. Assistant directors do "what the directors want them to do".¹⁵ The numbers of divisions and sub-divisions and the numbers of assistant directors can be increased according to the needs.¹⁶ For instance, while in the province of Corum the Directorate of Education has two divisions and two assistant directors, at the Directorate of Education in Ankara there are 17 divisions (see Figure 1.4 below).

In addition to the Assistant Directors, there are supervisors of elementary education, heads of adult education, and other technical personnel to carry out jobs which are given by the Director according to the regulations (Items 2 and 8 of the Regulations). Often, however, the head of adult education in the provinces has a somewhat different position. Though he is considered as one of the assistant directors in his rank and status, he works under a different set of regulations. In some cases he has additional facilities, such as a separate office building and additional equipment, which tend to give him more power than the other assistant directors. In some instances, he may have even

¹⁵Yucel, ibid., p. 140.

¹⁶Yucel, ibid., p. 141.

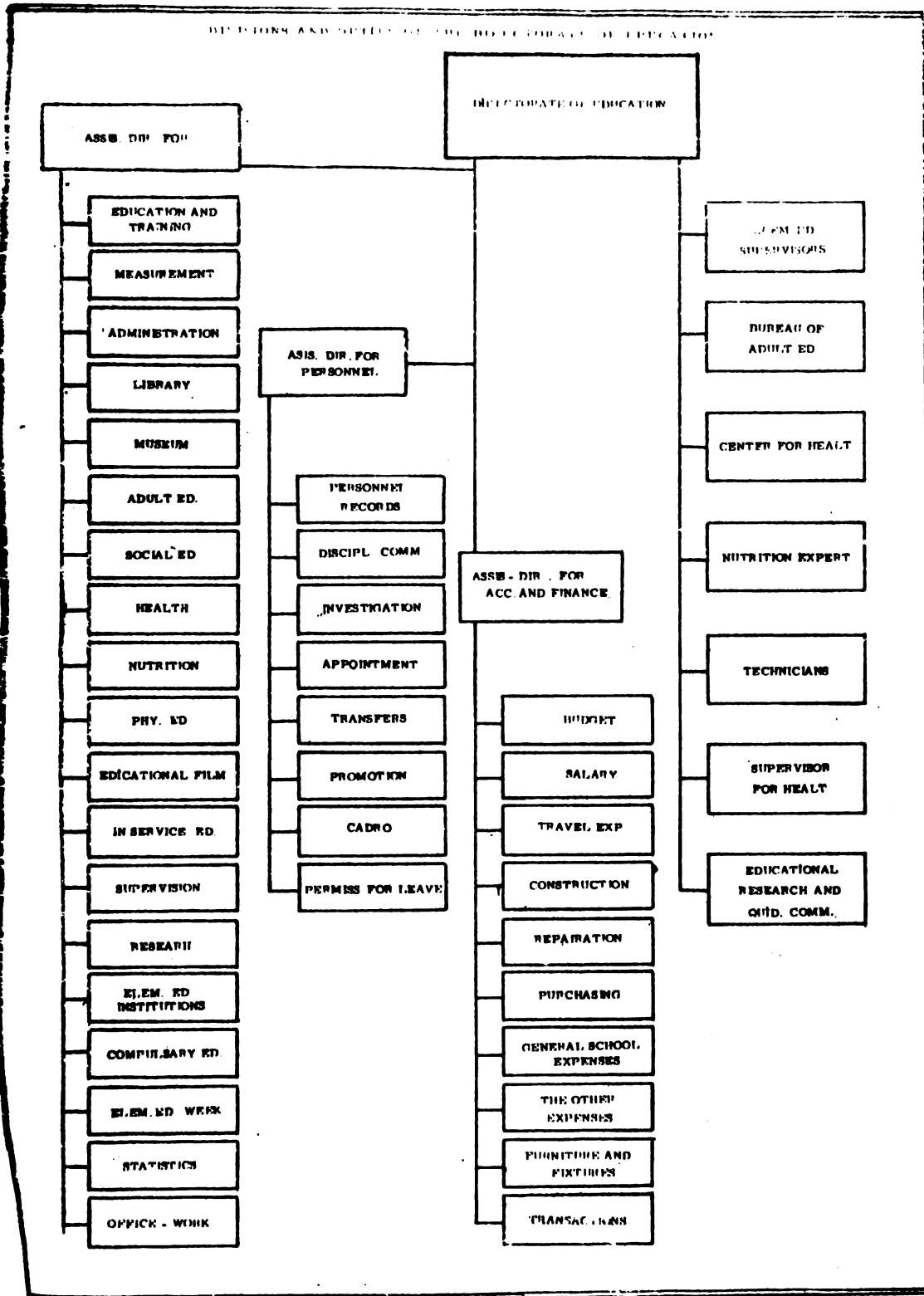


Figure 1.3. Divisions and duties of Directorate of Education.

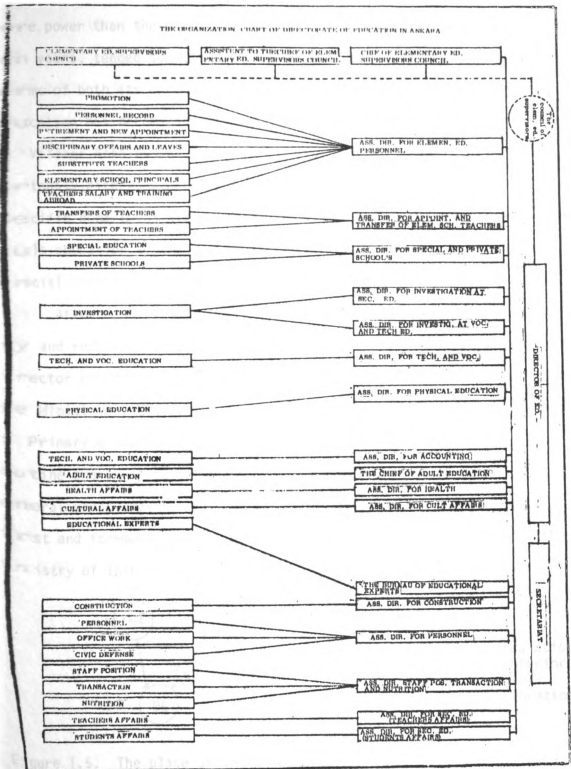
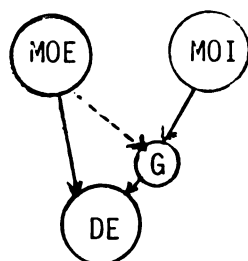


Figure 1.4. Organization of Directorate of Education in Ankara.

more power than the director, because adult education has, for the last ten years, tended sometimes to occupy a special position--peculiar in terms of both its organization and methods. Organizationally adult education has become a part of two different ministries, the Ministry of Village Affairs and the Ministry of Education, and it functions variously either as a part of several different departments or of a specific department within the Ministry of Education. Mainly, however, adult education at the provincial level has remained within the provincial Directorate of Education.

After examining the rules and regulations concerning the authority and responsibilities of the Director of Education, we see that the Director of Education is under the General Directorate of Personnel of the Ministry of Education, and he is also under the General Directorate of Primary Education; but he also serves--at least in terms of daily routine and in terms of nearly all aspects of education--all other General Directorates. At the same time the Director is responsible, first and foremost, to the Governor of the province, who is under the Ministry of Interior (see Figure 1.5).



MOE: Ministry of Education
 MOI: Ministry of Interior
 G: Governor
 DE: Directorate of Education

Figure 1.5. The place of the Directorate of Education in its organizational setting.

Two other facts should be mentioned here. One is the situation of the MOYS (Ministry of Youth and Sport), and the other is the situation of the UOCA (Undersecretariat of Cultural Affairs), concerning their working relations with the provincial Directorate of Education. First of all, though there was not any evidence gathered or study made which established the necessity of separating the Ministry of Youth and Sport and the Undersecretariat of Cultural Affairs from the Ministry of Education, nevertheless various responsibilities and authority were transferred from the Ministry of Education to the Ministry of Youth and Sport (1969) and to the Ministry of Cultural Affairs (1970), and the Ministry of Cultural Affairs became the undersecretariat of Cultural Affairs (1972) under the Prime Minister. More important for our purpose is the fact that the main responsibilities and duties which these new organizations (MOYS and UOCA) carry out at the provincial level remain even so in the hands of the Directors of Education. But items concerning the types of duties and responsibilities for sport, youth, and cultural affairs are stated in the regulations of the MOYS and UOCA (see Figure 1.6).

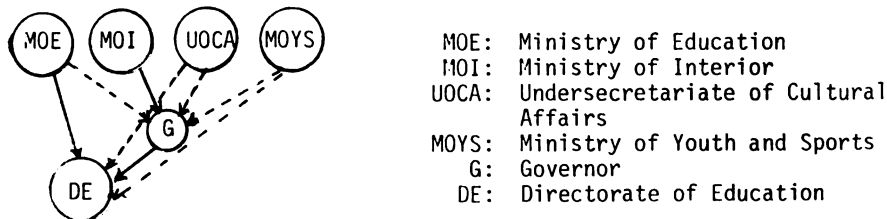
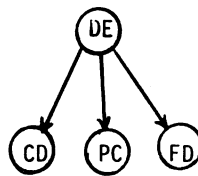


Figure 1.6. The place of the Directorate of Education in organizational setting.

When we think of the present working situation, the answer seems to be "yes", but when we consider organizational and legal aspects, the answer may very well be "no". This situation illustrates that the provincial organization of education may in reality be responsible to at least three or four ministries at one and the same time. However, since several organizational questions cannot at this point be considered very clear, we shall withhold further comment on the above question until later in the study.

Figure 1.7 below illustrates the three official administrative divisions within the Directorates. However, when we check Figure 1.8, on the following page, which was prepared by putting together Items 2.8, and 14 from the Regulations of the Directorates of Education, we see that the division of labor in these organizations does not necessarily fit the administrative divisions' names or functions.



DE: Directorate of Education
 CD: Cultural Division
 PD: Personnel Division
 FD: Finance Division

Figure 1.7. Administrative Division of the Directorate of Education.

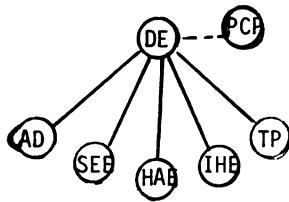


Figure 1.8. Personnel of the Directorate of Education.

DE: Director of Education
 AD: Assistant Directors
 SEE: Supervisors of Elementary Education
 HAE: Head of Adult Education
 IHE: Inspector of Health in Education
 TP: Technical Personnel
 (Construction Technicians and others)
 PCP: Permanent Council of Province
 (Consists of elected members of the General Council of the province and the division directors.)

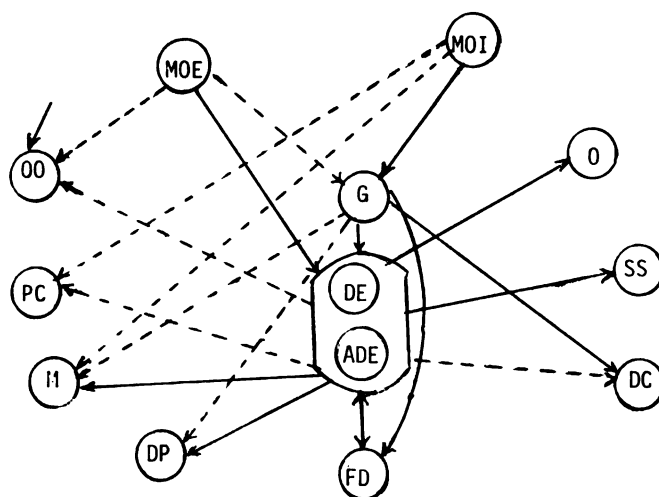
It is clear that there is at least an important task of coordination for the Director, and because of his having quite limited authority, his having very little flexibility, and his having a very large number of tasks to accomplish, one may wonder if and how his task of coordination may be done, or if it can be done at all.

A comparison of Figure 1.7 with Figure 1.8 also shows that new needs have appeared and that some new jobs and personnel are needed. But it is not true that organizational structures or administrative methods of doing things have correspondingly been altered, improved, or even examined. For instance, in 1966 there were 1,536 new primary schools added to the existing ones. Additions of new primary schools were continued, and in 1971, for instance, the number of additions was 1068. Yet it is very doubtful that the directorates have been made correspondingly stronger or more efficient in order to carry out their increasing number of tasks. When we add the increasing numbers of other institutions, educational services, and activities such as

extension courses, we see more clearly the need to study the Directorates of Education in our provinces with a view to seeing how their operations may be made more effective. This analysis needs to be done also because, in addition to elementary education, the Directorates have to do several bureaucratic tasks for the secondary educational institutions. In fact, as we shall see, the major part of the directors' time is occupied by these kinds of regulatory and routine jobs. The need exists even if we do not take into account the amount of work they do for other ministries, such as the Ministry of Youth and Sport and the Undersecretariat of Cultural Affairs.

If one attempts to diagram the financial responsibilities of the Director (see Figure 1.9, on the following page), it is clear that the Director has ties with several different officers and institutions, but under the existing regulations, he does not have enough flexibility to act effectively. Even if he were granted more flexibility, still he might not be able to operationalize his ideas, since there is also a shortage of construction technicians and a lack of modern office equipment and skilled office personnel, and even if there were construction technicians or engineers available, they would probably be located administratively in the Construction Branch of the provincial government. It is quite difficult to get such trained personnel for the Director of Education.

Educational Directorates are vital organs in terms of carrying out the educational services of the country, but they seem to be mainly functioning as bureaucratic channels of communication for the central



MOE : Ministry of Education
 OO : Other Organizations
 PC : Provincial Council
 M : Municipality
 DPB : Director of the Special Administration Budget of the Province
 MOI : Ministry of Interior
 G : Governor
 DE : Director of Education
 ADE : Assistant Directors of Education
 FD : Financial Directorate
 DC : Directorate of Construction
 SS : Schools
 O : Other educational institutions and activities.

Figure 1.9. Relations of the Director of Education in financial matters.

organization. This appears to result from efforts to meet the necessities of the present Public Law No. 5442. According to this law, all communication between the central, provincial, and local organizations

has to flow through the governor's office. This means the governor is the person who has the final decision-making power and authority in the province.

Planning activities in education also tend to reach the provinces via much bureaucratic filling out of forms. Moreover, reports from the provinces tend to be only reworked versions of reports. They do not often reflect functional changes or innovative improvements in facilities and methods.

Obviously it takes time to achieve organizational changes. Fundamental changes involve the human element as well as structural items and customary ways of doing things. For instance, procedures for appointment of a Director of Education, procedures for providing administrative training, and procedures for dismissal are different in Turkey from many parts of the world. Any secondary school teacher, or any primary school supervisor, or any secondary school principal may be appointed a Director of Education by the Ministry of Education. He has to have a diploma from a higher teacher training school with the necessary teaching certificate; but in connection with the appointment of a Director of Education, there is a widely accepted notion among Turkish teachers and administrators that it is the experience which "makes" the administrators in education.¹⁷ This means administrators learn their jobs by trial and error. The educators usually say,

¹⁷ Ziya Bursalioglu, "The Need for Reorganization in the Turkish Educational System". In: The Turkish Administrator, A Cultural Survey, Jerry R. Hopper and Richard I. Levin, eds., USAID, Ankara, 1968, p. 252.

"you don't learn to be a good administrator from books" and, in general, they talk about and rely on "their years of experience".¹⁸ So the Directors of Education in Turkey learn their jobs while they are working as Directors. In many cases, they may have had some previous experiences in some kind of educational administration, such as a principalship or assistant directorate, but it is also possible for one to be appointed as a Director without any administrative experience. Also, in terms of the transfer or dismissal of a Director, the authority rests in the hands of the Ministry of Education. Directors do not have job security, as teachers or primary education supervisors do.

Success in the process of improvement in education cannot be achieved without working on questions of administrative and organizational improvement.¹⁹ We should also keep in mind that the needs of any country cannot be met by having institutional changes alone, especially if our goal is to create functional institutions. There is, and has to be, a human concern. Then there are the developmental conditions, levels, and requirements of the country to which education as a whole should be adjusted continuously. The structure and other aspects of education should be compatible with the needs of the country and its level and speed of development. As Coombs²⁰ pointed out, these aspects

¹⁸Arif Payaslioglu, "Some Common Misconceptions on Administration in Turkey", in Hopper and Lewin, *ibid.*, p. 291.

¹⁹UNESCO, Economic Commission for Latin America, Education, Human Resources and Development in Latin America, United Nations, New York, 1968, p. 203.

²⁰Philip H. Coombs, The World Educational Crisis, A System Analysis, Oxford Press, New York, 1968, p. 121.

usually have adjusted very slowly to the other events and improvements around them. In addition, there is an inertia within education itself, especially in the managerial arrangements in education, which are very often inadequate. Coombs adds that:

Unless educational systems are well equipped with appropriately trained modern managers the transition of education from its semi-handicraft state to a modern conditions is not likely to happen.²¹

On the other hand, the managerial or organizational adjustments cannot be functional if they do not take local units into consideration. Adjustments is not a job only for the central body. As Byrne²² suggested, in translating any law or regulation into practice in education, local school authorities are the vital agents, and only when we treat the districts in a mature fashion will the results be a mature outcome. Broad general goals become operational goals at lower levels or in the subdivisions of the organization.²³

Under these circumstances, the Governor, the Director and his assistants are the main wheels on which the organizational machinery of the Directorate of Education operates and on which the functions are carried out. One should be curious as to how these three key elements perform and how they see their roles in this organizational setting.

²¹ Ibid., p. 168.

²² T. C. Byrne, "Trends and Issues in Canadian Education." In: George Baron, Dan H. Cooper, and William G. Walker (eds.), Educational Administration: International Perspectives, Ran McNally, Chicago, 1969, pp. 33 and 51.

²³ Daniel Katz and Roberts L. Khan, The Social Psychology of Organizations, John Wiley and Sons, New York, 1966, p. 267.

In addition, one wonders how the Governor, the Director, and his assistants perceive each other's roles, and it should be beneficial to learn which problems they perceive in their jobs. An organization, simple or complex, has always been "an impersonal system of coordinated human efforts".²⁴ Most of the events in an education system cannot be understood and dealt with separately from their organizations and power structures.²⁵

Actually the need for a reorganization in the central, provincial and local organization of education has already been felt, and plans have been projected in the Strategy of National Education Reform,²⁶ and in the program of reforms of the Ministry of Education.²⁷ The present study aims to examine the existing roles of these three key elements: the Governors, the Directors, and the Assistant Directors of the organization of education in the provinces of Turkey. The research aims to contribute an important service to the development of education in Turkey.

²⁴A. R. Crane, "Innovation and Strategies of Changes for the Preparation of Educational Administrators--An Application to Australia", in Baron, Cooper, and Walker, op. cit., p. 250.

²⁵William G. Scott, Human Relations in Management, Richard D. Irwin, Inc., Homewood, Ill., 1962, p. 104.

²⁶Milli Egitim Bakanligi, Milli Egitim Reformu Stratejisi, Talim ve Terbiye Dairesi Baskanligi, Ankara, Eylul, 1972, pp. IX-X and 26.

²⁷Milli Egitim Bakanligi, Reformu Subcommittees: A Summary Report of Their Activities and Terms of Reference, Planlama Arastirma ve Koordinasyon Dairesi, Ankara, 1971 (published in mimeograph form), pp. 76-80.

IV. Objectives of the Study

This study will try to focus on answering the following questions:

1. What are the characteristics of the Governors, Directors and Assistant Directors of education, in terms of age, academic background (type of institution from which they graduated, type of education they have, their skill in using a foreign language), experience in administration, and salary?
2. What are the role perceptions and expectations of the Governors, Directors and Assistant Directors of education, for themselves and for members of the other two sampling groups?
 - (a) What do they think that their own duties and the duties of the other two groups are at present (perception)?
 - (b) What do they think that their own duties and the duties of the other two groups ought to be (expectations)?
 - (c) What are the convergences and divergences between and among the three groups of research subjects, in terms of role perceptions and expectations, for themselves and for the others?
3. What are some of the important problems perceived by Governors, Directors and Assistant Directors of education in their work?
4. What suggestions are made by the sampling groups of Governors, Directors and Assistant Directors of education for improving the organizational structure of education in the provinces?

V. Summary

Since 1848, there have been various organizational changes in Turkish Education. But the most drastic ones have taken place after the establishment of the Republic of Turkey in 1923.

For instance, in 1931 the provinces became the basic political and educational units; and since 1949 each ministry has had a branch in each of the provinces. Now, "Milli Egitim Mudurlugu" (The Directorate of Education) is the representative unit of the Ministry of Education in the province. The Director of Education is the head of the Directorate, but the Governor is the chief executive of the Province, with authority given by Public Law No. 5442.

The Directorate of Education basically has cultural, personnel and finance divisions, but the number may vary according to the needs of the province.

The various studies and reports concerning organizational development in Turkish education have dealt almost exclusively with the central organization of the Ministry of Education, rather than provincial and local organizations. This study is an exploratory work which deals with the roles and problems of the Governors, Directors and Assistant Directors of Education, in 28 provinces of Turkey. The main objectives of this study are as follows:

- 1) To find out some of the characteristics of the Governors, Directors, and Assistant Directors of Education.
- 2) To find out the role perceptions and expectations of these three sampling groups and point out the convergences and divergences between and within the groups.

- 3) To find out some of the problems of the Governors, Directors,
and Assistant Directors in their work.
- 4) To get suggestions from these three groups for improving the
educational structure of education in the provinces.

CHAPTER II

RELATED LITERATURE AND RESEARCH

Introduction

There has been a considerable amount of research in the business domain concerning organizational analysis, role concepts, and role conflict. Education, however, has only relatively recently begun to conduct its own studies similar to studies in business, industry, and sociology. This may be a matter of survival for education. If educators do not carry out their own research, people from other disciplines outside of education may begin doing something about the organizational aspects of education.

First of all, it has taken a considerable amount of time for educators to accept educational organizations as "organizations", in a sense similar to other social institutions. The last decade has witnessed the beginnings of work on educational institutions. There are many tools and methods which education can usefully borrow from the other disciplines. Industry and business administration, sociology, and social psychology have made considerable contributions to organizational analysis. During recent years, personnel performance, perceptions, and role expectations have occupied much attention.

I. Role Theory

Scott considers role as a "set of social pressures which direct and support an individual in the action he takes in an organization."¹ For Cutu also, it is "a socially prescribed way of behaving in particular situations for any person occupying a given social position or status."² Gerard³ points out that role is a highly personalized matter because an individual evaluates his role according to his expectations. Levinson,⁴ on the other hand, adds that the thoughts and actions of the individual are influenced by the society with its socially patterned demand on the role concept. This point of view especially stresses the relationship between the individual and his role expectations. A role, Selznick⁵ points out, is a set of behaviors, and one is expected to act according to it in a particular situation; and therefore the role sets a limit on the types of expressions in any given situation.

Others also have illustrated the importance of role-theory and the influence of any activity of others in one's job, or in his daily

¹William G. Scott, Human Relations in Management, Richard D. Irwin, Inc., Homewood, Ill., 1962, p. 104.

²Walter Cutu, "Role Playing Versus Role Taking: An Appeal for Clarification," American Sociological Review, April, 1951, p. 180.

³Harold B. Gerard, "Some Effects of Status, Role Clarity, and Group Goal Clarity Upon the Individual's Relations to Group Process," Journal of Personality (22), 1956-1957.

⁴Daniel J. Levinson, "Role, Personality, and Social Structure in the Organizational Setting," Journal of Abnormal Psychology, March, 1959, pp. 105 and 170.

⁵Philip Selznick, Leadership in Administration, Row, Peterson, Evanston, Ill., 1957, p. 4.

life. For this reason each role requires different types of behavior. All activities of managers and employees are guided by their perceptions of role. Research illustrates that, "where there is wide variance in a managers' role perception of his job, there tends to be poor motivation and inefficiency."⁶ According to Goffman, in any organization, the "actors may formally carry out their roles, but there is possibly another set of roles performed backstage."⁷ One's role may not be only one, but multiple. One's "obvious" role which he is performing is called a "manifest role", and the other roles are called the "latent roles".

Owens established a vocabulary concerning role theory. He defines the main items as follows:

1. Role: The various offices or positions in any organization which carry with them certain expectations of behavior held by both onlookers and by the person occupying the role.
2. Role description: This refers to the actual behavior of an individual performing a role, or more accurately, to a report stemming from one individual's perception of that behavior.
3. Role prescription: This is the relatively abstract idea of what the general form in the culture is for the role.
4. Role expectation: This refers to the expectation that one person has of the role behavior of another.
5. Role perception: This is used to describe the perception that one has of the role expectation that another person holds for him.⁸

⁶Keith Davis, Human Relations at Work, McGraw-Hill Series in Management, McGraw-Hill, New York, 1962, pp. 40-42.

⁷Erving Goffman, The Presentation of Self in Everyday Life, Doubleday and Company, Inc., Garden City, New York, 1959, p. 58.

⁸Robert G. Owens, Organizational Behavior in Schools, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1970, p. 71.

Jacobson and his associates have also dealt with the concept of role. For them:

1. Role: A set of expectations which others share of the behavior an individual will exhibit as an occupant of a position, or status category.
2. Role behavior: A pattern of behavior exhibited by an individual as the occupant of a position or status category.⁹

These expectations and behaviors for them have two components.

These are social and personal roles

1. Social role: A set of expectations which others share of the behavior associated with a position, without respect to the characteristics of the person who occupies the position.
2. Personal role: A set of expectations which others share of an individual's behavior in a position, without respect to the social role.

Davis¹⁰ states that role is the social position which an individual occupies in any activity involving others. Of course a person functions in roles both on the job and away from the job. In addition, each role calls for different behaviors and two roles may come into conflict.

Gross and his associates defined role as a set of expectations, or a set of evaluative standards applied to an incumbent of a particular position. They also established a set of definitions pertaining to role behaviors their attributes and their sectors.

⁹Eugene Jacobson, W. W. Charters Jr. and Seymour Lieberman. "The Use of the Role Concept in the Study of Complex Organizations," The Journal of Social Issues, 7, 3, 1951, p. 19.

¹⁰Davis, op. cit., p. 35.

1. A role behavior is an actual performance of an incumbent of a position which can be referred to an expectation for an incumbent of that position.
2. A role attribute is an actual quality of an incumbent of a position which can be referred to an expectation for an incumbent of that position.
3. A role behavior sector is a set of actual behaviors which can be referred to a set of expectations for behaviors applied to the relationship of a focal position to a single counter position.
4. A role attribute sector is a set of actual attributes which can be referred to a set of expectations for behavior applied to the relationship of a focal position to a single counter position.¹¹

Gross and his associates¹² identified different degrees of consensus within samples of school board members and superintendents on different role segments and their items. In addition, homogeneity of a school board on attitudes about educational progressivism had no effect on the consensus within the board on role definition.

Brookover and Gottlieb¹³ state that the concepts of status and role are not separable in social phenomena. For this reason, they used these two concepts as one: status-role. Expectations may also apply to the person occupying that position. In addition, Brookover and Gottlieb pointed out the relationships among the concepts of role, role perception, actor, status, office, and self-involvement. According to

¹¹ Neal Gross, Ward S. Mason, and Alexander W. McEachen, Explorations in Role Analysis: Studies of the School Superintendency Role, John Wiley and Sons, Inc., New York, 1966, pp. 60-64.

¹² Ibid., pp. 161 and 185.

¹³ Wilbur B. Brookover and D. Gottlieb, A Sociology of Education, Second Edition, American Book Company, 1964, pp. 322-323.

them, the concept of role may be divided into seven elements as follows:

1. Actor's personality brought to situation (previous experience, needs, and so on).
2. Self-involvement--actor's image of the ends anticipated from participation in the status.
3. Actor's perception of what he thinks others expect of him in a specific role.
4. Behavior in interaction with others in which perception and role are continually redefined.
5. Role--other's expectations of actor's personality, the incumbent in a specific position.
6. Office--other's expectations of any actor in a particular situation.
7. Other's expectation of any actor in a broadly defined position.

It is quite possible that different persons or groups may have different or incompatible expectations for an actor or actors. When the expectations of the actor are incompatible with the expectations of "significant others," Brookover and Gottlieb¹⁴ call this situation "role conflict".

Brookover again pointed out later that "a role occupant acquires a self concept relevant to the particular role through interaction with relevant others."¹⁵

¹⁴Ibid., p. 344.

¹⁵Wilbur B. Brookover, "Student Role and Academic Concept." Seminar in Sociology of Education at Michigan State University, East Lansing, Michigan, 1970. (Seminar notes reproduced in mimeograph form, p. 10.)

Scott¹⁶ also noted the importance of status and role. For him, status and role have an inseparable nature. Every status has a role, and every role has a status. The concept of role is a complex and personalized one. It is based on how the individual sees what the role expects of him and on the individual's evaluation of his actions in terms of these expectations.

In any case, as Gross and his associates¹⁷ pointed out, most of the differences in the definitions above are semantic differences. The same concepts are often given different names. For instance, Lindton's and Newcomb's idea of "role" is used as "status" by Davis; and Davis's role definition becomes role behavior for Newcomb, and the same concept of role behavior is used as role enactment by Sarbin. Gross and his associates also add that there are some other elements which are necessary to include in theoretical explanations of role analysis. These elements are social locations, expectation, and behavior, and they are quite common in different definitions of role.

According to Hall, Johnson and Haas:

1. When people change to new positions, the attitudes and perceptions they operate with are in part a "carry-over" from their old role.
2. People's experience in earlier positions provides a frame of reference for their adapting to new role expectations.¹⁸

¹⁶Scott, op. cit., p. 104.

¹⁷Gross et al., op. cit., pp. 12-18.

¹⁸Richard H. Hall, Norman J. Johnson, and J. Eugene Haas, "Organizational Size, Complexity, and Formalization," American Sociological Review, 32, 6 (December 1967), p. 911.

Khan and Wolf¹⁹ are also concerned with "role conflict" in organizations. They showed several factors which are involved in this conflict, including tension, dissatisfaction with the job, distrust and or disrespect into their relations with the others on the job, and lack of confidence in the organization. They also support the idea that any group which stays together for a certain time develops some "conflict traps" in which all new problems may fall. But they also added that, in practice, "the cropping up ... of these unsolved conflicts" should not be feared, because they may help with solving the problems.

Caplow maintained that every conflict in organizations involves some external goal, and when two sides become aware of each other's existence some degree of hostility develops between them. Along this line, he offered some "propositions" as follows:

1. Rules are ordinarily promulgated by one group to control the behavior of another group in the presence of a conflict of interests.
2. Rules cannot be enforced unless they have been accepted by the subjects.
3. Acceptance of new rules depends to a large extent on how they have been formulated and introduced, and particularly on whether or not the subjects participated in the formulation.
4. Any set of rules that requires enforcement by outsiders provokes systematic evasion.
5. The routine enforcement of rules consists of maintaining an existing level of partial compliance.²⁰

¹⁹Robert L. Khan and Elise Boulding (Eds.), Power and Conflict in Organizations, Basic Books Inc., Publishers, New York, 1964, pp. 147 and 156.

²⁰Theodore Caplow, Principles of Organization, Harcourt, Brace and World, Inc., New York, 1964, pp. 250 and 318.

Dalton's²¹ research in three different industrial plants showed that different functioning groups were in a general conflict system, and that the struggles between line and staff organizations were related to:

1. Functional differences between the two groups.
2. Differences in formal education, potential occupational limits, and status group affiliations of the members in two groups.
3. The staff group's need to justify its existence.
4. Fear of the line group of the research activities of the staff group.
5. Gaining a higher office for the staff only by the approval of influential line executives.
6. When rule evasion has been systematized, there will ordinarily be collaboration between those charged with enforcement of the role and those responsible for its evasion, in an effort to maintain the status quo.

Dalton²² also pointed out that dealing with rules and conflicts were very important items in identifying personality. He called those executives weak who were very much rule-bound, and those executives strong if they were rule-creative. He identified some types of individual executives as flexible-inflexible, rule-bound vs. rule-creative, submissive-dominant, entrepreneurial-bureaucratic, and compliant-evasive.

²¹Melville Dalton, "Conflict Between Staff and Line Managerial Officers," American Sociological Review, 15 (1950) pp. 342-351.

²²Dalton, "Managing the Managers", Human Organizations, 14, 3 (Fall, 1955), pp. 4-10.

As Levinston²³ put it, no relationship is free of hostility. But the important aspect of it is that when this hostility is relatively controlled, it can serve constructive purposes. Of course, external conditions around the organizations are also important in creating a specific type of organization. Lawrence and Lorsch²⁴ support the idea that different external conditions require, not only different organizational characteristics, but also different behavior patterns within the organization. They add that if an organization is more differentiated, it is more difficult to resolve conflicts in it. Margulies and Raia²⁵ believe that the levels of interpersonal support, trust and cooperation in most organizations are lower than necessary.

Gross, Mason and McEachern²⁶ report in their study of the superintendency role that the main conflicts were caused by outside groups. Their study has been an important contribution to role theory in educational administration. They limited their study to the public school systems in one state in the United States; namely, Massachusetts. Gross and his associates studied degrees of consensus among the school board members and among superintendents, and between the superintendents

²³Harry Levinston, "A Psychologist Looks at Executive Development." In: Lawrence and Greiner Dalton (eds.), Organizational Change and Development, Richard D. Irwin, Inc., and The Dorsey Press, Homewood, Illinois, 1970, p. 267.

²⁴Paul R. Lawrence and Jay W. Lorsch, Organization and Environment, Richard D. Irwin, Inc., Homewood, Illinois, 1969, pp. 14 and 108.

²⁵Newton Margulies and Anthony P. Raia, Organizational Development: Values, Process, and Technology, McGraw-Hill Book Company, New York, 1972, p. 34.

²⁶Gross et al., op. cit., pp. 258-274.

and the boards. There was greater agreement among the superintendents than among the members of the boards. They supported the idea that professional training of the school superintendents was the main factor which produced this result. The size of the board and the school system was also related to the interposition consensus of the superintendents.

Seeman²⁷ showed in his study, of the superintendency, that superintendents who were less mobile seemed in favor of maintaining the status quo. Seeman²⁸ also demonstrated that superintendents were quite in favor of hierarchical distance when conflicts arose in relation with the lower echelon. In terms of the relationship between mobility and the status quo, Carlson²⁹ reported similar findings to those of Seeman's. In addition, both showed that recruitment and other career factors influenced the superintendents' performances. Carlson also distinguished two career-line characteristics of superintendents as place-bound and career-bound.

Halpin's³⁰ study in Ohio illustrates that among the superintendents, school board members, and their staff, perceptions of actual

²⁷M. Seeman, "Social Mobility and Administrative Behavior," American Sociological Review, 23 (1958), pp. 633-642.

²⁸Seeman, "Role Conflict and Ambivalence in Leadership," American Sociological Review, 18 (1953), pp. 373-380.

²⁹R. O. Carlson, "Succession and Performance Among School Superintendents," Administrative Science Quarterly, 1961, pp. 210--27.

³⁰A. W. Lapin, in James G. March (ed.), Handbook of Organizations, Rand McNally and Company, Chicago, 1965, p. 1002.

role behaviors were different from the pattern of expectations, and the findings were correlated with some other characteristics of the school systems, such as size.

Getzels³¹ points out that while the authority of school administrators is fundamentally based on rational-legal bases, teachers and technical staff are recruited on the basis of technical competence. He suggests this difference in backgrounds between teachers and administrators causes opposition. Carlson³² reports that the actions of a superintendent toward his principal, his teachers, and toward his central office staff are distinguishably different from one another.

II. Turkish Studies

In Turkey, until recent years, there has been no research which is directly related either to role theory or any other theory of organization in education. In general, studies in this field have been concerned with changes within the central organization of the Ministry of Education, and most of these studies are official reports or suggestions of some working groups, rather than research studies. The following are among the few documents which make reference to provincial organization.

³¹J. W. Getzels, "A Psycho-Sociological Framework for the Study of Educational Administration," Harvard Education Review, 22 (1952), pp. 235-246.

³²R. O. Carlson, Executive Succession and Organizational Change, University of Chicago Press, Chicago, Illinois, 1962, pp. 30-38.

"Yonetim Orgut Komitesi Raporu"³³ (Report of the Commission for Administrative Organization), dealt only briefly with the Educational Directorates. Another study,³⁴ which was carried out by the Ministry of Education, illustrated some of the characteristics of the manpower in the provincial organization of education, as well as in the central organization. According to this study, an important amount of the personnel (31.15%) in the Educational Directorates were graduates of the pedagogy branches of the Educational Institutes. The ages of the personnel were mostly between 36 and 45. Some 29.87% of the total personnel were between the ages of 36 and 40; 23.34% between 31 and 35; 12.53% between 41 and 45, and the remaining ones were older than 45 years of age. Most recently, one of the reform groups, which were established in 1971 to deal with the reform activities in education, was designated the "Committee for Reorganization of the Central, Provincial and Local Organization of the Ministry of Education".³⁵ The present writer serves on this committee. Its studies were not completed by the end of 1972.

One of the reports of the State Planning Organization of Turkey³⁶

³³T. C. Milli Egitim Bakanligi, Yonetim Orgut Raporu, VII. Milli Egitim Suresi Dokumanlari, Milli Egitim Basimevi, Istanbul, 1961, p. 31.

³⁴Milli Egitim Bakanligi, Bilgesel, Yoneticisi-Isletmesi ve Teknik Insangucu, Test ve Arastirma Burosusu, Ankara, 1965, pp. 20-21.

³⁵T. C. Milli Egitim Bakanligi, Egitim Reformu, Milli Egitim Basimevi, Ankara, 1971, p. 72.

³⁶State Planning Organization, Turkish Education, Social Planning Department, Ankara, September 1969, p. 14 (unpublished report).

and UNESCO's Report for Turkey³⁷ both explain "educational administration in the provinces" in the following way:

Educational administration in the provinces is exercised mainly by the province Governor and the Director of Education who acts both as an adviser and as assistant executive. Because of the Centralized nature of the educational administration, their powers are rather limited, the main power resting with the Ministry of Education.

Bursalioglu, in his recent book,³⁸ points out that there is a surprising imbalance between the powers and the responsibilities of the Directors of Education. They do not have even the legal security which elementary school teachers have. For instance, transfer or appointment of an elementary school teacher is done according to regulations and rules, but a Director of Education can be transferred or appointed simply by an order.

In addition, the Mediterranean Regional Project³⁹ states that the organization of the Ministry of Education seems to suffer from the following problems--which problems are also applicable to the provincial organization:

1. Delegation of authority is not clearly defined in practice.

It is up to the Minister to decide how much authority shall be delegated to the lower levels.

³⁷UNESCO, Turkey, December, 1969, p. 15 (unpublished report).

³⁸Doc. Dr. Ziya Bursalioglu, Okul Yonetiminde Yeni Yapi ve Davranis Ozellikleri, Ankara Universitesi Egitim Fakultesi Yayinlari, Yeni Desen Maibaasi, Ankara, 1972, p. 71.

³⁹OECD, The Mediterranean Regional Project, Turkey, OECD, Paris, 1965, pp. 100-101.

2. Throughout the system authority is not commensurate with responsibility.
3. Because the organization is heavily centralized, routine work and the decision making process usually take a long time.
4. There are no provisions to employ specialists in education.
5. People at the higher levels of hierarchy merely have the same experience as the people at the lower levels.
6. No serious research has been carried out to study the administrative system and its deficiencies.

Karagozoglu's study⁴⁰ is the only finished study to date which has explored the area of role analysis in educational administration in Turkey. He observed that:

1. There is a convergence among supervisors' role expectations and teachers' role expectations.
2. There is a high divergence between teachers' role expectation for supervisors and teachers' perceptions of supervisors' role performance.
3. There is a high level of agreement within the groups of teachers and supervisors about their own roles and the roles of the other group.
4. Both groups were dissatisfied with the supervision system in Turkey.

⁴⁰ A. Galip Karagozoglu, The Role of Ministry Supervisors in the Turkish Educational System, Michigan State University, East Lansing, 1972. Unpublished Ph.D. dissertation.

The present study is another exploratory work in the area of role analysis in educational administration in Turkey. In addition, there are two other studies^{41,42} which were underway but had not yet been completed in 1972, both of which also employed role analysis. All four of these studies were outgrowths of the National Education Research and Planning Project in Turkey (1968-1973).

III. Summary

Especially during recent years, there has been a considerable amount of research in various disciplines concerning role theory. Education is also trying to keep up with the development.

There is enough evidence that people, the "actors", play different roles in different situations; and most of the time, some of the characteristics in their backgrounds, such as age, academic preparation, mobility of the job, the size and type of organization, and especially the perceptions and expectations of the "significant others" are closely related to one's behaviors and understanding of his own role and the roles of the others.

Divergences between or among the perceptions and/or expectations of roles cause role-conflicts, which are quite natural phenomena, and

⁴¹ Mustafa Aydin, Role Performance of Turkish Teacher Training School Principals as Perceived by TTSTs (Turkish Teacher Training School Teachers), TTSPs (Principals of these schools), and Ministry Inspectors, Michigan State University, East Lansing, Michigan (Research in progress).

⁴² Husnu Cila, Role Conflict of Elementary School Supervisors in Turkey, Teachers College, Columbia University, New York (Research in progress).

these conflicts can be used beneficially in various ways in organizational development.

The terminology in role theory varies among the authors, but very often different terms are used for the same concepts. The concepts of status and roles are also used differently. Some authors have dealt with them separately, but others, such as Brookover and his associates, have treated these two concepts in one inseparable term as status-role. This idea of "status-role" is related to one's interactions with "significant others."

In Turkish literature, studies related to role theory and organizational analysis in education are very few. One of the studies has illustrated that role perceptions and expectations of teachers regarding supervisors vary considerably from supervisors' perceptions of themselves. The other studies are mostly report-like studies and are concerned with the structure of the central organization of the Ministry of Education, rather than provincial and local organizations. The present study is an exploratory work in analyzing roles of the provincial Directorates of Education and the roles of the Governors, Directors, and Assistant Directors of Education.

One's perceptions of one's own duties and of the duties of others in these groups are called role perceptions (who is performing a specific duty at present, or which duties are being carried out by whom now); and perceptions of ideal duties, for themselves and others, are called role expectations (who should be doing a specific duty, or which duties should be carried out by whom ideally). In addition to studying these

elements, this research also investigates some of the subjects' perceived problems and possible suggestions for the improvement of Educational Directorates. The outcomes of this research are intended for use in analyzing the provincial organization of education.

CHAPTER III

DESIGN OF THE STUDY

I. Preliminary Research Activities

As the first step in this study, the researcher conducted a review of documents prepared by the Ministry of Education during different times dealing with development of administration. These included: John Dewey's report of his visit to Turkey as a consultant in 1924; "Mekez Orgutu Raporu" (Report of the Central Organization, 1961); suggestions in various staff papers; the work of the Reorganization Committee of the Central Organization (1971); a survey made by the Method and Organization Bureau about duties transferable from the central organization of the provincial organization; Budgetary Reports of the Ministry of Education during various years; and the 1970 Seminar Report of the Directors of Education.

Secondly, all legal documents were examined: a) those functions and roles of the Governors, Directors, and Assistant Directors of Education; b) the First and Second Development Plans; c) developmental studies conducted within the Ministry of Interior, such as the Report of the Provincial and Local Administrations (1970); and d) other studies, such as the "Mehtap Raporu" (the Research Project for the Organization of the Central Government 1964) and the Report of the Higher Reform Commission (1971).

Thirdly, the researcher engaged in a number of informal interviews and "friendly" discussions with people who had worked as provincial administrators and with others who appeared to possess some theoretical knowledge in the field.

II. Construction of the Instrument

Two preliminary questionnaires (Appendix III- 1 and 2) were developed on the bases of information gathered from the above reviews, and these were administered to eight ex-governors in the Central Organization of the Ministry of Interior and to eight ex-Directors and nine Assistant Directors of Education at the Ministry of Education. The questionnaire consisted mainly of open-ended items. There were only minor differences between the form given to the governors and the form given to the Directors and Assistant Directors (differences in the names of their former jobs, schools of graduation, etc.).

After checking their answers, some further informal discussions were also held separately with two of the ex-Assistant Directors. These interviews concerned items in the preliminary questionnaires as well as problems of the provincial organization of education. On the basis of these results, a second preliminary questionnaire was developed. It consisted mainly of forced-choice questions and was reviewed, in terms of content, language and technique, by two experts from the Ministry of Education's Planning, Research and Coordination Office, by one expert from the Ministry of Education's Organization and Methods Bureau, and by two professors (one from Ankara University's Faculty of Education and one from Hacettepe University). The second preliminary questionnaire

was then administered to two other ex-Governors, three other ex-Directors, and three other ex-Assistant Directors of Education in Ankara. In the light of suggestions obtained from these preliminary trials, the questionnaire was revised again and put in final form. In this way the final form of the questionnaire (Appendix III- 3 and 4) was developed.

The final form is in four parts and consists mainly of forced-choice questions. A space is provided at the end for further comments. Each part of the questionnaire contained the following information:

Part One

Background information on the subjects:

- (1) Personal and academic characteristics, such as age, last schools of graduation, branches, etc.
- (2) Professional characteristics in terms of experience, salary, mobility, and confidence for the future.

Part Two

Table of duties:

- (1) Which duties belong to which office(s) at present (perceptions).
- (2) Which duties should belong to which office(s) ideally (expectations).

The subjects among whom these duties are to be distributed are the Governor, Director and Assistant Director of Education, and Inspector of Elementary Education.

Part Three

Problems:

These are the problems which are reported to exist for Governors, Directors, and Assistant Directors of Education when they carry out their jobs.

Part Four

Suggestions:

- (1) Some criteria for choosing the educational administrators at the provincial and local levels.
- (2) Approving or disapproving some of the suggestions made for changes within the Directorate of Education and within the Directorate of Elementary Education.
- (3) Approving or disapproving some of the changes in the Directorate of Education which are suggested as "necessary".

An open space for "further comments" at the end of the main questionnaire was provided. In addition, some of the higher administrators within the Ministry of Education had suggested that they would like to have some "practical implications" added to the end of this research form. Since this study could be carried out only if these administrators supported it, some of the questions, which were "more practical", were also inserted.

III. Sampling Procedure

There are 67 provinces in Turkey. Each province has one Governor and one Director of Education. The numbers of Assistant Directors vary from province to province. For instance, there are 17 Assistant

Directors of Education in Istanbul, two in Usak, and only one in Giresum at present.

There are three samples in this study: The Governors, Directors of Education and Assistant Directors. Out of 67 provinces, 28 of the provinces are included in the study. All of the Governors, all of the Directors of Education, and 53 of the 105 Assistant Directors in these provinces were in our samples.

The sampling procedure was as follows:

1. Turkey was divided into six geographical regions. Since many of their characteristics seem very similar, the Eastern and South Eastern Regions, which may be seen as separate regions in some other studies, were considered as one in this study (see Figure 3.1, see also Appendix III - 5).

2. In each region provinces to be included in this study were chosen randomly (see Figure 3.2).

3. Subsequently the provinces were categorized as developed and less developed, and the 28 provinces were stratified into four groups using the State Planning Organization's socio-economic development index. As may be seen in Figure 3.2 the highest value of the development index is 371 in Istanbul, and the lowest value is 41 for Hakkari (see Appendix III - 5 and 6).

4. The four stratified groupings above were divided into two by choosing, as a dividing line, the average index level for Turkey (the level of 100) at which the province of Usak was located. Each of these two new developed and less developed groupings consisted of 14 provinces (Figure 3.3).

(I) Marmara	(II) Blacksea	(III) Aegean	(IV) Middle Anatolia	(V) Mediterranean	(VI) Eastern	Total
N=10	N=12	N=7	N=13	N=9	N=16	67
Istanbul	Samsun	Inmır	Ankara	Antalya	Sivas	
Edirne	Giresun	Mugla	Eskisehir	Adana	Erzurum	
Bursa	Trabson	Usak	Kayseri	Hatay	Elazig	
	Tokat		Afyon	Burdur	Diyarbakir	
			Corum		Van	
			Kirsehir		Mardin	
					Bitlia	
					Hakkari	
3	4	3	6	4	8	28

Figure 3.1. Regions and the number of provinces.

Group I		Group II		Group III		Group IV	
Province	Index Value	Province	Index Value	Province	Index Value	Province	Index Value
Istanbul	371	Elazig	116	Tokat	88	Mardin	54
Ankara	279	Antalya	112	Kirsehir	86	Bitlis	54
Izmir	234	Mugla	105	Diyarbakir	81	Van	47
Adana	200	Edirne	102	Sivas	79	Hakkari	41
Eskisehir	167	Usak	100	Giresun	78		51
Bursa	142	Trabzon	91	Erzurum	76		
Hatay	136	Burdur	88	Corum	71		
Samsun	134			Afyon	70		
Kayseri	118						

Figure 3.2. Four stratified grouping for the sample of provinces.

Province	Index Value	Rank	Province	Index Value	Rank
Istanbul	371.....	1	Trabzon	91.....	15
Ankara	279.....	2	Burdur	88.....	16
Izmir	234.....	3	Tokat	88.....	17
Adana	200.....	4	Kirsehir	86.....	18
Eskisehir	167.....	5	D. Bakir	81.....	19
Bursa	142.....	6	Sivas	79.....	20
Hatay	136.....	7	Giresun	78.....	21
Samsun	134.....	8	Erzurum	76.....	22
Kayseri	118.....	9	Corum	71.....	23
Elazig	116.....	10	Afyon	70.....	24
Antalya	112.....	11	Mardin	54.....	25
Mugla	105.....	12	Bitlis	53.....	26
Edirne	102.....	13	Van	47.....	27
Uzak	100.....	14	Hakkari	41.....	28

Figure 3.3. "Developed" and "Less Developed" provinces.

It was assumed that the 28 provinces chosen for the study by the procedure above were representative. In addition, the 28 Governors, 28 Directors of Education, and 53 Assistant Directors in these 28 provinces, all of whom participated in this study, were also considered as adequately representative of their populations.

IV. Data Collection

The preliminary questionnaires and the informal interviews and discussions were administered solely by this researcher. After completing the organization of the final questionnaire, the sample of provinces was divided into several groups and a team of 12 trained researchers travelled to the various provinces and administered the final questionnaires.

Official letters were mailed to the provinces in June 1972 by the Planning, Research and Coordination Office, in order to inform the provinces about the research and to make the researchers' visits official.

Administration of the questionnaires started in July 1972 and continued until the end of August. The questionnaires were administered personally by the team members. In some cases the teams took more than one day to get their answers in a given province. The questionnaires were pre-coded at the Planning, Research and Coordination Office and all materials were hand-carried by the researchers. In this way the return rate was 100%.

The "Governors" who were included in four provinces and the "Directors" in three provinces were "acting" Governors and Directors;

but this situation could not be controlled before or during the visits. In one instance, the subject was on vacation. In another instance, there was an unexpected visit of the Prime Minister in the region and the official Governor was in a long meeting in a neighboring province. In still another instance, the official Director had just been transferred to another place and had left. But in all cases, the "acting" Governors or Directors were officially on duty. One of them had been doing the job for more than two months.

In general, first the questionnaires were administered and explanations were made if necessary.

Some of the observations made during data collection were as follows:

1. The Governors especially would have been too busy to answer this type of questionnaire, had the team members not gone to them personally and administered the questionnaires.
2. In spite of the intensive preliminary work some explanations during the completing of the questionnaire were nevertheless quite necessary and valuable.
3. Almost all of the subjects in our samples seemed very eager for "necessary changes" in the provincial organization of education and in education as a whole.
4. The majority of the Directors and all of the Assistant Directors seemed pleased to be asked about their problems. Some of them pointed out the "nobody likes to ask them from above, because the higher administrators think that they know

what is best." Two of the Directors told the team members that they were surprised to see the questions, and especially the "problems". They asked the team members, "How did you know these were our problems?"

5. Almost all of the subjects in our samples wanted to get some idea about the results and whether this research would have any affect at all in solving their problems and improving the provincial organization. Most of them made it quite clear that they would like to see changes, but they were not very hopeful.
6. In general, all subjects were very cooperative and very responsive to the questions. Some of the Governors and Directors seemed to be indifferent when they first met the members of the team, did not show interest in the research, and wanted to do all the talking. But when they understood that they were aware of the real situation, then those officials also became very cooperative and responsive.
7. All of the researchers agreed that there was real potential among the experienced people in the provinces which should be utilized for organizational development and development of education.

V. The Nature of Data

The questionnaire provided information about the following aspects:

1. Background information and characteristics of Governors, Directors, and Assistant Directors of Education in 28 provinces.
 - a) Age.
 - b) Academic background (school of graduation, academic branch, knowledge of foreign language).
 - c) Experience and salary (years of experience, time spent in their present job, former jobs and time spent in them, degree and level of salary).
2. Role perceptions and expectations concerning themselves and each other from Governors, Directors, and Assistant Directors of Education in 28 provinces (which duties are carried out by one or more personnel at the present time, and how it should be).
3. Problems faced by provincial administrative personnel in carrying out their duties.
4. Suggestions by elements in the sample groups for improving educational organization in the provinces (the suggestions listed, like the problems, were gathered from different reports, from the preliminary questionnaires, and from legal documents).
5. Other aspects which the respondents considered important and desired to point out (including items not in the questionnaire, further comments made on various aspects, plus other suggestions).

VI. Processing the Data

The questionnaire was pre-coded, punched, and analyzed at the Planning, Research and Coordination Office. In analyzing the data, analysis of variance was used.

In order to illustrate some of the characteristics of the subjects (such as their backgrounds, age, school of graduation, experience, salary, etc), tables of frequencies and percentages were used. For Part II of the questionnaire, three tables were developed to show differences and similarities between and among the perceptions and expectations of the research subjects concerning their duties.

In order to determine degrees of knowledge of a foreign language, a table of weighted values for the answers of the three groups was developed by giving the following values to the answers:

<u>Answers</u>	<u>Weights</u>
(1) Very good	3
(2) Good	2
(3) Average	1
(4) No answer (none)	0

Another table with weighted total values for the problems was also developed by using values as follows:

<u>Answers</u>	<u>Weights</u>
(1) Very important problem	3
(2) An important problem	2
(3) Not a problem	1

It was recognized that elements of bias might enter into the data. Since the subjects in the three samples were so interrelated

with each other in their jobs, and since the members of the teams who administered the questionnaire might be considered to be "Ministry's people", one might have expected the answers could include ratings which were more favorable than the actual situation. It was quite possible for some of the respondents, especially the Assistant Directors because of their peculiar problems and their place within the organization, to give biased answers. There was the possibility of "error of leniency", such as overly favorable rating of the present duties of the Governors; and there was also the possibility of a "halo effect", caused by the aspect of "being observed" while responding.

In order to partly eliminate some of these kinds of effects, the names or signatures of the respondents were not used. In addition, members of the teams were encouraged to try not to act as Ministry men.

VII. Summary

This study is an exploratory work in analyzing education in the provinces. It included a preliminary search of documents and the preparation of preliminary questionnaires. A final questionnaire was developed and administered by a 12 member team of trained researchers in 28 provinces.

Data have provided information on background, role perceptions and expectations, administrative problems, and suggestions of Governors, Directors, and Assistant Directors of Education in 28 provinces of Turkey.

CHAPTER IV

ANALYSIS OF DATA

I. Introduction

In this chapter analysis of data for the three samples of Governors, Directors and Assistant Directors will be presented according to the parts and questions in the questionnaire. First, the item will be shown and then the related question will be written in parentheses along with its code number in the main questionnaire. Later, data will be illustrated and analyzed accordingly.

Following this chapter, conclusions will be drawn according to the results of analysis presented in this chapter.

II. Analysis of Data

A. The first part of the main questionnaire consists of items about background information of the sample elements. These items are as follows:

- (1) Age
- (2) Present position
- (3) Major academic field
- (4) Duration of active participation in civil service
- (5) Income rate
- (6) Time spent at present position
- (7) Previous duties and their duration
- (8) Knowledge of foreign languages
- (9) Belief in opportunities for professional advancement.

B. We assume that the variances are unknown and unequal and that the other assumptions for the test are met.

The other assumptions are:

- (1) Groups are independent from each other
- (2) The subjects are independently distributed in each group
- (3) Subjects of each group are distributed normally in the population.

1. (7.1) Ages

When we examine Table 4.1 below, we observe that all of the Governors are older than 41, and the largest number of them (42.9%) are between 46 and 50 years of age. There are 4 Governors near or at the age of retirement.

Most of the Directors (60.7%) are between the ages of 36 and 45. Another model group of Directors are between 55 and 60 (17.9%). Modes for the Assistant Directors, on the other hand, are first located between the ages of 46 and 50 (25.5%) and then in descending order toward the younger ages: between the ages of 41 and 45 (23.5%), between 36 and 40 (17.6%), and less than 35 (15.7%).

Table 4.1. Distribution of Ages (f and %)

Ages		Groups					
Age Groups	Ave. Ages	Gov.		Dir.		Ass. Dir.	
		No.	%	No.	%	No.	%
(1) 35 or less	33	0	.0	1	3.6	8	15.7
(2) 36-40	38	0	.0	10	35.7	9	17.6
(3) 41-45	43	7	25.0	7	25.0	12	23.5
(4) 46-50	48	12	42.9	3	10.7	13	25.5
(5) 51-54	53	5	17.9	2	7.1	6	11.8
(6) 55-60	58	3	10.7	5	17.9	3	5.9
(7) 60 and over	62	1	3.6	0	0.0	0	0.0
Total	--	28	100.0	28	100.0	51	100.0

The age distributions of the Governors seem as might have been expected in this study. In general, Governors follow a very regular sequence on the way to governorship. In order to become a Governor, one usually goes through a number of years of subgovernorship, or assistant governorship, or both. This means that it is unusual to see a governor whose age is less than 40.

In the cases of Directors of Education and Assistant Directors, the present study at least suggests that Directors do not necessarily have more experience than their Assistants. Of course "experience" here means the time in years spent in the profession, which also correlates in general with age.

We should remember that while there are more than two hundred Assistant Directors, there are, and can be, only sixty-seven Directors of Education, one each for each of the sixty-seven Turkish provinces. This means that Assistant Directors do not all have equal chances to become a Director. Secondly, we may also observe that all Directors are not necessarily chosen from among Assistant Directors.

In any case, there are quite a number of Assistant Directors who are older than the Directors under whom they serve. One implication is that the Office of the Directorate in a given province may be staffed by older assistants and a newcomer, as a Director, may very well be a much younger man. This, of course, cannot be considered as an unusual or abnormal situation at first. But since appointment of Directors of Education in Turkey, in general, is considered to be "experience-based", appointment of a younger Director to an office where

there are older Assistant Directors may very well create some organizational problems. It is, in fact, one of the main complaints which Assistant Directors often stated, saying that, "Directors do not have enough experience when they are appointed, and there are no specific criteria for selecting the Directors." (Of course the same allegations could equally and justifiably be laid against the appointment and selection of Assistant Directors as well.)

Another point is that Directors and Assistant Directors are mainly graduates of the pedagogy branches of the educational institutes. Their more usual destinations are to become inspectors of elementary schools or teachers at the normal schools. In any case, working in a Directorate is considered to be a more desirable post, except for extenuating circumstances; such as, being appointed to a better province as a teacher or an inspector, or preferring not to join a Directorate for some such reason as health, or sending one's children to a more favorably located higher institution, etc. Nevertheless, it is fair to say that each Assistant Director usually desires to become a Director one day. But, as we stated before, the problem is that the Assistant Director is never very sure when, where, or how this goal can be reached. Of course, he generally understands the terms or routes to the goal, such as earning good reports, knowing some higher officials at the Ministry of Education, etc., but when he becomes older, he naturally may lose his hopes and courage, although he still ought to carry out his job as an "experienced" or "old-timer" Assistant Director.

As we see in Table 4.1 the largest group of Directors is between the ages of 36 and 40 but the largest group of Assistant Directors is between 46 and 50. Fairly sizeable proportions among all three sample groups fall between the ages of 41 and 45.

2-3. (9 and 10.1) Major Academic Field and
Name of School which You Last Graduated

Administrators in Turkish Education are mainly former teachers of secondary education or former supervisors of primary education. This is the case for administration in all types of secondary schools and provincial Directorates as well as for the National Ministry of Education. Administrators in Turkish Education, then, are predominantly graduates of some type of teachers' college or educational institute. On the other hand, the Governors, in general, come from the area of public administration. Although it is quite possible to have a governor in Turkey who may come from another discipline or area; such as, finance, law, or political science, it is not common to see an educational administrator who comes from an area other than education, and, primarily, they come from teaching positions at the secondary schools or from supervising at the primary level.

Our data in Table 4.2 give similar results. We see that most of the Governors (78.6%) come from the area of public administration which means they are the graduates of the Faculty of Political Sciences. In addition, some Governors (7.1%) are from the Faculty of Law. The same percentage (7.1%) is from both Political Sciences and Law. It is not uncommon among the Governors to take some additional courses from the Faculty of Law and to receive the diploma of that Faculty. This means,

Table 4.2. Major Academic Branches of Three Groups

Groups	f and %	Academic Branches						Total (7)
		Pub. Adm. (1)	Law (2)	Pub. Adm. Law (3)	Military Science (4)	Pedagogy (5)	Others (6)	
Governor	f	22	2	2	1	0	1	28
	%	78.6	7.1	7.1	3.6	0.0	3.6	100.0
Director	f	1	0	0	0	17	10	28
	%	3.6	0.0	0.0	0.0	60.7	35.7	100.0
Asst. Director	f	0	0	0	0	23	23	51
	%	0.0	0.0	0.0	0.0	45.1	45.1	100.0
Total	f	23	2	2	1	40	34	107
	%	21.5	1.9	1.9	0.9	37.4	31.8	100.0

later on they may work as lawyers if they leave their jobs for some reason. In our sample, there was also one Governor who had majored in Military Sciences and one in Agriculture. It was observed later that they were actually acting governors.

As expected, our data also have illustrated that most of the Directors had majored in the area of pedagogy, a division of the educational Institute which offers a two or three-year higher education. The rest of the Directors (35.7%) were from other branches; such as, Social Studies and Literature (11%), Geography (7%), Science (3.4%), and Educational Administration (3.4%). Some of them (11%) did not list a major branch. They were actually graduates of normal schools, and they had subsequently taken additional courses in supervision. Among the Directors there were only four who received a four-year higher education.

The situation of Assistant Directors is not very different from the Directors. Among the respondents, nearly half (45.1%) reported that they also were from the branch of Pedagogy. Proportions coming from other branches were social studies and literature (21.5%), science and mathematics (12%), and technical and vocational subjects (19%). The remainder (19%) were normal school graduates with some additional intensive courses in supervision, and there was also a graduate of Boys Vocational Institute (a lycee level institution) who had some additional courses in technical education

As we observe in the same table, among all three groups, there are more graduates of Educational Institutions than graduates of any

other institutions. This means that, if we exclude the Governors, most of our respondents have only two years of higher education.

These data also illustrate that in practice, administration of education at the provincial directorates is not considered as an area which requires professional preparation in terms of academic courses in the field of educational administration. Rather, service in a directorate is based on prior teaching, supervision and/or practical experience in school administration; such as, a principalship, assistant principalship, etc. Both the Directors and their assistants are mainly practitioners and they learn their administrative duties while they are doing their jobs.

4. (II.1) Duration of Active Participation in Civil Service, Including Military Service

Age, experience and salary schedule in the Turkish civil service, in general, go together. Advancement in any profession, if it is involved in civil service, is largely influenced by the amount of experience which one has accumulated. For this reason, when we deal with measures of the duration of participation, we also have some indications about age. Of course, the reverse is also true; examining ages gives some indication of the amount of experience and time which has been spent in civil service.

As we see in Table 4.3, on the following page, the minimum years of experience from the Governors was in no case less than 16, and even in the 16-20 years group there was only one Governor. All of the remaining ones had at least 21 years of experience. Seven Governors had experiences between 26 and 30 years, and the remaining seven had 31 years or more experience.

Table 4.3. Duration of Active Participation in Civil Service

Experience	Sample Groups		
Time Spent in Civil Service	Governor	Director	Assistant Director
(1) 1-5 years	0	0	0
(2) 6-10 years	0	0	4
(3) 11-15 years	0	2	5
(4) 16-20 years	1	9	6
(5) 21-25 years	13	8	17
(6) 26-30 years	7	3	10
(7) 31 and over	7	6	8
Total	28	28	50

The Directors, in terms of years of experience, are distributed somewhat differently. There were two Directors who had had experience between 11 and 15 years. The numbers are greater for the 16-20 and the 21-25 year groups (9 and 8, respectively). On the other hand, we observe that only 3 Directors had had experience between 26 and 30 years, and there were 6 Directors with 31 or more years of experience.

Among the Assistant Directors, 4 people had had experience between 6 and 10 years. The group of Assistant Directors fell with the greatest frequency within the category of 21 to 25 years of experience.

5. (21.1) Current Civil Service Income Ratings

Income in the Turkish system for administrators is established mainly on the basis of years of experience and amount of education.

Just recently, Directors have also begun receiving salary differentials according to the province in which they work. Yet Assistant Directors do not receive any additional salary beyond the salary they would receive as teachers in a school. The Governors, on the other hand, receive generally higher salaries than the educational administrators in the first place, and their accumulations of years of experience and the amounts of education they have had are both generally greater than for the educational administrators. When we examine Appendix IV - 1, we observe that while 75% of the Governors had reached the first degree of the salary schedule, only 21.4% of the Directors, and 3.9% of the Assistant Directors were at the same level. Of the Assistant Directors, 13.7% stood as low as the ninth degree of the salary table.

As we observe here, the amount of monthly salary of a Governor or an educational administrator correlates closely with the age and/or the amount of experience he has. In addition, according to the most recent salary schedule and rule, both Governors and Directors are having some additional salary for their posts. The amount of this money differs according to the province in which they work. It means that if they work in a large province they are paid more. Provinces are categorized accordingly.

6. (13-14) How long have you been working in your current position?

Mobility in any occupation is an important factor in terms of one's success, disappointment, health, etc. Here, among our three sample groups, we see that 57.1% of Governors, and 35.7% of Directors, have been working between one and three years in their present jobs

(Appendix IV - 1). We also observe that, for Assistant Directors the highest frequency percentage among the duration groupings occurs between four and six years (31.4%). We also note that the percentage of Directors (28.6%) who are most mobile seems higher than for either the Governors (25%) or Assistant Directors (7.8%).

Our evidence suggests that the most mobile group here is the group of Governors, Directors come second, and Assistant Directors are the least mobile group. While only about 18% of the Governors had been in their present posts for four or more years, more than 35% of the Directors, and nearly 63% of the Assistant Directors had been in their present jobs at least that long.

At this point one may ask if an administrator typically stays no more than one to three years in his job, whether this time constraint influences his success or his satisfaction with his job? It is possible to imagine that moving from one place to another, before getting fully acquainted with the people around him and with the job to be done, may have a negative effect on the administrator. Our research, at this stage, is not able to shed light on this point. Our data only illustrate the existence of a mobility factor.

However, even if the effects of working a short time in one place and then moving to another place are not measured here, we may at least add certain impressionistic notes gathered during the course of the present research. One thing has been bothering the members of our sample groups very much--they have no idea when they might be transferred to another place. For this reason, they did not seem very secure in

their posts, and this situation obviously seemed to have a negative effect on their working methods and their achievements in their jobs. Especially, this seemed to be the case for the Governors and Directors.

On the other hand, the Assistant Directors did not seem to be particularly happy about their remaining for relatively longer periods of time in one position. However, the real sense of this may be that they are not happy at continuing as Assistant Directors. Older Assistant Directors, who were approaching their retirements, did seem relatively more satisfied with having lesser mobility and with remaining more than five years in one place. Of course, in each instance, there may have been some reasons or rationalizations for the older Assistant Directors' relatively greater contentment. They themselves stated such reasons as being located in a province which suited them, having their children enrolled in a nearby university, etc. Further research needs to be done on the effects of mobility and on the motives lying behind preferences either for remaining in one post or for moving to another.

7. (15-16-17-18) Number of locations where
you have served six months or more dur-
ing your career

In considering mobility, we thought that it might also be helpful to find out the kinds and numbers of different places of previous work. Information about numbers of previous positions, and the types of places in which one previously worked, may have more things to say about the mobility of our sample elements. For this purpose, we developed Appendix IV - 2.

Probably because of the characteristics of their occupation as educators, only the Directors and Assistant Directors reported having

ever worked at the village level. Their percentages at this level were very close--15.5% for Directors, and 16.2% for Assistant Directors. As expected, no Governor reported having worked at the village level. Though a Director or an Assistant Director may have started his career as a village teacher, a Governor usually starts his career as head of a sub-district or as a sub-governor in a district.

These data illustrate that our subjects, as a combined group, worked most frequently at the province level (f=382, or 47.8%), and least at the village level (f=85, or 10.6%). Within each group the percentages of province level positions were also large--Directors (f=134, or 57.5%), Assistant Directors (f=132, or 43.7%), and Governors (f=116, or 43.9%). The highest frequency and percentage for the Governors' group, however, was in the districts (f=140, or 53%).

8 and 9. (19 to 27) Previous duties and their duration

Generally, governorships as well as directorships and assistant directorships in Turkey require quite a significant amount of previous experience at different levels of administration. For this reason, a Turkish Governor is usually highly respected because of his experience at least, though this respect may also be based on his seniority in age (respect for elders is a deep-seated Turkish cultural trait).

On the other hand, Directors and Assistant Directors of Education cannot aspire to the same status levels as Governors in terms of respect because of experience and age, even though, quite often, the Directors and Assistant Directors of Education are also quite experienced

officials in their occupation. The positions themselves carry differentials of deference.

In any event, there is a quite common belief among Turkish administrative cadre that administrators mostly do learn their jobs by doing them. For this reason, seniority and experience have been the basic elements in advancement up through the administrative strata.

In this connection, we gathered further data in order to observe, in more detail, the amounts and types of previous experiences of the elements of our samples: Table 4.4 for the Governors, Table 4.5 for the Directors, and Table 4.6 for the Assistant Directors.

As we check Table 4.4, we see that most of the Governors (19 of the 28) had experience in the Directorate of a subdistrict. In addition, most of them (26) served as gubernatorial interns as expected by the system. Neither of these duties were longer than three years, but 27 of the Governors served as Sub-Governors for four years or more. Nearly half of them (13) also worked as Lieutenant Governors. Moreover, as of the time of this research, 23 of the Governors in our sample had had previous experience as Governors in different provinces from their present posts. Four in the sample had served previously as Governors for more than ten years.

The sub-governorship is apparently the most important form of previous experience, in that most governors spent very sizeable portions of their professional lives working at this post. Such experience probably gives the Governors valuable insight into matters at provincial and local levels. Their responsibilities would include dealing with all kinds of activities and problems of education. Hence, when they

Table 4.4. Governors--Previous Duties and Their Durations (f and %)

Name of the Duty	Total Duration of Duty						Total (f)
	Less than 1 year (1)	1-3 years (2)	4-6 years (3)	7-9 years (4)	10 years or more (5)		
Directorate of Subdistrict	f 17 % 63.0	2	0	0	0		19
Gubernatorial Internship	f 1 % 3.7	25 65.8	0	0	0		26
Sub-Governorship	f 0 % 0.0	0	7 30.4	6 46.2	14 56.0		27
Lieutenant Governorship	f 0 % 0.0	2 5.3	5 21.7	2 15.4	4 16.0		13
Directorate of Security	f 0 % 0.0	0	1 4.3	0	1 4.0		2
Governorship	f 4 % 14.8	5 13.2	6 26.1	4 30.8	4 16.0		23
Central Governorship or any other duty in the central administration of the MOI	f 1 % 3.7	2 5.3	4 17.4	1 7.7	2 8.0		10
Others in the MOI	f 3 % 11.1	1 2.6	0 0.0	0 0.0	0 0.0		4
Duties served for an Ins. or Ministry outside of the MOI	f 1 % 3.7	1 2.6	0 0.0	0 0.0	0 0.0		2
TOTAL	f 27 % 100.0	38 100.0	23 100.0	13 100.0	25 100.0		126

become Governors, educational activities should not be entirely strange to them. Along this line, we might note that because of the Governors' power in the provinces his previous experiences with problems of education should offer more advantages than disadvantages for the Directors and Assistant Directors of Education, in their efforts to be professionally successful. Ideally, the Directors should try to establish cooperative relationships with their Governors in order to provide better educational facilities and practices. On the other hand, though the Governors may have some considerable background in dealing with educational matters, the educational administrators, especially the Directors, should be accepted by the Governors as the educational leaders of the provinces. They should be considered and perceived as respected, efficient, and experienced educators by the Governors. Otherwise, since the Governor is the main authority in the province, their mutual relations may be reduced to an ordinary superior-subordinate type of relationship in its simplest terms, with the Directors simply carrying out the directions which his superior asks him to follow, without questioning or thinking independently and professionally about them. In such relationships, neither creativity nor innovation is likely to enter into the picture. Both creativity and innovation require questioning and thinking, plus observations, suggestions and recommendations. In summary, there is always a need for mutual exchange and evaluation which is too often lacking in a rigid superior-subordinate relationship.

Table 4.5 illustrates that most of the Directors had some experience in primary education as teachers or administrators. More than

Table 4.5. Directors--Previous Duties and Their Durations (f and %)

Name of the Duty	Total Duration of Duty						Total (f)
	Less than 1 year (1)	1-3 years (2)	4-6 years (3)	7-9 years (4)	10 years or more (5)		
Primary school teacher	f 4 % 26.7	f 6 % 24.0	f 5 % 11.1	f 3 % 15.8	f 4 % 21.1		22
Directorate of Primary school, Dir. of Primary education, Asst. direc. of primary edu., Dir. of Adult Ed. Supervisor of primary Ed. or traveling principle for prim. Ed.	f 0 % 0.0	f 4 % 16.0	f 7 % 15.6	f 7 % 36.8	f 1 % 5.3		19
Assistant provincial dir. of Education and head of Public Education	f 1 % 6.7	f 4 % 16.0	f 12 % 26.7	f 1 % 5.3	f 1 % 15.3		19
Middle School Teacher	f 1 % 6.7	f 4 % 16.0	f 5 % 11.1	f 1 % 5.3	f 2 % 10.5		13
Middle school adminis. (Director, Asst. direc. chief of education, etc.)	f 1 % 6.7	f 3 % 12.0	f 5 % 11.1	f 0 % 0.0	f 1 % 5.3		10
Provincial Director of Education	f 6 % 10.0	f 3 % 12.0	f 4 % 8.9	f 2 % 10.5	f 9 % 47.4		24
Total duties served in the central administration of the MOE	f 0 % 0.0	f 0 % 0.0	f 2 % 4.4	f 0 % 0.0	f 1 % 5.3		3
Duties within the MOE outside the central administration	f 1 % 6.7	f 0 % 0.0	f 0 % 0.0	f 0 % 0.0	f 0 % 0.0		1
TOTAL	f 15 % 100.0	f 25 % 100.0	f 45 % 100.0	f 19 % 100.0	f 19 % 100.0		123

half (22) had teaching experience at the primary level, some of them (4) for as long as ten years or more. Of these, 12 had also had experience in primary school administration, and 19 of the Directors had previously served as primary supervisors. Most of them (19) had previous experience in an Assistant Directorship, half of them having served in this capacity for four years or more. Interestingly, their backgrounds of experience in secondary education appear to have been somewhat less extensive than in primary education (13 had been secondary school teachers, of whom 10 had also been secondary school administrators). In terms of total time spent in different previous duties, the greatest amount of experience of the present sample of Directors had been accumulated in previous posts as Directors elsewhere. Twenty-four of the Directors had also been Directors before in other provinces, nine of them having served in this capacity for 10 years or more.

Table 4.6 indicates that the Assistant Directors had had previous experiences quite similar to the Directors except that their major accumulation of experience had, of course, been as Assistant Director in previous posts elsewhere.

The data in Tables 4.5 and 4.6 are by no means able to confirm that having more experience is itself sufficient for an Assistant Director to become a Director. We do not have a clear picture of the other criteria which apply to being promoted to the directorship. Nevertheless, the following points seem worth considering in discussing the process of selecting Directors.

1. We have evidence that Directors do not appear to have more or less experience than their Assistants. For this reason the common belief of some of the Turkish educators that the Directors are more experienced than the Assistant Directors does not seem supported.

Table 4.6. Assistant Directors--Previous Duties and Their Durations (f and %)

Duties		Total Duration of Duty						Total (f)
		Less than 1 year (1)	1-3 years (2)	4-6 years (3)	7-9 years (4)	10 years or more (5)		
Primary school teacher	f	4	8	7	9	10	38	
	%	16.7	21.6	14.3	27.3	25.6		
Directorate of Primary School Dir. of Primary education, Asst. Director of primary education Dir. of Adult education	f	3	8	6	0	3	20	
	%	12.5	21.6	12.2	0.0	7.7		
Supervisor of primary Ed. of traveling principle for prim. education	f	4	4	11	7	8	34	
	%	16.7	10.8	22.1	21.2	20.5		
Assistant provincial dir. of Education and head of public Education	f	5	7	15	9	6	42	
	%	20.8	18.9	30.6	27.3	15.1		
Middle School Teacher	f	4	4	5	4	7	24	
	%	16.7	10.8	10.2	12.1	17.9		
Middle school adminis. (Director, Asst. Direc. chief of education, etc.)	f	3	3	4	4	4	18	
	%	12.5	8.1	8.2	12.1	10.3		
Provincial Director of Education	f	1	0	0	0	0	1	
	%	1.2	0.0	0.0	0.0	0.0		
Total duties served in the central administration of the MOE	f	0	0	0	0	0	0	
	%	0.0	0.0	0.0	0.0	0.0		
Duties within the MOE out- side the central adminis- tration	f	0	3	1	0	1	5	
	%	0.0	8.1	2.0	0.0	2.6		
TOTAL	f	24	37	49	33	39	182	
	%	100.0	100.0	100.0	100.0	100.0		

2. It may be that the Directors are selected because of their exceptional success among their colleagues, especially from among the current staff of Assistant Directors I. Our research did not deal directly with the selection process, but the researcher observed that both the Assistant Directors, the principals of different types of schools, and most of the governors did not seem to be satisfied with current practices in the selection, appointment and transfer procedures for Directors. No doubt there are several elements involved here, and it might be fruitful if future research could question and examine this process in more detail.
3. Except for the Governors, other administrators in the provincial directorates are not required to have any type of professional or academic training in administration specifically. Of course the point here is that if they may have learned from experience the correct things to do, and if they regularly do those things correctly, there is no basis for worry or concern; but the question is whether they may have learned things incorrectly or improperly for dynamic, developing programs of education. Current problems may become even more intense as persons selected as Directors, who may not have any idea about recent developments in administration, are appointed to these increasingly important posts.
4. When the Ministry of Education goes about appointing a Director, the Governor of the province is asked whether he wants the candidate or not. But the Director does not have a similar voice in the selection of any of his future staff. He is never consulted even about his own new assistants when a vacancy occurs in the staff of his own directorate.
5. Competition for directorships among candidates, especially among the Assistant Directors, did not seem to be an "open contest type," as the researcher observed during his visits among the provinces. There were several Assistant Directors who had excellent records of success for years, while some of the Directors, even though they may have been giving quite excellent performances, were, nevertheless, clearly neophytes in their posts. Naturally, the questions which the Assistant Directors were asking were how the Directors had been selected and what the criteria really were?

10. (28 to 31) Knowledge of a Foreign Language

Knowing a foreign language for an administrator may not be a very significant characteristic in all cases; but it is probably correct to differentiate in some cases. For this reason it was thought that it

would be valuable to find out the types, amount and degrees of our samples subjects' knowledge of foreign languages. In order to do this, the subjects were asked to name the foreign languages they knew, and the degree of their knowledge, in the following way:

- a) Please indicate "very good" if you can use the foreign language in oral or written academic work easily (in general, without using a dictionary).
- b) Please indicate "good" if you can use the foreign language in oral and written work with use of a dictionary when needed.
- c) Please indicate "fair" if you can use the foreign language only for daily conversation.

As illustrated in Table 4.7 below, within the entire group of our three samples, more than half of our subjects (57%) reported knowledge of a foreign language as "fair" (or average), one-fourth (25%) reported "none", 11.2% reported "good" knowledge, and the others (6.5%) reported their knowledge of a foreign language as "very good".

Most of the Governors reported that they had at least some knowledge of a foreign language, the majority of them (60.7%) indicating they knew a foreign language "fairly" well, and quite an appreciable percentage (17.9%) indicating their knowledge was "very good". A similar percentage also said that their foreign language knowledge was "good".

Directors seemed less competent in using a foreign language than the Governors and slightly less than Assistant Directors. Half of the Directors indicated their knowledge of a foreign language as "fair", some of them (7.1%) reported "good" knowledge, and only a few (3.6%) claimed "very good" knowledge. More than one-fourth (39.3%) of the Directors did not know any foreign language.

Table 4.7. Knowledge of Foreign Language (f and %)

Groups		Degree of Knowledge in Foreign Language				
		Very Good	Good	Fair	None	Total
Governor	f	5	5	17	1	28
	%	17.9	17.9	60.7	3.6	100.0
Director	f	1	2	14	11	28
	%	3.6	7.1	50.0	39.3	100.0
Asst. Director	f	1	5	30	15	51
	%	2.0	9.8	58.8	29.4	100.0
TOTAL	f	7	12	61	27	107
	%	6.5	11.2	57.0	25.2	100.0

The Assistant Directors, on the other hand, reported that more than half knew a foreign language "fairly" well, one-fifth (20%) indicated their foreign language knowledge as "very good", and one in ten (9.8%) as "good". Like the Directors, more than one-fourth of the Assistant Directors (29.4%) did not know any foreign language.

The degrees and types of foreign languages known are illustrated in Appendices IV-2-2 and 4; and in Figures 4.1 and 4.2 below. The figures illustrate the types of the foreign languages known and degrees of competence in using them for the three sample groups as a whole (Figure 4.1), and separately (Figure 4.2).

These data confirm that the Governors know a foreign language most and best among the three groups, according to their self-evaluations. They listed French with the highest frequency, secondly English, and German third.

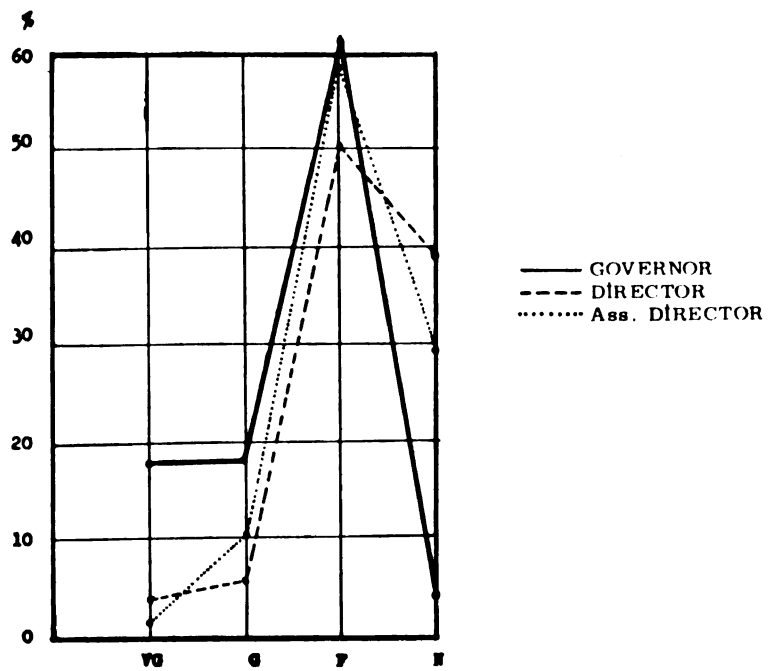


Figure 4.1. Knowledge in foreign language.

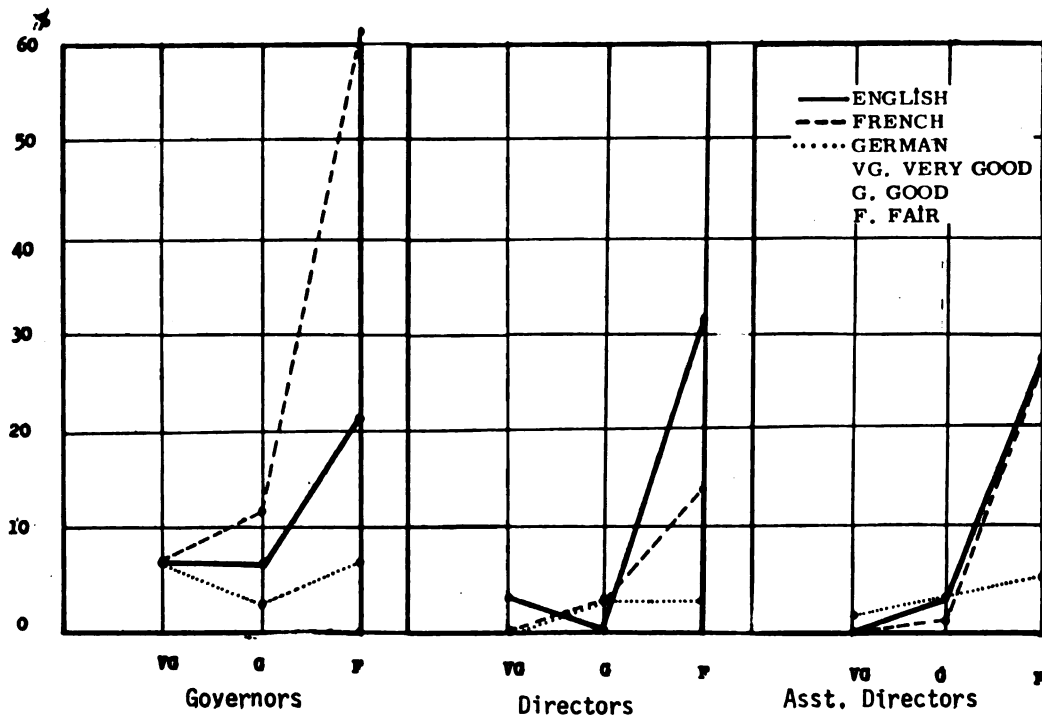


Figure 4.2. Knowledge in foreign language (types and degrees).

More Directors reported that they knew English in general reporting as "fair", and a few reporting as "very good". Secondly, they listed French and lastly German. This pattern was about the same for the Assistant Directors as well. We observed that the Governors had the highest percentages among the three groups in knowing a foreign language in each of the various degrees. Some Governors reported that they knew two foreign languages, English and French, but their numbers did not seem significant and the better known foreign language was accepted and evaluated as the one recorded.

11. (33.1) Do you believe that your present position offers you an opportunity for professional advancement?

To examine reactions of the subjects in our sample groups on how much they believe their present positions provide chances for professional advancement has been another goal of this study. It is assumed as highly likely that one's belief in one's own professional future makes a difference, both in one's work performance and one's relations with others. People in an office who do not believe that their present job leads to any future advancement tend to have an effect on the social climate of that office, and probably this effect will be a negative one. It tends easily to generate a tone of pessimism within a group and makes it difficult to maintain even minimally necessary levels of optimism.

We asked if our respondents believed they had opportunities for professional advancement in terms of the choices of "fully", "partially", "only slightly", and "undecided and none". In this way, we organized Table 4.8 on the following page.

Table 4.8. Believe in Professional Advancement (f and %)

		Fully	Partially	Only Slightly	Undecided and None	Total
Governor	f	14	5	0	8	27
	%	51.9	18.5	0.0	29.6	100.0
Director	f	12	5	8	3	28
	%	42.9	17.9	28.6	10.7	100.0
Asst. Director	f	10	8	6	25	49
	%	20.4	16.3	12.2	51.0	100.0
Total	f	36	18	14	36	104
	%	34.6	17.3	13.5	34.6	100.0

According to the table, half of the Governors (51.9%), nearly half of the Directors (42.9%), but only one-fifth of the Assistant Directors (20.4%), indicated that they believe "fully" that their present positions will help them with their professional advancement. For the answer of "partially", the frequencies and differences in percentages are slight. On the other hand, there is no Governor who marked the choice of "only slightly", but quite an important number of the Directors (28.6%), and some Assistant Directors (12.2%), chose this item. The biggest difference among the sample groups seems to be with the answer of undecided and none. While quite a few Governors (29.6%) were undecided or did not believe in professional advancement as a result of their present posts, and some Directors (10.7%), more than half of the Assistant Directors (51.7%) responded in this way.

Of course we should keep in mind that a respondent being close to retirement could have a dampening effect on the choices at this point. As one Governor put it, "They just hope for another, even minor, improvement in their salary schedule while they wait for the completion of their official papers to be retired." We also observed that working in a large city, such as in Ankara, Istanbul, etc., seemed to have a marked dampening effect on the answers, and especially on the answers of the Assistant Directors. In addition, near retirement status and working in a large city seemed to be correlated with each other. The older officials appeared to have become somewhat permanent fixtures in the larger cities. For these Assistant Directors, to be appointed to another city, even as a Director might not be considered by them as an "advancement". It appeared that mostly older Assistant Directors tended to be assigned in the large cities and the Directors who are assigned there, and who do not have any control over staff assignments, just have to work with them as best they can. This tendency raises a question as to whether the organization in the large cities might not, therefore, be lacking in power and creativity.

When we deal with all groups together (see Figure 4.3, on the following page), and compare them, we observe that an important portion of all group members (34.6%) is located at each extreme answer. The same number of subjects (34.6%) marked the choice of "fully" on one side, as marked the choice of "undecided and none" on the other side. We also observe in Figure 4.3 that on the positive side the Assistant Directors seem to stand well below both the Governors and Directors. They tend to believe very little or not at all in their prospects for professional advancement.

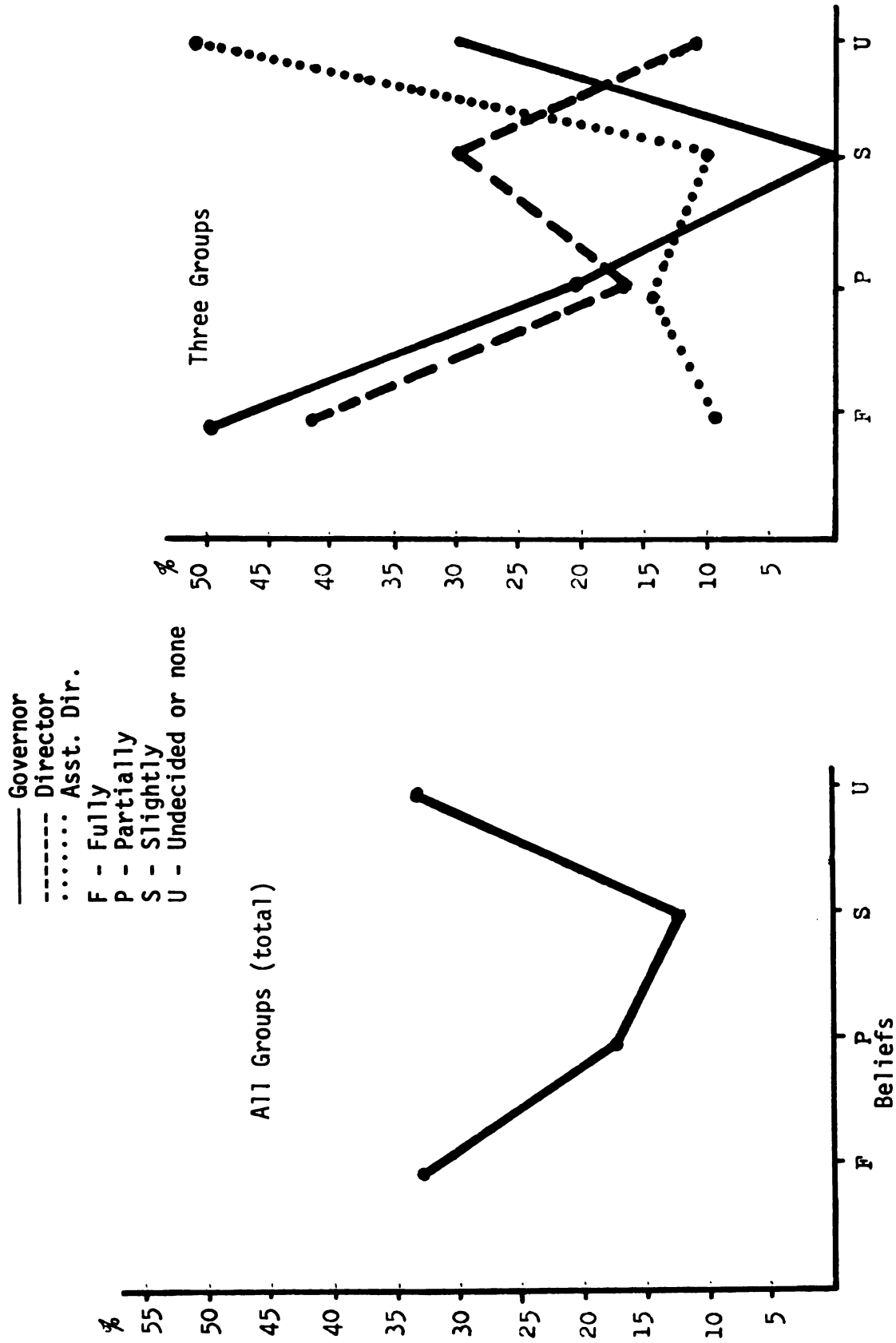


Figure 4.3. Believe in advancement.

12. (34 to 54) For the Duty Distribution Table below, please indicate present duty holder(s) in Column I, and, in your opinion, the proper duty holder(s) in Column II.

Drawing upon some of the answers received from our research subjects in our preliminary work, and also drawing upon relevant items from the laws, rules and regulations, 23 kinds of duties were identified, concerning the main educational activities for the administrators in the provinces. These duties are also shown in the "Table of Perceptions and Expectations of the Three Groups" below. The first group of answers in this table indicate the duties and the "present duty holder(s)" which we refer to in this part as "perceptions", and the second group of answers are about the duties again, but also indicate the "proper duty holder(s)". We called the second part "expectations", in that respondents supposedly were going to indicate the "ideal" situation which they think. While the first group, the group of perceptions, indicate the situation "as it is"; the second one, the group of expectations is about "how it should be".

After processing the data and developing the related table below (Table 4.4) we also added another group to the table. We called this group the group of "comparisons", which was organized by subtracting expectation values in terms of frequencies from the values of perceptions of the respondents.

For instance, if we examine the first duty in the table we see that 23 Governors believe that "determination of provincial educational plan targets" is one of the duties of the Governor at present. But 19 of them point out that it is a duty of the Director. Only one Governor perceives this duty as a duty for Assistant Directors, and one

Table 4.9. Perceptions and Expectations of the Three Groups

Duty No.	Duties		Perceptions					Expectations					Comparison				
			G	D	AD	I	T	G	D	AD	I	T	G	D	AD	I	T
1	Determination of provincial Educational plan targets	G	23	19	1	1	44	23	20	3	3	49	0	-1	-2	-2	-5
		D	10	23	1	0	34	4	28	4	5	41	6	-5	-3	-5	-7
		AD	20	35	12	3	70	11	42	21	15	89	9	-7	-9	-12	-19
		T	53	77	14	4	148	38	90	28	23	179	15	-13	-14	-19	-31
2	Preparation of provincial educational plan	G	13	25	3	2	43	14	26	4	4	48	-1	-1	-1	-2	-5
		D	10	22	3	0	35	2	26	6	3	37	8	-4	-3	-3	-2
		AD	15	40	13	4	72	6	46	20	14	86	9	-6	-7	-10	-14
		T	38	87	19	6	150	22	98	30	21	171	16	-11	-11	-15	-21
3	Provision of land for schools according to law no. 222	G	13	19	7	8	47	11	21	4	8	44	2	-2	3	0	3
		D	6	22	3	6	37	7	15	8	9	39	-1	7	-5	-3	-2
		AD	20	29	9	11	69	24	23	15	13	75	-4	6	-6	-2	-6
		T	39	70	19	25	153	42	59	27	30	158	-3	11	-8	-5	-5
4	Securing planning of timing and appropriateness of prim. education school buildings of their additions	G	19	22	2	3	46	18	23	2	3	46	1	-1	0	0	0
		D	15	20	1	1	37	6	27	6	5	44	9	-7	-5	-4	-7
		AD	17	32	11	4	64	12	39	22	14	87	5	-7	-11	-10	-23
		T	51	74	14	8	147	36	89	30	22	177	15	-15	-16	-14	-30
5	Determination of educational needs of the province	G	5	28	8	5	46	5	24	8	8	45	0	4	0	-3	1
		D	3	27	5	3	38	3	27	9	8	47	0	0	-4	-5	-9
		AD	5	43	16	6	70	7	40	27	19	93	-2	3	-11	-13	-23
		T	13	98	29	14	154	15	91	44	35	185	-2	7	-15	-21	-31
6	Securing that educational personnel are utilized productively and in balance	G	11	28	3	1	43	13	26	5	4	46	-2	2	-2	-3	-5
		D	10	21	3	2	36	4	25	6	5	40	6	-4	-3	-3	-4
		AD	15	39	7	2	63	7	38	25	9	79	8	1	-18	-7	-16
		T	36	88	13	5	142	24	89	36	18	167	12	-1	-23	-13	-25
7	Carrying correspondence collection and evaluation of statistics of the division	G	2	9	24	5	40	3	10	24	7	44	-1	-1	0	-2	-4
		D	3	11	16	1	31	1	13	17	3	34	2	-2	-1	-2	-3
		AD	0	20	37	3	60	1	21	39	12	73	-1	-1	-2	-9	-13
		T	5	40	77	9	131	5	44	80	22	151	0	-4	-3	-13	-20
8	Securing proper performance of teachers	G	8	26	5	15	54	7	22	7	17	53	1	4	-2	-2	1
		D	9	21	6	10	46	2	19	10	10	41	7	2	-4	0	5
		AD	6	29	6	26	67	2	39	20	34	95	4	-10	-14	-8	-28
		T	23	76	17	51	167	11	80	37	61	189	12	-4	-20	-10	-22

Table 4.9--continued

Task No.	Duties		Perceptions					Expectations					Comparison				
			G	D	AD	I	T	G	D	AD	I	T	G	D	AD	I	T
9	Evaluation of educational activities	G	9	22	3	19	53	12	20	3	19	54	-3	2	0	0	-1
		D	2	16	9	16	43	0	17	12	14	43	2	-1	-3	2	0
		AD	6	28	8	31	73	3	31	21	35	90	3	-3	-13	-4	-17
		T	17	66	20	66	169	15	68	36	68	187	2	-2	-16	-2	-18
10	Evaluation of activities of Primary and Secondary teachers and administrators	G	12	24	3	11	50	13	25	3	12	53	-1	-1	0	-1	-3
		D	10	25	4	6	45	2	25	6	8	41	8	0	-2	-2	4
		AD	12	42	8	14	76	10	44	28	16	98	2	-2	-20	-2	-22
		T	34	91	15	31	171	25	94	37	36	192	9	-3	-22	-5	-21
11	Realization of proposals to the MOE concerning educational measures of the province	G	10	19	13	1	43	10	22	13	4	49	0	-3	0	-3	-6
		D	12	19	10	2	43	8	16	16	4	44	4	3	-6	-2	-1
		AD	22	31	7	2	62	19	38	21	6	84	3	-7	-14	-4	-22
		T	44	69	30	5	148	37	76	50	14	177	7	-7	-20	-9	-29
12	Promotion of proposals to MOE on educ. measures	G	27	15	0	0	42	22	18	0	0	40	5	-3	0	0	2
		D	19	15	0	0	34	10	25	2	1	38	9	-10	-2	-1	-4
		AD	36	26	1	0	63	20	40	10	2	72	16	-14	-9	-2	-9
		T	82	56	1	0	139	52	83	12	3	150	30	-27	-11	-3	-11
13	Selection of the exam. board members for primary and secondary schools	G	2	25	3	0	30	0	23	7	1	31	2	2	-4	-1	-1
		D	1	21	9	2	33	0	20	14	3	37	1	1	-5	-1	-4
		AD	1	39	17	0	57	2	28	37	3	70	-1	11	-20	-3	-13
		T	4	85	29	2	120	2	71	58	7	138	2	14	-29	-5	-18
14	Preparation of syllabus of secondary schools with the cooperation of school directors	G	1	24	5	0	30	0	17	13	0	30	1	7	-8	0	0
		D	0	19	9	0	28	0	15	14	1	30	0	4	-5	-1	-2
		AD	0	31	23	0	54	2	20	38	0	60	-2	11	-15	0	-6
		T	1	74	37	0	112	2	52	65	1	120	-1	22	-28	-1	-8
15	Signing the primary or secondary school diplomas	G	3	26	5	1	35	2	17	11	3	33	1	9	-6	-2	2
		D	0	23	7	0	30	0	18	13	2	33	0	5	-6	-2	-3
		AD	0	38	13	1	52	3	24	33	1	61	-3	14	-20	0	-9
		T	3	87	25	2	117	5	59	57	6	127	-2	28	-32	-4	-10
16	Controlling application of the general policies of the MOE in educational processes	G	21	20	2	7	50	24	22	2	6	54	-3	-2	0	1	-4
		D	20	22	2	8	52	9	28	7	8	52	11	-6	-5	0	0
		AD	32	27	2	14	75	26	39	15	18	98	6	-12	-13	-4	-23
		T	73	69	6	29	177	59	89	24	32	204	14	-20	-18	-3	-27

Table 4.9--continued

Duty No.	Duties		Perceptions					Expectations					Comparison				
			G	D	AD	I	T	G	D	AD	I	T	G	D	AD	I	T
17	Securing coordination with other units and organizations of the province	G	20	16	1	2	39	19	20	0	1	40	1	-4	1	1	-1
		D	17	18	2	0	37	13	19	5	0	37	4	-1	-3	0	0
		AD	31	19	4	1	55	29	23	12	3	67	2	-4	-8	-2	-12
		T	68	53	7	3	131	61	62	17	4	144	7	-9	-10	-1	-13
18	Controlling application of duties of the related orgns. or offices in providing funds, materials	G	16	11	2	3	32	16	13	2	3	34	0	-2	0	0	-2
		D	20	12	3	1	36	14	15	4	1	34	6	-3	-1	0	2
		AD	31	19	2	5	57	28	24	12	8	72	3	-5	-10	-3	-15
		T	67	42	7	9	125	58	52	18	12	140	9	-10	-11	-3	-1
19	Heading the educational administration of the province	G	8	21	0	0	29	8	23	0	0	31	0	-2	0	0	-2
		D	11	20	0	0	31	2	28	1	0	31	9	-8	-1	0	0
		AD	22	25	0	0	47	15	36	3	1	55	7	-11	-3	-1	-8
		T	41	66	0	0	107	25	87	4	1	117	16	-21	-4	-1	-10
20	Administering and controlling all educational organizations of the province	G	21	24	3	12	60	16	24	6	14	60	5	0	-3	-2	0
		D	15	21	5	7	48	4	26	6	6	42	11	-5	-1	1	6
		AD	19	39	2	11	71	17	43	19	33	92	2	-4	-17	-2	-21
		T	55	84	10	30	179	37	93	31	33	194	18	-9	-21	-3	-15
21	Approval of official educational correspondence	G	23	15	5	0	43	19	20	4	0	43	4	-5	1	0	0
		D	25	12	5	0	42	12	25	6	0	43	13	-13	-1	0	-1
		AD	38	14	3	0	55	27	34	13	0	74	11	-20	-10	0	-19
		T	86	41	13	0	140	58	79	23	0	160	28	-38	-10	0	-20
22	Heading the Primary Education Council	G	15	19	1	1	36	12	22	3	2	39	3	-3	-2	-1	-3
		D	24	7	3	0	34	7	23	5	0	35	17	-16	-2	0	1
		AD	31	17	2	1	51	15	33	18	4	70	16	-16	-16	-3	-19
		T	70	43	6	2	121	34	78	26	6	144	36	-35	-20	-4	-23
23	Following up on the application of the nutrition program of the province	G	1	19	13	9	42	2	16	17	9	44	-1	3	-4	0	-2
		D	1	18	15	15	49	1	12	18	17	48	0	6	-3	-2	1
		AD	2	28	18	21	69	2	20	30	32	84	0	8	-12	-11	-15
		T	4	65	46	45	160	5	48	65	58	176	-1	17	-19	-13	-16

Governor perceives it as a duty for the Inspector of Primary Education. We have to keep in mind, of course, that an individual respondent here may mark any duty as the duty of only one administrator or official; or he may also perceive a duty as a duty which belongs to more than one person.

Following the table again, when we compare these frequency values of "perceptions" and the "expectation" values for duty number 1, we see in the comparison group that there is no difference between the perceptions and expectations of Governors in believing that this duty is one of the duties of the Governor, either at present or ideally. But comparison values of perceptions and expectations for Directors, Assistant Directors, Inspectors and total values of frequency are not the same.

As we observe here, most of the comparison values are negative. It means that most of the expectation values were higher than perception values. Further, it implies that most of the respondents tend to see themselves as being able to carry out more duties than they have at present. Of course, this is not simply a matter of their wanting more duties, but rather that our respondents would also like to have more to say and a much stronger voice in educational matters at the provincial level.

Another table was developed for evaluating the duty distribution table. This evaluation table (Table 4.10, on the following page) illustrates the total frequency values in the previous table, which are simply the differences between frequencies in perceptions and expectations. A plus frequency value indicates that a specific sample group,

Table 4.10. Evaluation Table for Duty Distribution

Evaluation	Governor	Director	Assistant Director	Inspector	Total
Higher Perceptions + (1)	+75	+29	+3	0	+107
No Differences 0 (2)	3	1	3	3	10
Higher Perceptions - (3)	-10	-59	-113	-110	-292
Difference (1-3)	+65	-30	-110	-110	-185

such as, the sample of Governors, perceived themselves as performing a duty with a higher frequency than they should perform, among the 23 duties which are stated in the study. This means, in another sense, that perceptions of that group have a higher value than its expectations, in terms of frequencies. On the other hand, a zero shows no difference, and a minus shows a difference toward higher expectations.

As we see in Table 4.10, only the Governors have a positive frequency value (+65) in terms of differences between their perceptions and expectations of duties. Directors have -30; Assistant Directors -110, and Inspectors also have -110 as scores for total differences.

These data indicate that the perceptions of Governors are higher than their expectations. This may mean that Governors do not expect that they should have more duties, concerning the educational matters, than they already have. Yet, as indicated in other parts of this study, they do want more rights and additional power in carrying out their present duties.

Expectations of Directors seem slightly higher, while expectations of Assistant Directors and Inspectors of Primary Education are markedly different from their perception values. Assistant Directors and Inspectors both want their duties to be increased in number and changed in nature. The Assistant Directors seem to want their positions to be different sorts of jobs than they are at present, in terms of the duties which they are presently carrying out.

When we check the comparison values for each of the 23 duties, as we have done in Table 4.11, on the following page, we observe that the values spread between -1 and -31. These values are the sum total frequency values of answers given to each question by all respondents. For instance, the first and fifth items each have total values of -31. Table 4.11 shows that values for 16 duties out of 23 fall between -15 and -31, while values for the remaining 7 fall between -1 and -13. With the exceptions of items 18, 3, and 14, all the other items have comparison values of -10 or higher. This may very well mean that over-all our respondents have seen their own duties, and the duties of the others in the sample groups, as being performed at present differently from the ideal--or expected--distribution of duties.

Table 4.11. Comparison Values of the Questions about Duties and the Ranks of the Questions

Ranks	Question numbers for each of 23 duties	Differences between frequency values of "perceptions" and "expectations" (All negative)
1	1,5	31
2	4	30
3	11	29
4	16	27
5	6	25
6	22	23
7	8	22
8	2,10	21
9	7,21	20
10	9,13	18
11	23	16
12	20	15
13	17	13
14	12	11
15	15,19	10
16	14	8
17	3	5
18	18	1

In the following table and figure (Table 4.12, Figure 4.4) we see the compared frequency values of perceptions and expectations of duties. These figures were prepared by using the comparison values in the table of "Perceptions and Expectations of the Three Groups" (Table 4.9). The values on the vertical axis in Figure 4.4 are the comparisons of Table 4.9 by numbered duties.

It is interesting to notice in Table 4.12 that almost all negative values for the duties of Governors are the results of the answers of Governors and Assistant Directors, but almost all of the positive values recorded for the Assistant Directors are results of the Governors' answers. This may indicate, to some extent, that Governors, in general, do not desire to have Assistant Directors carrying out very different duties than they do at present. On the other hand, an important number of Assistant Directors would like the Governors to have different duties than they do at present.

Generally, values for both the Directors and Inspectors appear on the negative side of the 23 graphs in Figure 4.4. It means that they see themselves as groups which "should have different duties than they do now".

The Assistant Directors among all the groups were the ones that most definitely indicated they would like to have different duties than they do at the present time. The comparison values found by simply counting the (+)s and (-)s were almost the reverse for the Assistant Directors (14 pluses, 55 minuses) in comparison with the Governors (54 pluses, 15 minuses--see the total values at the bottom of Table 4.12).

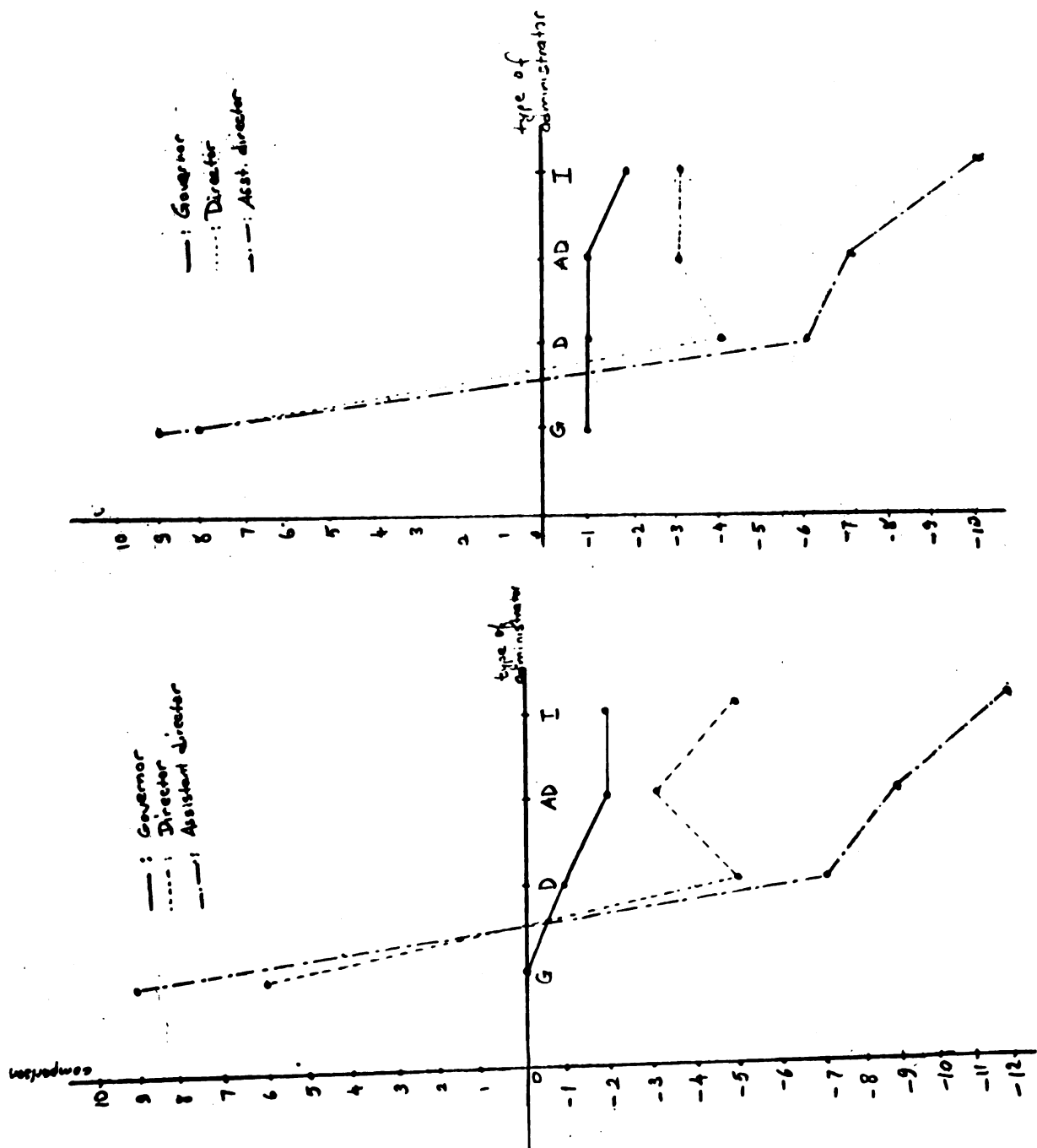
Table 4.12. Summary Table of Comparisons

Duties GROUPS					
#Q	Groups	Gov.	Dir.	Ass.D.	Insp.
1	Gov	+	-	-	-
	Dir	+	-	-	-
	Ass.D	+	-	-	-
2	Gov	-	-	-	-
	Dir	+	-	-	-
	Ass.D.	+	-	-	-
3	Gov.	+	-	+	+
	Dir.	-	+	-	-
	Ass D	-	+	-	-
4	Gov.	+	-	+	+
	Dir.	+	-	-	-
	Ass.D.	+	-	-	-
5	Gov.	+	+	+	-
	Dir.	+	+	-	-
	Ass D	-	+	-	-
6	Gov.	-	+	-	-
	Dir.	+	-	-	-
	Ass D	+	+	-	-
7	Gov.	-	-	+	-
	Dir.	+	-	-	-
	Ass D	-	-	-	-
8	Gov.	+	+	-	-
	Dir.	+	+	-	+
	Ass D.	+	-	-	-
9	Gov.	-	+	+	+
	Dir.	+	-	-	+
	Ass D.	+	-	-	-
10	Gov.	-	-	+	-
	Dir.	+	+	-	-
	Ass.D.	+	-	-	-
11	Gov.	+	-	+	-
	Dir.	+	+	-	-
	Ass.D.	+	-	-	-

#Q	Groups	Gov.	Dir.	Ass.D	Insp.	
12	Gov.	+	-	+	+	
	Dir.	+	-	-	-	
	Ass D.	+	-	-	-	
13	Gov.	+	+	-	-	
	Dir.	+	+	-	-	
	Ass D.	-	+	-	-	
14	Gov.	+	+	-	+	
	Dir.	+	+	-	-	
	Ass D	-	+	-	+	
15	Gov.	+	+	-	-	
	Dir.	+	+	-	-	
	Ass D.	-	+	-	+	
16	Gov.	-	-	+	+	
	Dir.	+	-	-	+	
	Ass D.	+	-	-	-	
17	Gov.	+	-	+	+	
	Dir.	+	-	+	-	
	Ass.D.	+	-	-	-	
18	Gov.	-	-	+	+	
	Dir.	+	-	-	+	
	Ass.D.	+	-	-	-	
19	Gov.	+	-	+	+	
	Dir.	+	-	-	+	
	Ass D.	+	-	-	-	
20	Gov.	+	+	-	-	
	Dir.	+	-	-	+	
	Ass D.	+	-	-	-	
21	Gov.	+	-	+	+	
	Dir.	+	-	-	+	
	Ass D.	+	-	-	+	
22	Gov.	+	-	-	-	
	Dir.	+	-	-	+	
	Ass D.	+	-	-	-	
23	Gov.	-	+	-	+	
	Dir.	+	+	-	-	
	Ass D.	+	+	-	-	
TOTALS		+	54	25	14	22
		-	15	44	55	47

(#Q: Duty number in the Questionnaire)

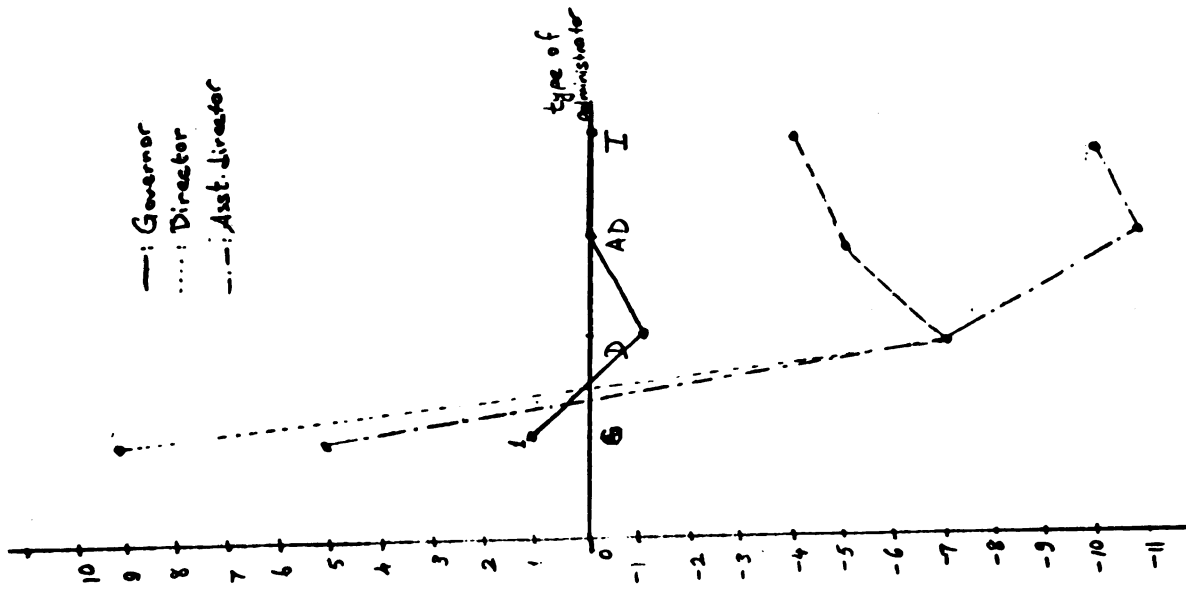
(#Q: Duty number in the Questionnaire)



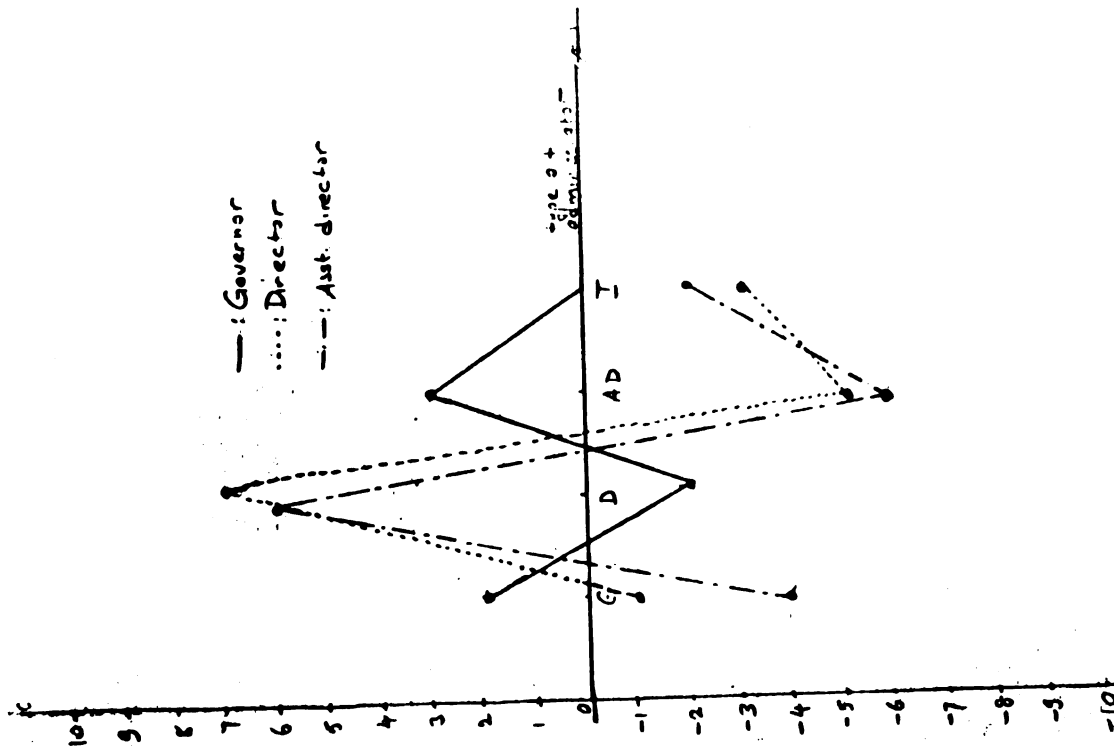
(1) Determination of provincial educational plan targets.

(2) Preparation of provincial educational plan.

Figure 4.4. Comparisons of perceptions and expectations.

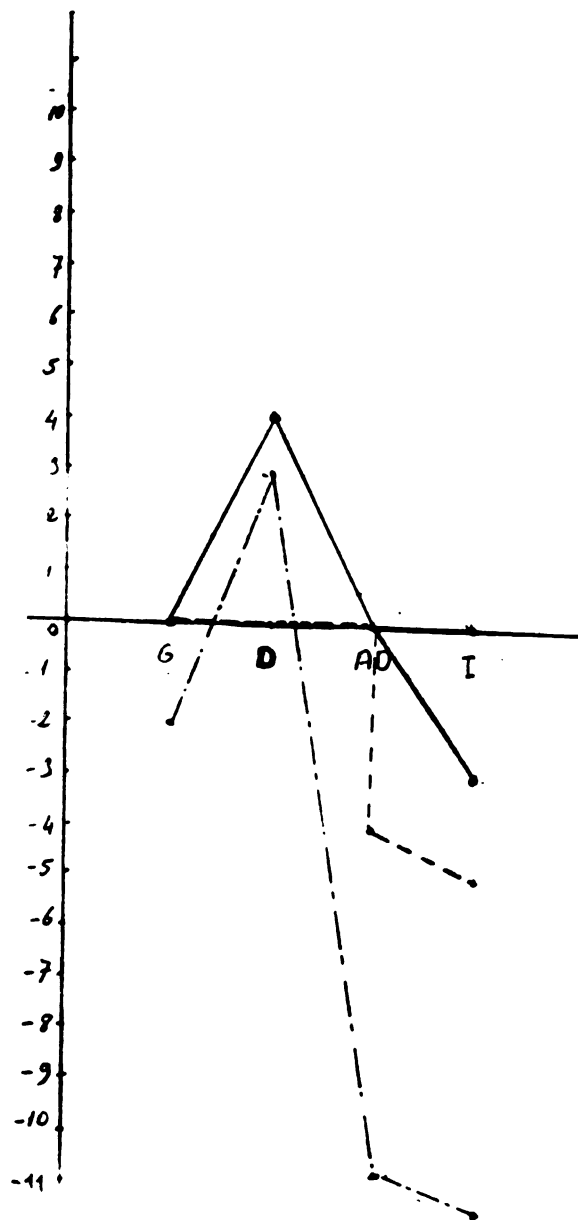


(4) Securing planning of timing and appropriateness of prim. education school buildings or their additions.

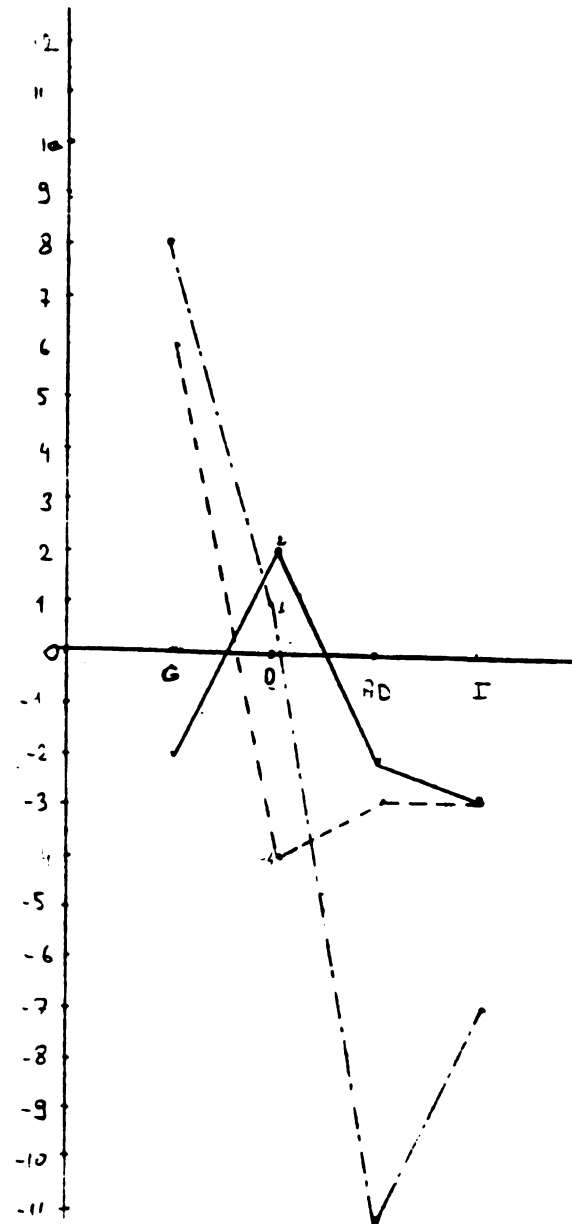


(3) Provision of land for schools according to law no. 222.

Figure 4.4--continued

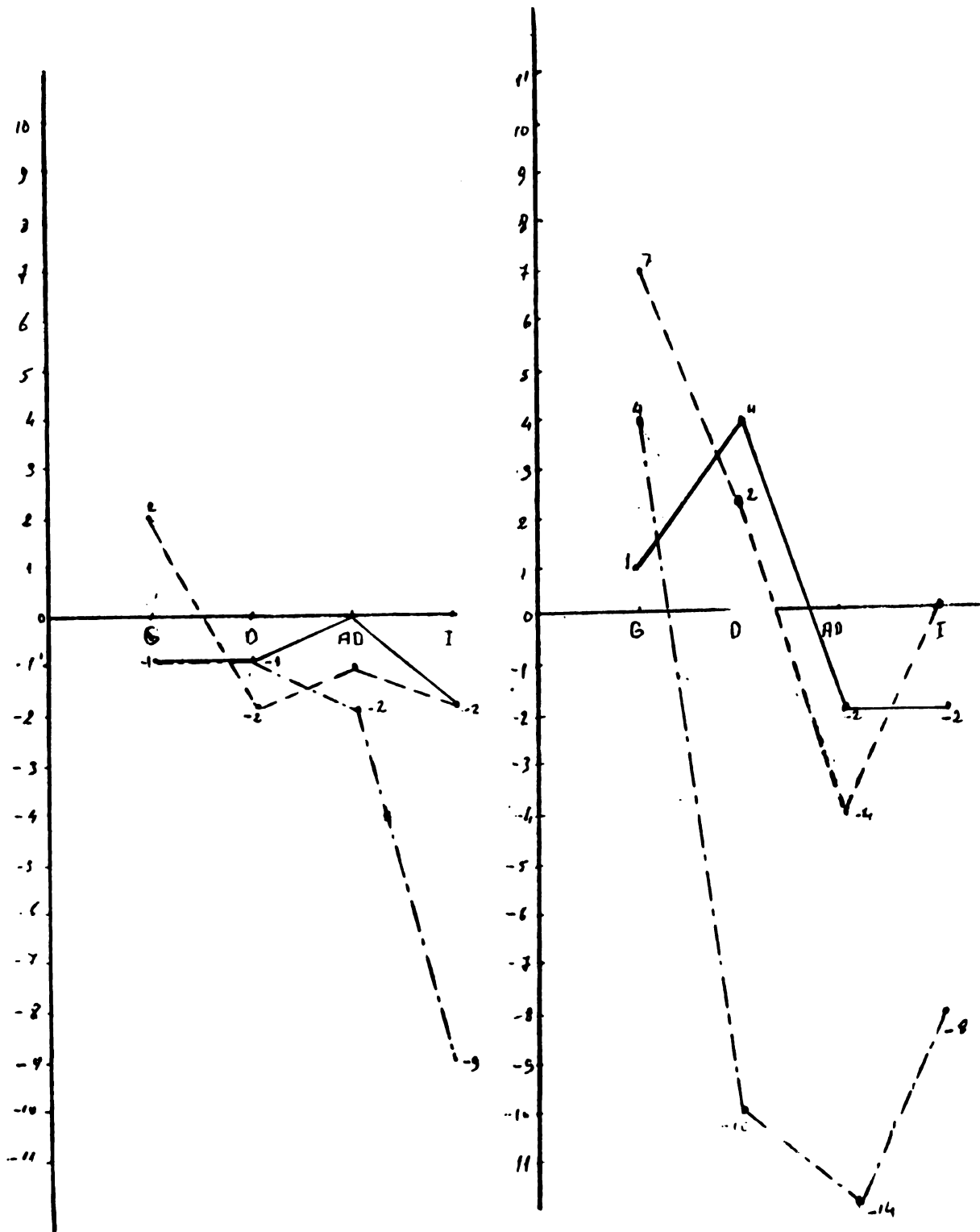


(5) Determination of educational needs of the province.



(6) Securing that educational personnel are utilized productively and in balance.

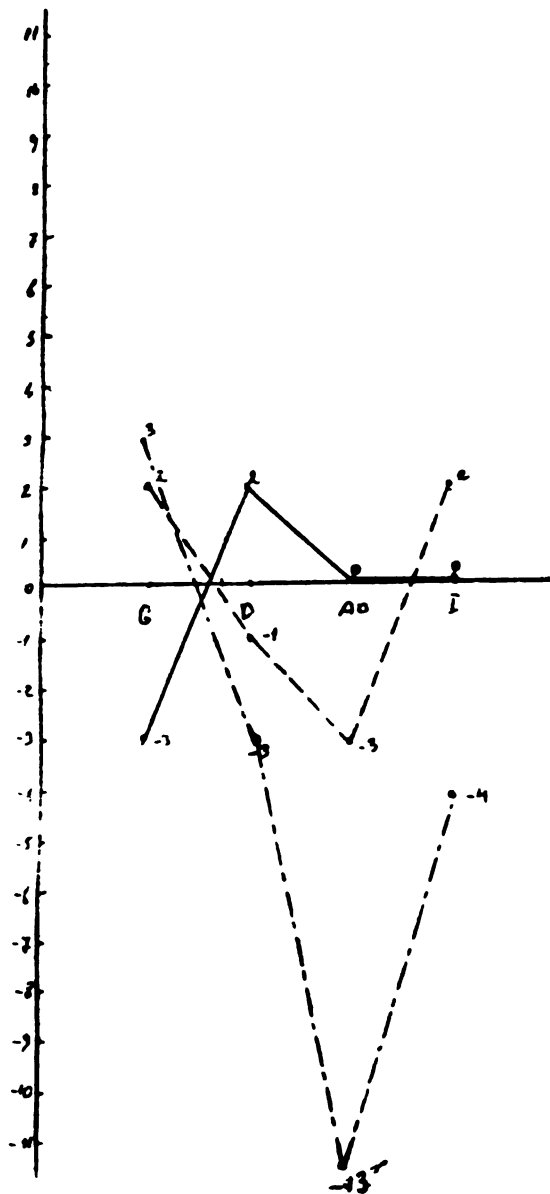
Figure 4.4--continued



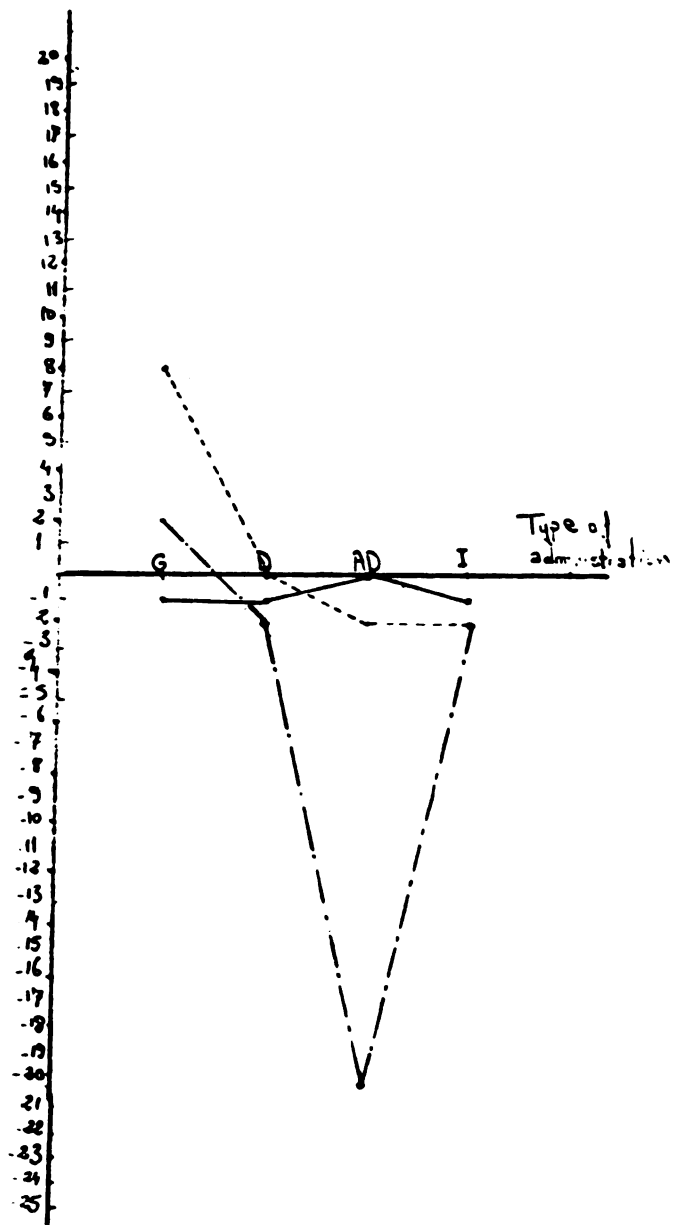
(7) Carrying correspondence collection and evaluation of statistics of the division.

(8) Securing proper performance of teachers.

Figure 4.4--continued

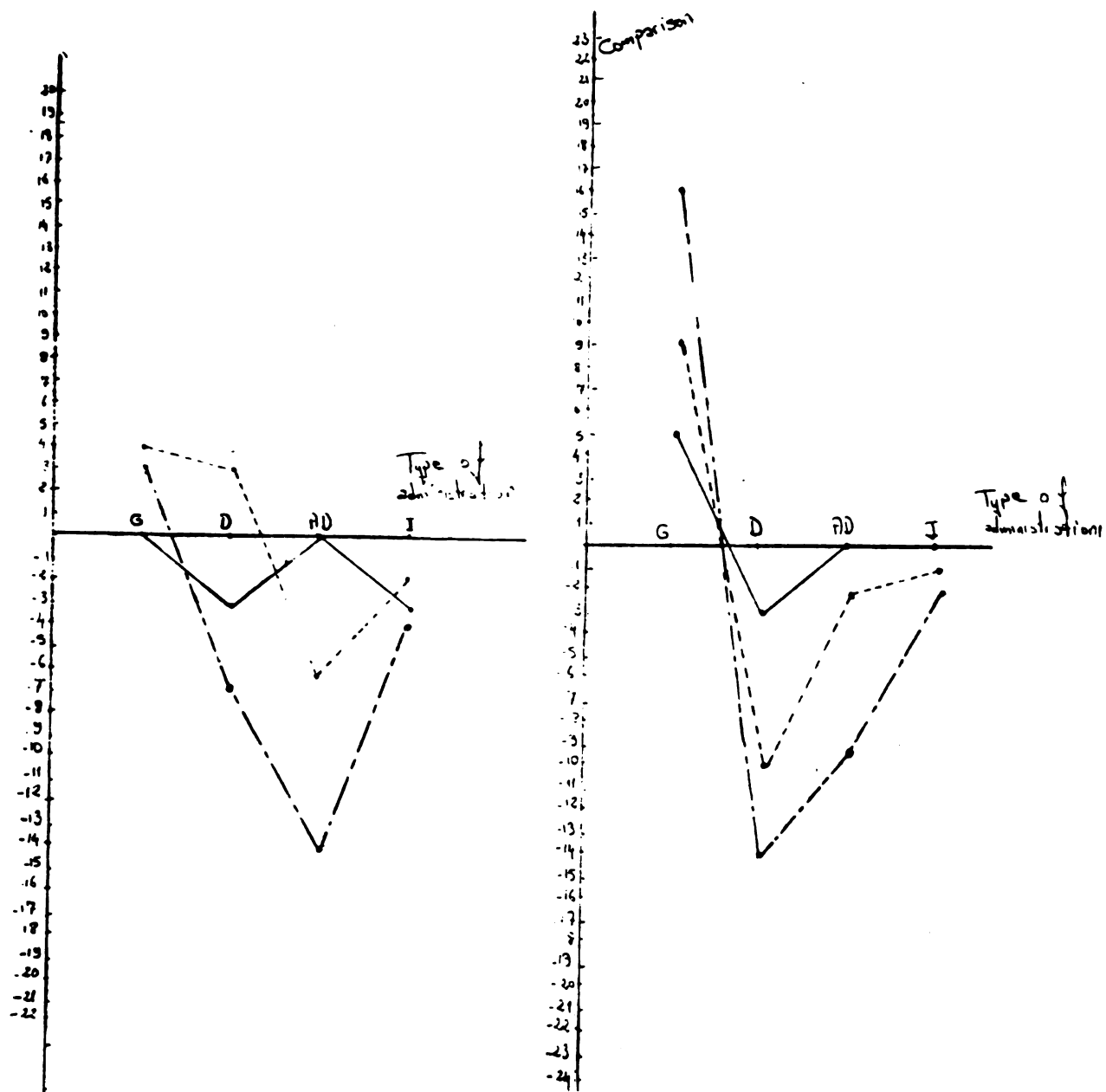


(9) Evaluation of educational activities.



(10) Evaluation of activities of primary and secondary teachers and administrators.

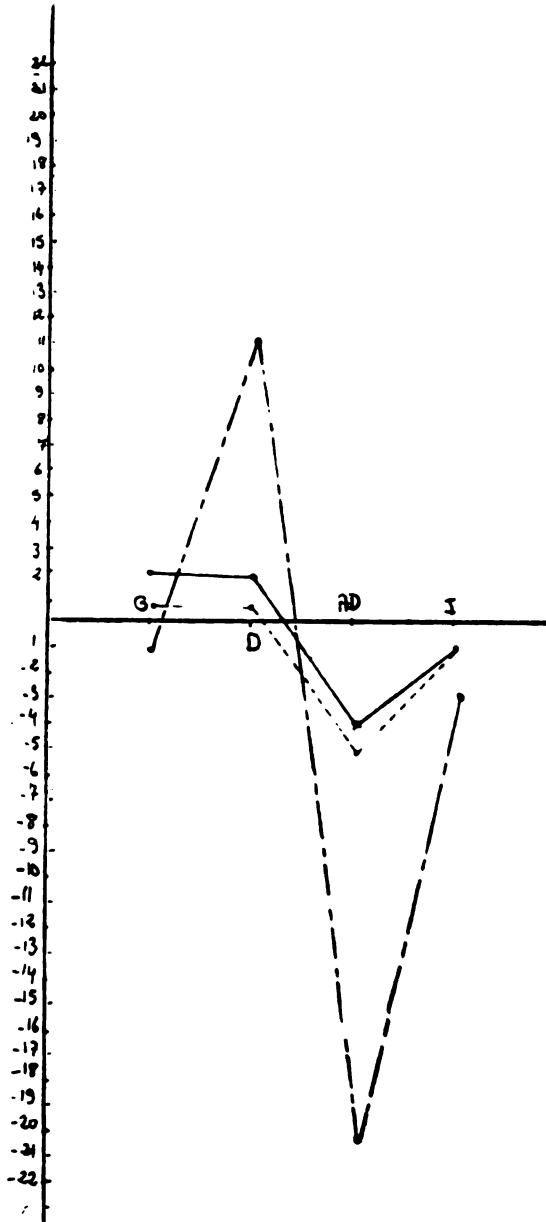
Figure 4.4--continued



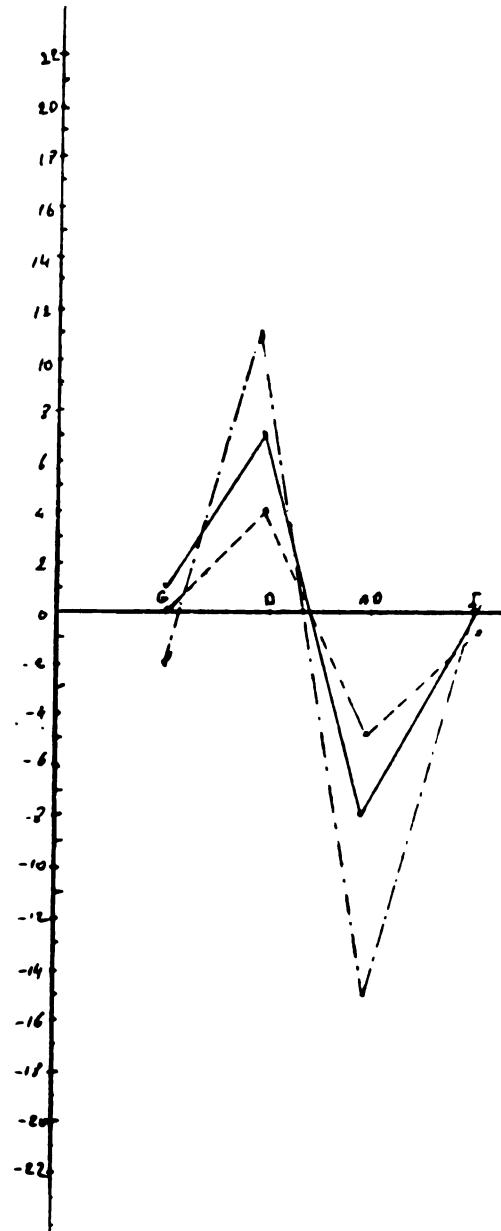
(11) Realization of proposals to the MOE concerning educational measures of the province.

(12) Promotion of proposals to the ministry of education concerning educational measures of the province.

Figure 4.4--continued

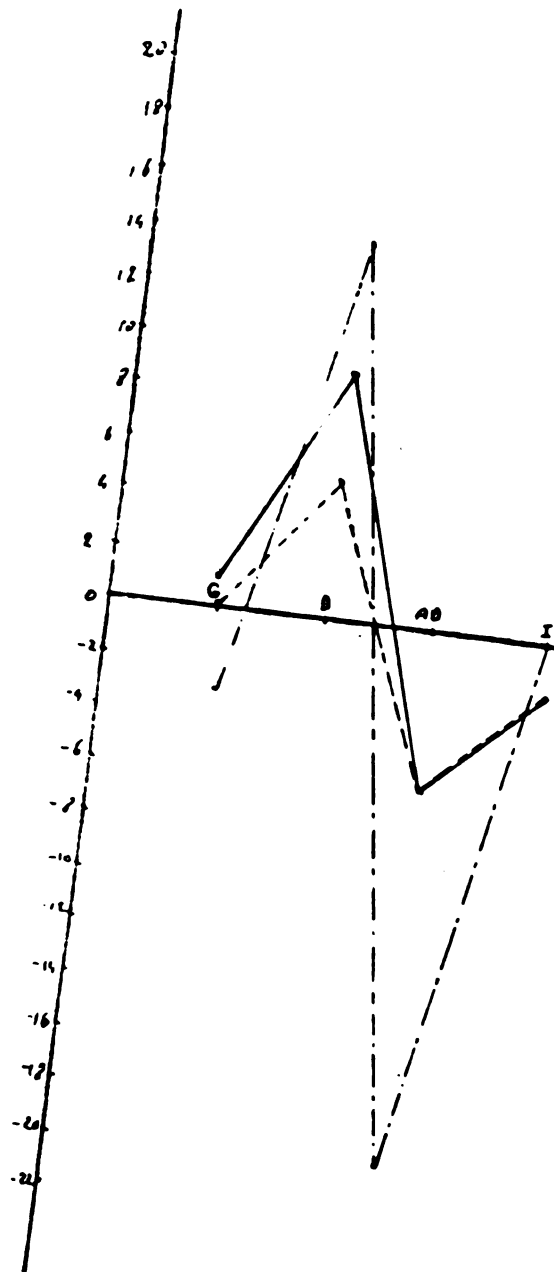


(13) Selection of the exam. board members for primary and secondary schools.

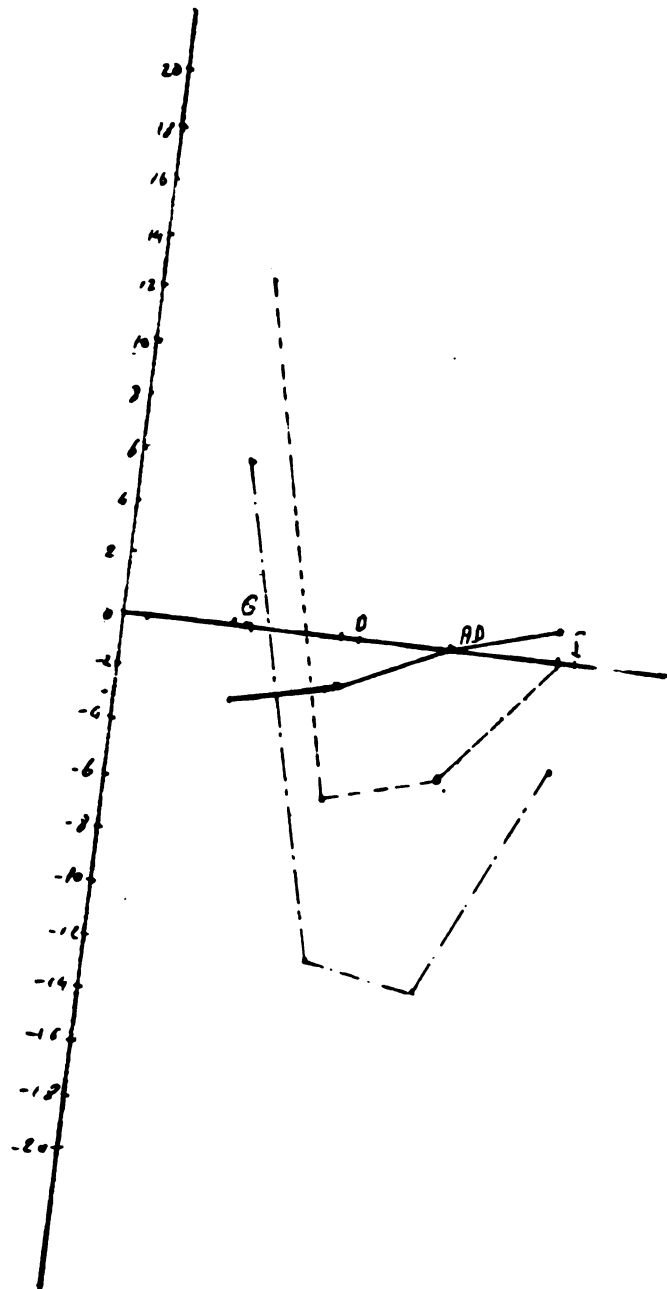


(14) Preparation of the syllabus of secondary schools with the co-operation of school directors.

Figure 4.4--continued

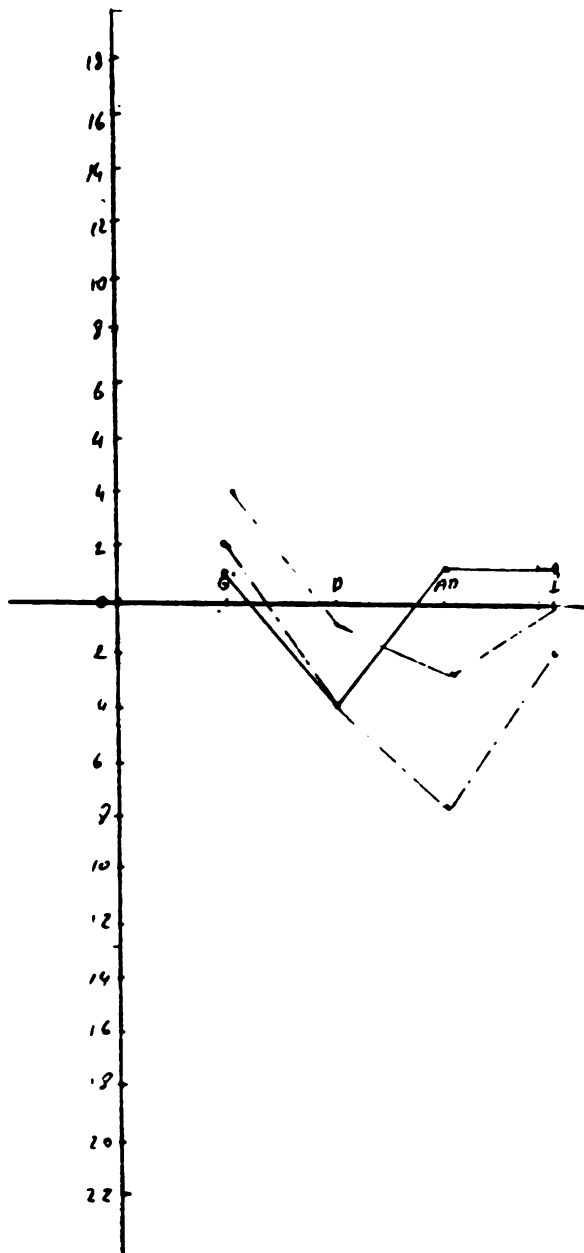


(15) Signing the primary or secondary school diplomas

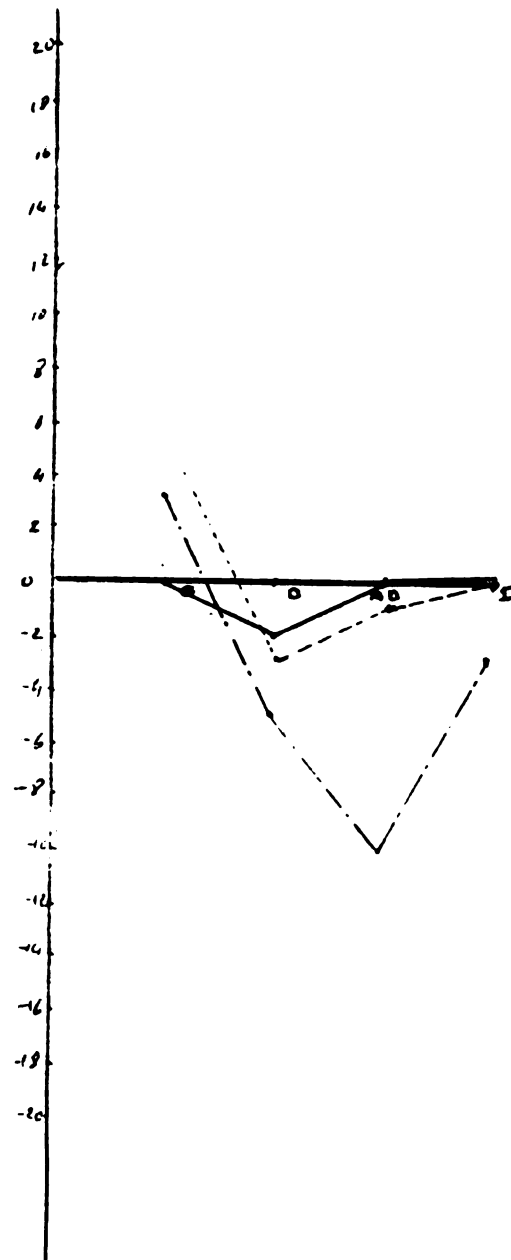


(16) Controlling application of the general policies of the MOE in educational processes.

Figure 4.4--continued

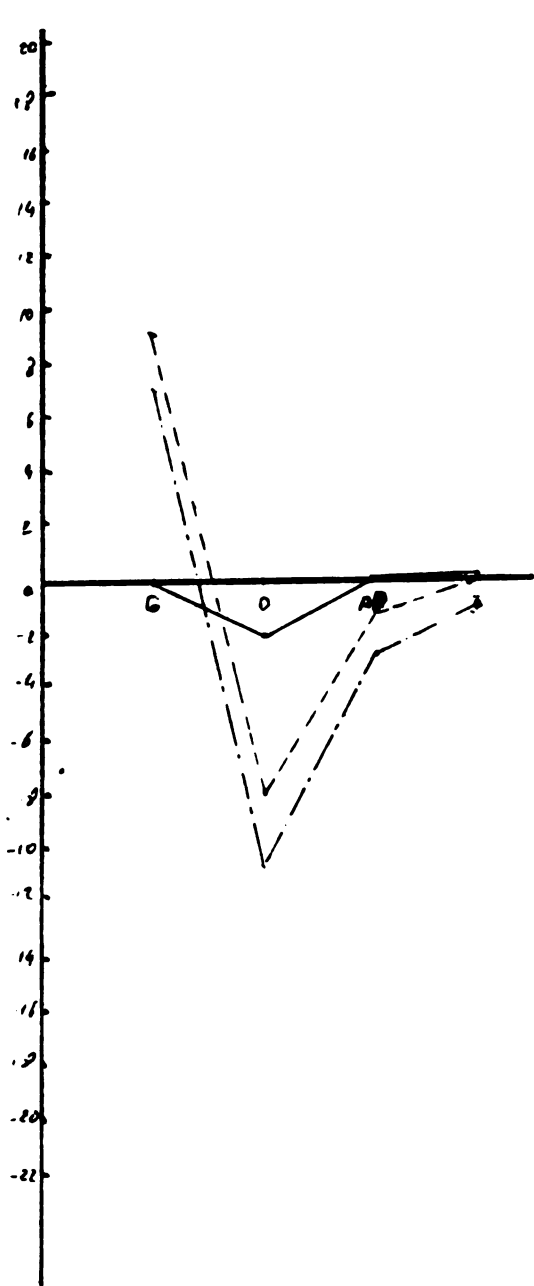


(17) Securing coordination with other units and organizations of the province.

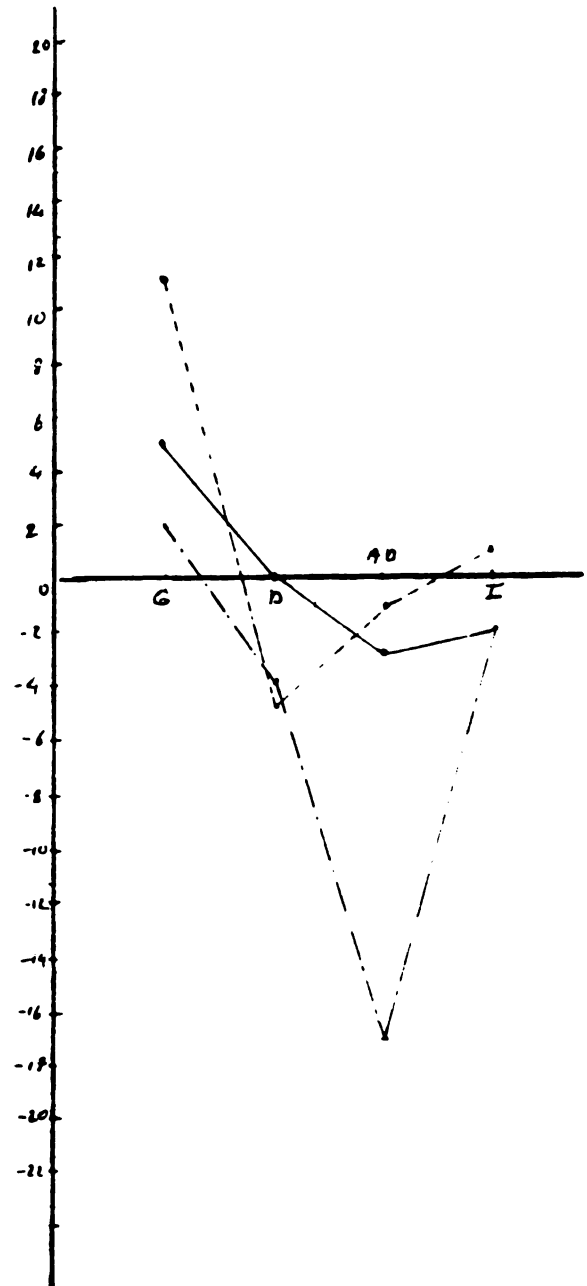


(18) Controlling application of duties of the related organizations or offices in providing funds, materials.

Figure 4.4--continued

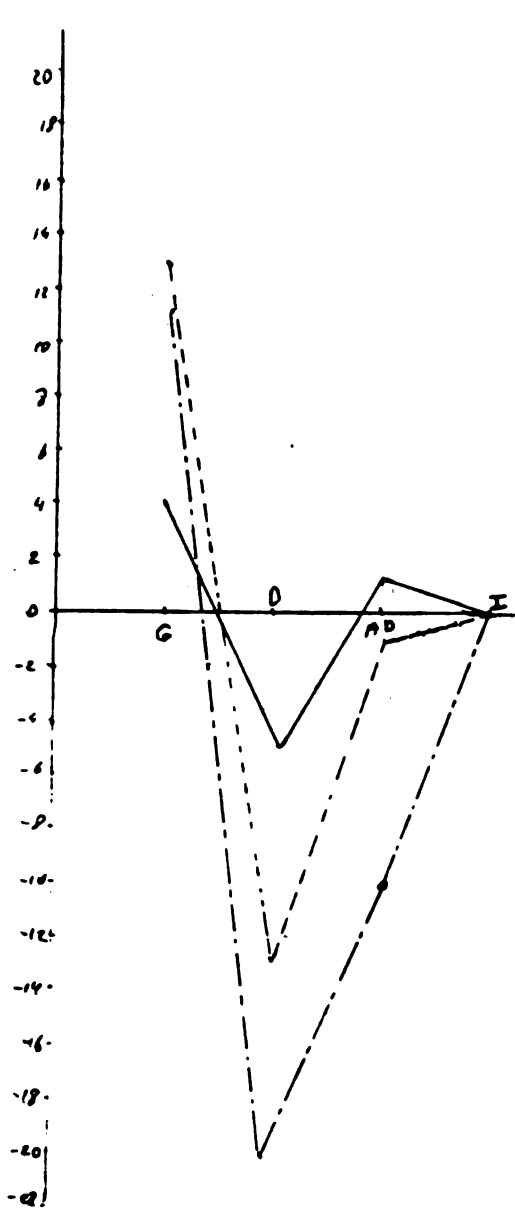


(19) Heading the educational administration of the province.

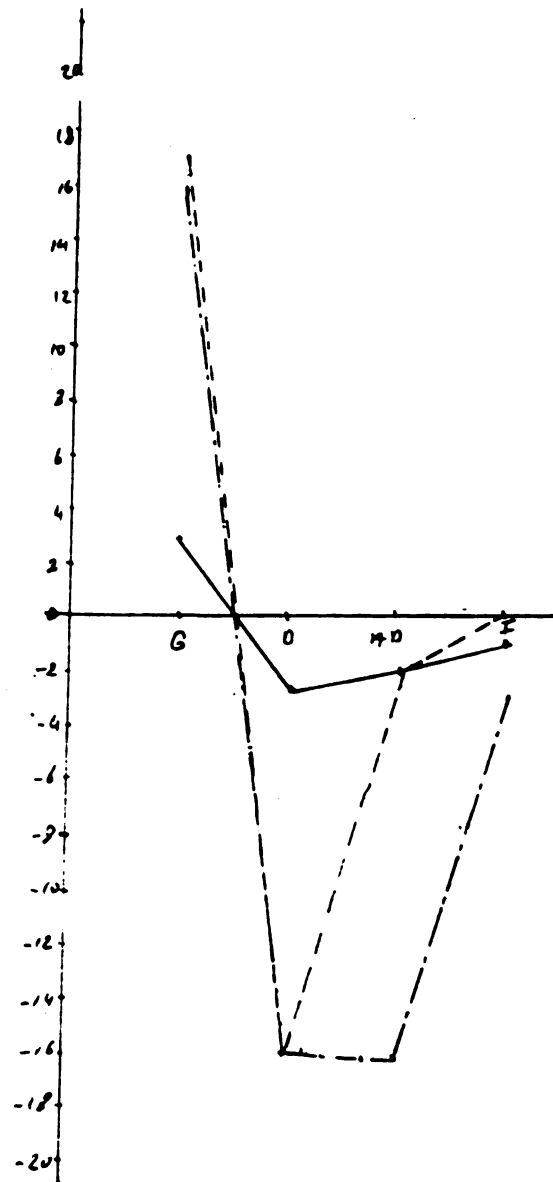


(20) Administering and controlling all educational organizations in the province.

Figure 4.4--continued

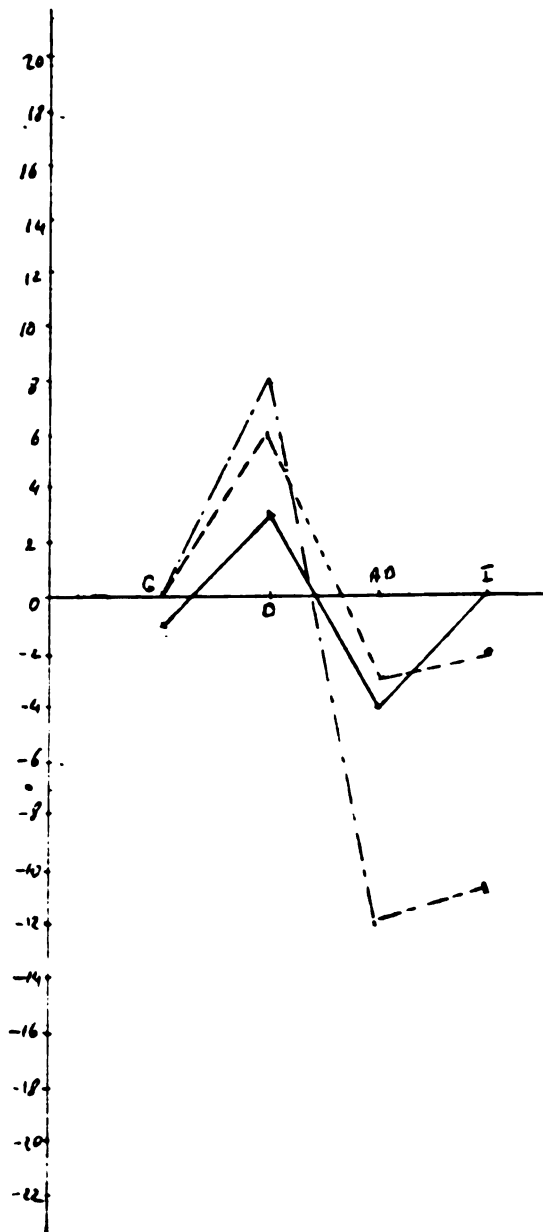


(21) Approval of official educational correspondence.



(22) Heading the primary education council.

Figure 4.4--continued



(23) Following up on the application of
the nutrition program of the province.

Figure 4.4--continued

Our data, so far, indicate quite clearly that our subjects in the three groups have expectations of duties which are quite different from their perceptions about their own duties and the duties of the other groups with whom they are supposed to work toward common goals. These differences become greater as the rank or level of the official becomes lower.

We believe the graphs in Figure 4.4 offer a useful way of studying group perceptions of duties, when they are laid alongside the data in Table 4.11. Thus, for example, with respect to Duty No. 1, "Determination of provincial educational plan targets": (a) the Governors perceive this duty as being carried out primarily by themselves and the Directors--therefore, their comparison differences are small, and their line in Graph 1 in Figure 4.4 is relatively level and close to the "0" base line--that is, the Governors perceive the duty as being carried out as it should be. (b) the Directors, on the other hand, perceive that this duty is being carried out by the Governors to a considerable extent, but they more frequently perceive the duty as being performed by themselves. Moreover, they expect the Governors should be even less involved than they perceive them in fact to be. Instead they expect the Assistant Directors and the Inspectors should be somewhat more involved, though only slightly more, and that this job should primarily be their own, even moreso than at present. Hence, the Directors' line in Graph (1) starts above the base line over the Governors' point and falls below the line with respect to their own and the other two offices. (c) the Assistant Directors, meanwhile, though perceiving themselves to be somewhat more involved presently in

planning than the others do, also perceive the job as being presently performed primarily by the Governors and Directors. They agree with the Directors that the Governors should be somewhat less involved and the Directors more involved. But, at the same time, they much more frequently expect that they themselves and the Inspectors, too, both should be much more involved in planning than they are at present. Hence, the Assistant Directors' line in Graph (1) falls well below the base line with respect to their own and the Inspectors' offices.

Thus, the graphs might be used with the data in Table 4.13 to work out similar interpretations for each duty. We may observe generally in the graphs: (a) the Governors' lines tend to be less variable than the others and tend to fall closer to the base line, suggesting that in the Governors' view: duties are presently distributed more nearly as they should be than in the others views; (b) the Directors' and Assistant Directors' lines tend generally to follow similar configurations, which suggests that they tend to look upon the matter of duty distributions in similar lights, though their configurations are often quite different from the Governors' views; (c) the Assistant Directors' lines, however, are the most variable, and their lines consistently register the lowest points on all the graphs, frequently with respect to their own offices, which suggests that they most clearly perceive distributions of duties to be different from what they should be and they themselves should be more frequently involved.

13. (55 to 65) Please grade the following problems relating to your duties according to their importance to you.

From our various preliminary data we identified eleven problems. These problems appeared to be generally accepted as important ones by the general public and by educational administrators at large as well as at the provincial level.

Therefore, we thought that it would be valuable to find out if differences in perceiving these problems by our three groups were significant, and to find out where the meaningful differences, if any, seemed to be located.

For these purposes we have examined the problems according to our three groups.

The problems which we included are listed below. The respondents marked them as "very important", "important" or "not a problem".

(Direction: Please grade the following problems relating to your duties according to their importance to you.)

1. Political pressure by the political members of the permanent committee for provincial administrative decisions, for appointment and transfer of primary school teachers and administrators, contrary to legal regulations.
2. Authority of councils, encompassing persons outside of the profession, dealing with the disciplinary matters of the primary school teachers.
3. Political pressure by the political members of the permanent committee for provincial administrative decisions, for construction of school buildings, contrary to the plan and program targets within their areas.

4. Insufficiency of decision making power, delegated by the Provincial Administrative Law, relating to educational services.
5. Not practicing specific criteria in appointments and transfers of the personnel in the Directorate of Education.
6. Insufficiency of salaries.
7. Insufficiency of delegation of authority concerning the supervision and control of teachers and administrators.
8. Lack of organization in the Directorate of provincial education concerning the proper and clear distribution of duties.
9. Time consuming bureaucratic operations.
10. Unrelated and conflicting orders, often requiring conflicting actions on the same matters, coming from different offices of the Ministry of Education.
11. Imbalance between duties and rights resulting from the magnitude of duties and insufficiency of rights.

1. Analysis of Problems According to Three Groups

a. Governors

In general, at least half of the Governors in our sample have felt that the eleven problems stated here were either "important" or "very important". Especially, problems 10 and 11 were considered as "very important" by more than 57 percent of the Governors.

Nobody has stated that problem 11 was "not a problem" (Table 4.13). Only the first problem was not considered as a problem by half

of the Governors, and problems 2, 3, and 7 were not considered as problems by more than 30 percent of the Governors.

On one hand, our data illustrate that Governors, in general, have considered the eleven problems rather important ones, but on the otherhand, we are not able to say, at this point, that the Governors have seen the problems significantly different.

b. Directors

Directors have tended to see all of the problems as "very important" ones, more so than "important". Percentages of Directors who have not seen the problems as "problems" were not more than twenty-five as a maximum. But again, all problems have been considered either as "important" or "very important" by the Directors. Especially, problems 11 (85.7%), 8 and 10 (more than 71%), and 3 (67%) were considered as "very important" problems by the majority of the Directors. In addition, all problems except problem 1, were considered as "very important" by more than half of the Directors (Table 4.14).

When we compare the responses of the Directors with the responses of the Governors, we see that the Directors tended to see the problems as more important than the Governors did.

c. Assistant Directors

Assistant Directors have mostly pointed out that these problems are "very important". The smallest percentage of Assistant Directors who have marked the problems as "very important" was for problem 4 (43%) (see Table 4.15).

The problems 6 (80%), 1 and 11 (77%), and 4 (75%) received more "very important" answers than the others, but in any case, Assistant

Directors have tended to see all problems more important than both Directors and Governors.

In addition, percentages of Assistant Directors who have not considered the problems really as "problems" have not seemed significant. For instance, only 14 percent of the Assistant Directors marked problem 9 as "not a problem" (Table 4.15).

Our data, to this point, illustrate that, as the rank of administrators becomes higher the importance given to the problems decreases. Namely, Assistant Directors tend to see the problems as more important than both Directors and Governors, and Directors see the problems as more important than Governors but less than Assistant Directors.

d. Total of Three Groups

We also performed an additional analysis of the problems--this time for the total of our three groups. Figure 4.5 illustrates that almost all members in the three groups have pointed out that the eleven problems, stated in this study, were either "very important" or "important". For instance, with the exceptions of problems 4 and 7, nearly 50 (or more than 50 percent) of our research subjects believed that these problems were "very important". The highest percentages in seeing the problems as "very important" were for problems 10 and 11 (nearly 75 and 65%), and everyone in this study has seen problem 11 either as "important" or as a "very important" one (Figure 4.5 and Appendix IV - 6).

In addition, we have tried to find out that if the mean differences of our research subjects' responses in terms of the importance

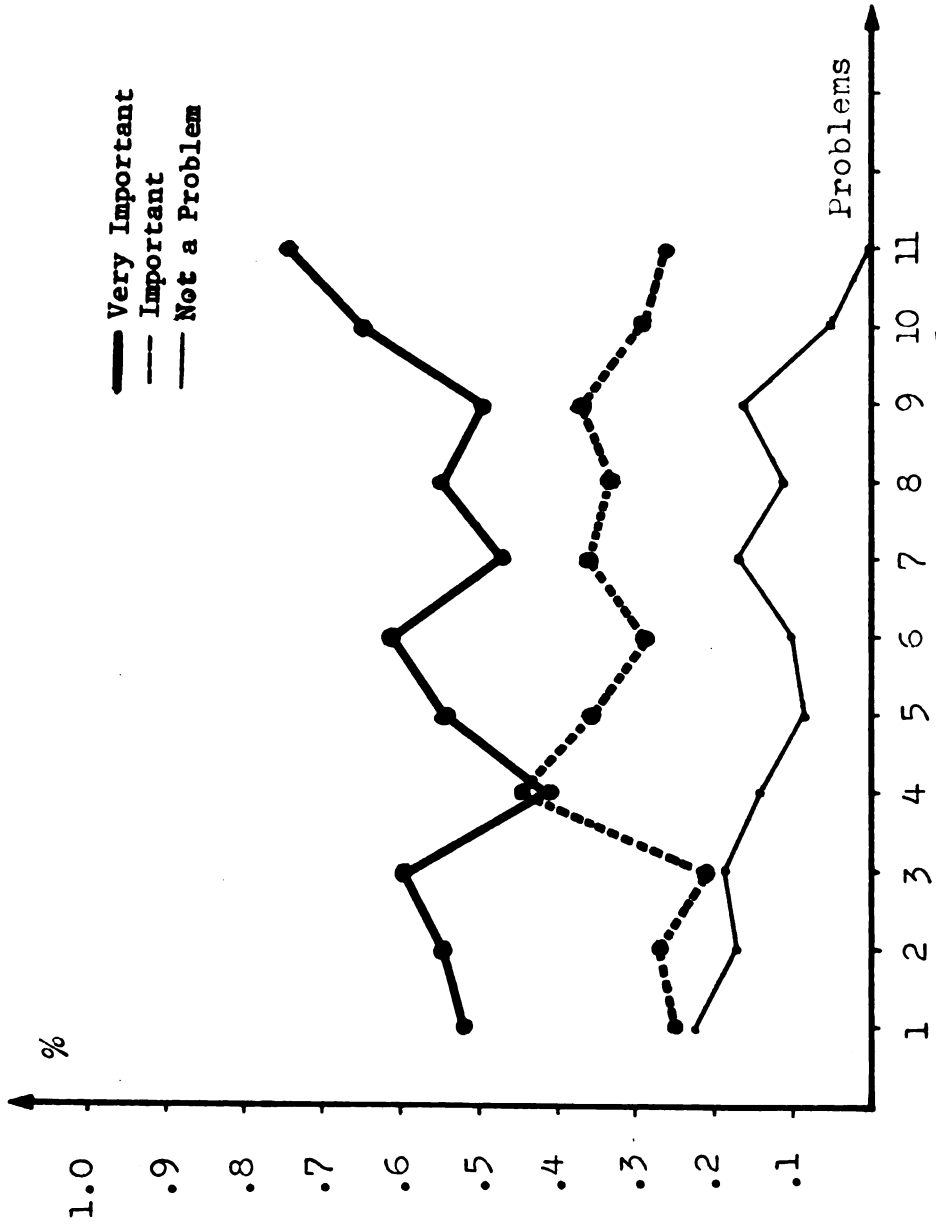


Figure 4.5. Importance of problems--total of three groups (all provinces).

of eleven problems have seemed significant, we have used one way ANOVA, and developed the related tables (Appendices IV - 3, 4, 5, and 7).

We have observed in these tables that since the $F_{10,22}$ (.95) value of 2.30 is greater than the F ratio we observed for Governors, Directors, Assistant Directors in all provinces, and all members of these three groups, none of the mean differences in these groups in perceiving our eleven problems appeared significant at the .05 level.

e. Between Groups

We have also analyzed the differences in perceiving the problems among our three groups. For this purpose, we developed an input matrix of weighted means and measured them (Appendix IV - 8). Then, we used one way ANOVA, and found out that between the means of Governors, Directors and Assistant Directors the differences seemed significant at the .05 level (Appendix IV - 9).

In order to follow-up where the significant differences are located, we have used Scheffée technique and developed an S table (Appendix IV - 10), and marked the significantly differing pairs (Table 4.16, on the following page).

As we observed in this table, problems 11 and 10 appear as the ones which are paired most often in terms of having significant differences. The places of differences in paired problems among the groups are indicated below.

Differences in Pairs ($\alpha = .05$) (paired problems)	
1 - 6,10,11	6 - 7,9,11
2 - 10,11	7 - 10,11
3 - 10,11	8 - 11
4 - 5,6,10,11	9 - 10,11
5 - 11	

Table 4.16. S Table Between Groups (All Provinces)

[illegible]

At this point of our study, we are able to indicate only that over all the Governors seem to have perceived our pre-set questions significantly differently from the Directors and from their Assistants. Our data do not provide any further indications about the reasons, and types of these differences or lack of differences. But we may further suggest that these types of differences might be expected between public administrators on the one hand and educational administrators on the other, in this type of organizational setting. In general, and at least officially, most of the power and authority at the provincial level are in the hands of the chief public administrator of the province, namely the Governor.

2. Analysis of Problems According to Ages

As we remember from the beginning of this chapter, the differences between the ages of Governors and Directors, and between Governors and Assistant Directors were not very different.

We thought that it might be possible to find some meaningful differences between or among the sample groups in perceiving the problems which might relate to age, and which might be used effectively in preparation, selection and transfer procedures at the provincial level.

With this in mind, we computed the mean values separately for different age groups of our samples. But, since there was no Governor younger than 41, and since sample sizes were quite small, we reorganized the age groups and data accordingly; namely, as "older than 40", "older than 45", and then "older than 50". Of course, in the age group of "older than 40" all persons over 40 years of age have been included; but by finding out the differences for the other two groups in the

same way we have been able to point out the differences between the group of "older than 50" for instance, and the group of "older than 40".

In addition, in our computation we gave the values of 3, 2, and 1 to the choices of "very important problem", "important problem" and "not a problem", respectively. After this, we computed the results and looked for the meaningful differences in sample groups separately. We did the same thing for the whole group consisting of all three samples.

a. Governors (40 Years Old and Over)

We used the previous procedure first for the Governors, and developed the Appendix IV - 11 and Figure 4.6 below.

Governors, in general, have not seemed entirely homogeneous in terms of grading the problems as "very important", "important" or not seeing them as problems at all. While more than half of the Governors believed that problem 1 was "not a problem", nearly 60 percent believed that problems 10 and 11 were "very important" ones. But the ideas for the other problems were quite varied. For instance, nearly the same proportions of Governors have marked problem 7 in three different ways--"very important", "important", and "not a problem".

b. Directors (40 Years Old and Over)

Directors who were more than 40 have reported that the problems are mostly considered as "very important" or "important" by them. With the exceptions of problems 1, 6, and 9 all others were seen as "very important" ones by over 50 percent of the Directors in this group.

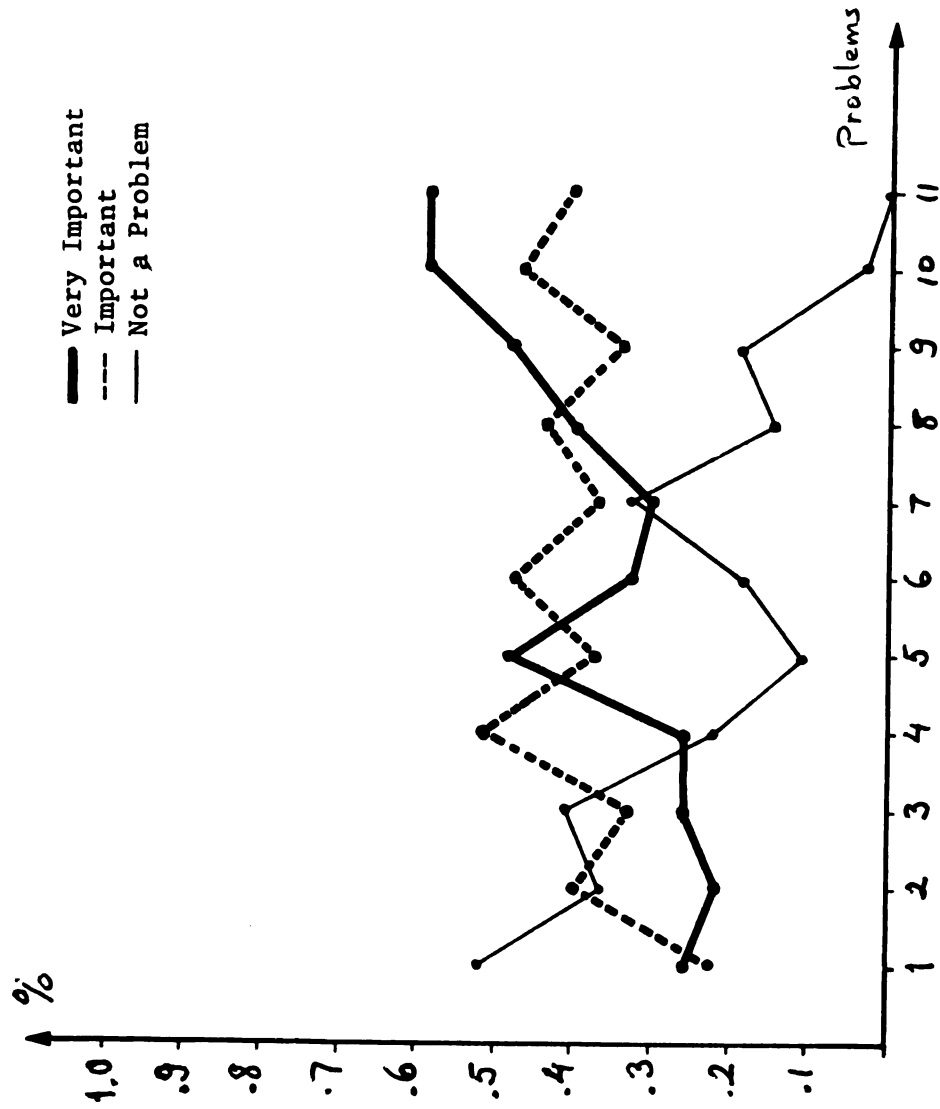


Figure 4.6. Importance of problems for Governors (All Governors 40 years of age and older, or Graduates of the Faculty of Political Science).

Problem 11 was the one which was seen as "important" by the highest percentage of the respondents (more than 80%). In addition, more than 20 percent have reported that problems 1 and 3 would not be considered as "problems". Again, the general trend here was similar to the one which is seen in different groups of Directors and Governors in terms of seeing the problems (Figure 4.7 and Appendix IV - 12).

c. Assistant Directors (40 Years Old and Over)

With the exception of problem 4, all of the eleven problems have been considered as "very important" by 50 percent or more of the Assistant Directors who are forty or over forty years old.

Not more than a maximum 15 percent of respondents have marked the problems as "not problems". In general, all problems have been marked as either "important", or "very important" (Figure 4.8 and Appendix IV - 13).

Again, problem 11 was the one that all respondents marked either "important" or as a "very important" one; but most (nearly 80%) of the Assistant Directors considered it a "very important" problem.

d. Total of Groups (Persons More Than 40 Years of Age)

As we observe in Figure 4.9 nearly all problems have been reported as "very important" by nearly 50 percent of our total research subjects who are more than 40 years of age.

Around 20 percent of our subjects believed that problems 2, 3, and 7, and more than 25 percent of them believed that problem 1 was "not a problem". But none of the other problems were reported as "not a problem" even by 20 percent of the respondents. In addition,

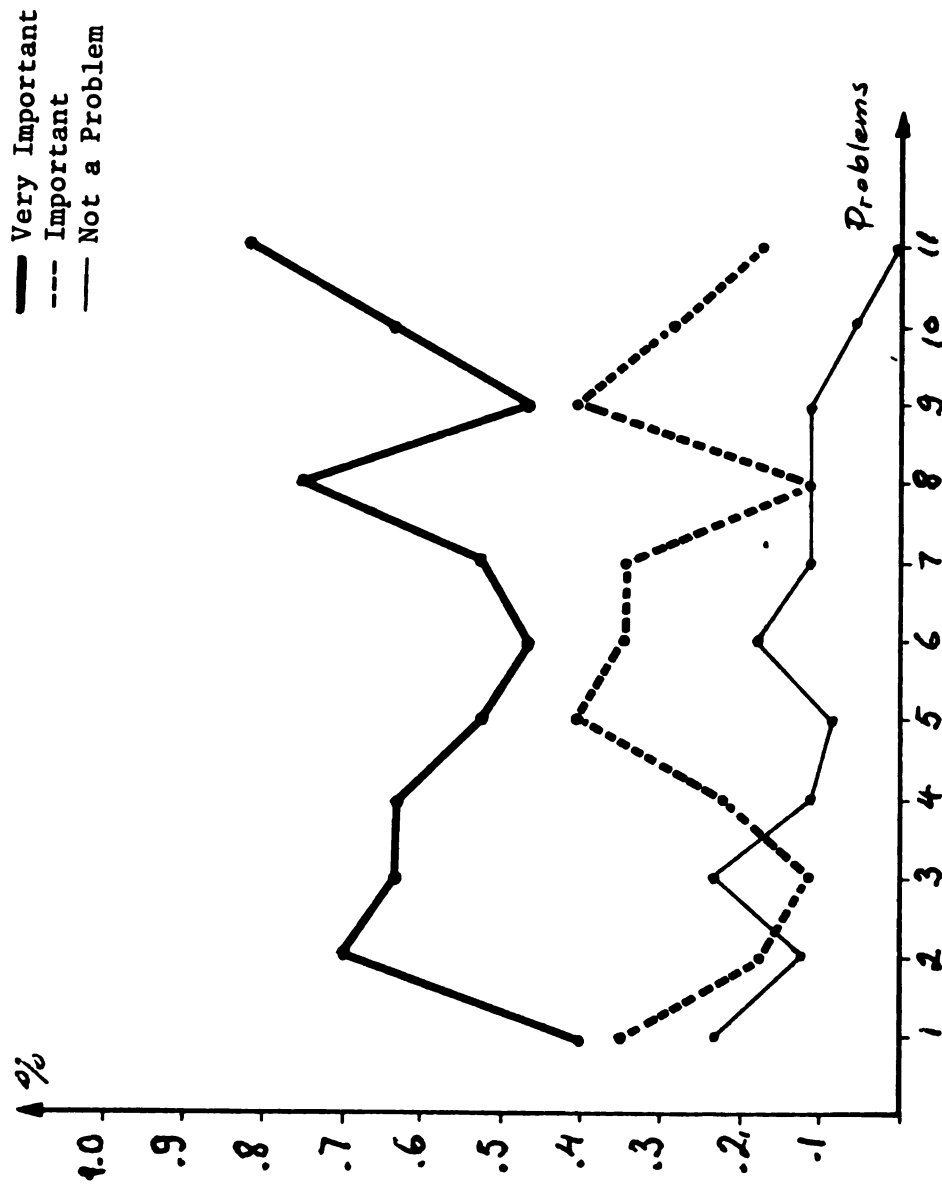


Figure 4.7. Importance of problems by Directors (40 years of age or older).

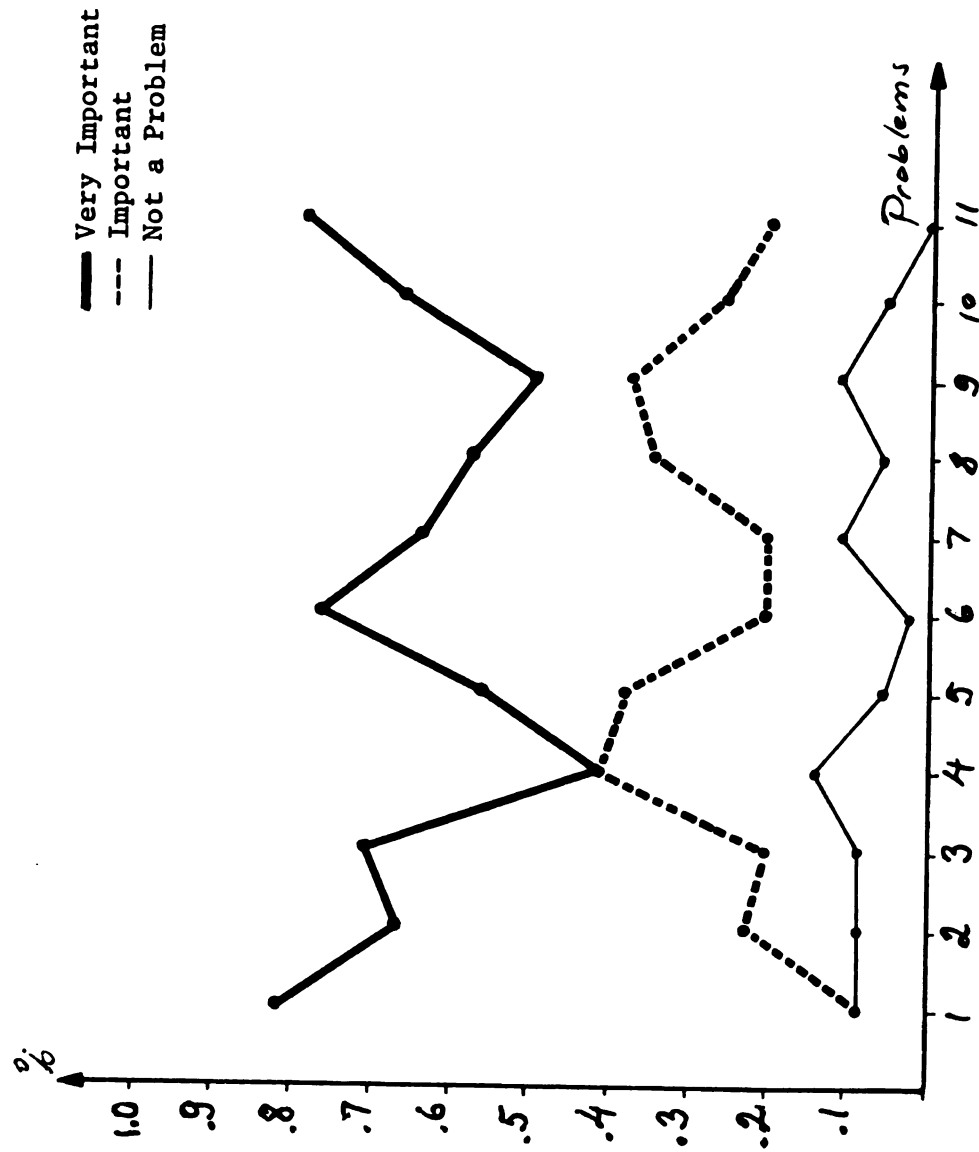


Figure 4.8. Importance of problems by Assistant Directors (40 years of age or older).

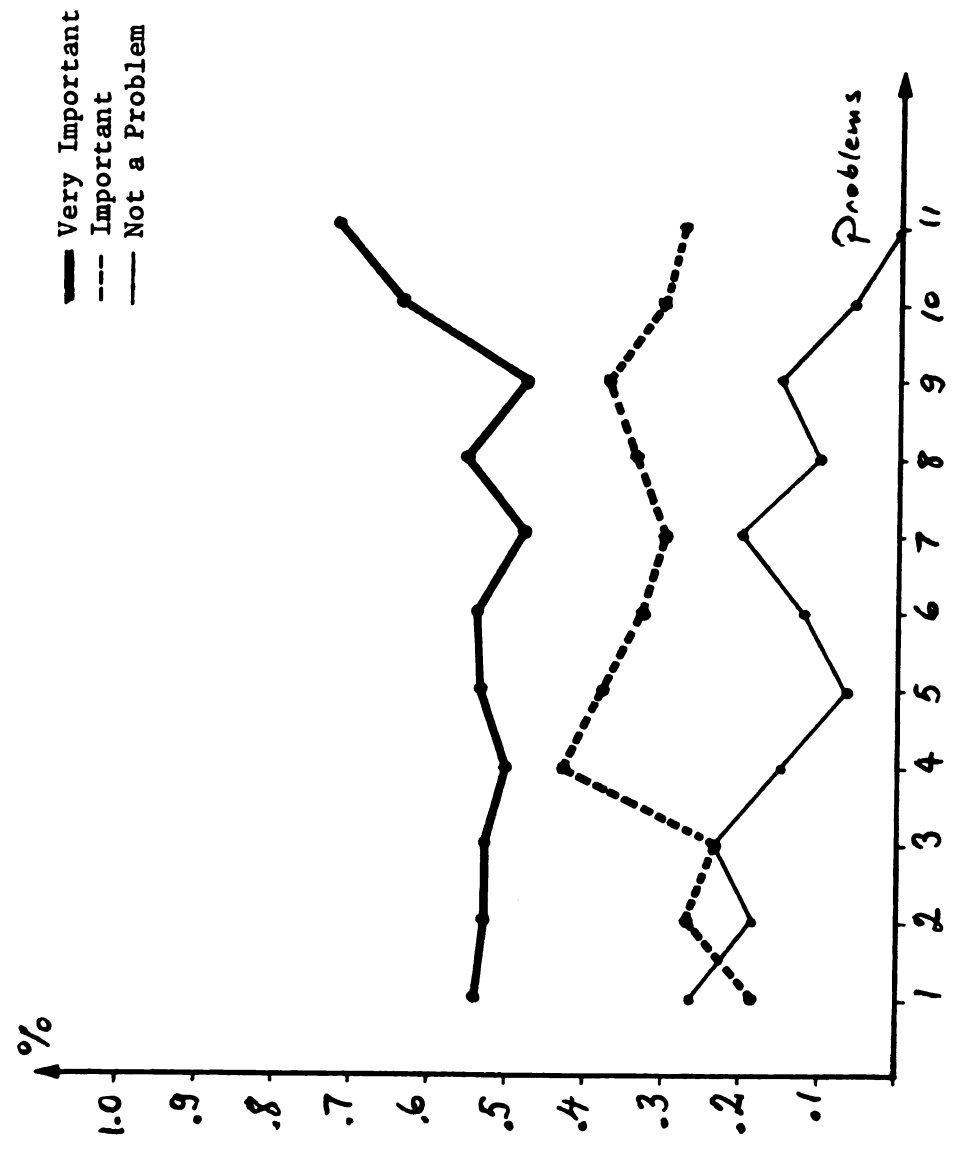


Figure 4.9. Importance of problems--total of three groups (40 years of age or older).

problem 11 was considered as a "very important" one by more than 70 percent, and none of the persons in this group reported the same problem as "not a problem".

The second highest support "very important" was given to problem 10, and this was consistent up to this point with both problems 11 and 10.

In order to check if there were some differences which seem significant in terms of perceiving our eleven problems by our three groups, which are re-categorized according to their ages, as Governors, Directors, Assistant Directors, and total group members who were forty years old and over, we developed ANOVA tables for Governors (Appendix IV - 3), Directors (Appendix IV - 15), Assistant Directors IV - 16), and for the members of all three groups (Appendix IV - 17). We have observed in these tables that there seemed no significant differences in these four groups between the mean ages of the research subjects and their perceptions of our eleven problems categorized as "very important", "important", and "not a problem", at the .05 level of significance.

e. Between Groups (Persons More Than
40 Years of Age)

Since we have observed no significant differences between the mean ages of our four previous groups, we tried to find out the situation of "between groups" which were three groups consisting of, forty years old and older, Governors, Directors, and Assistant Directors in this study.

For this reason, we have developed an input matrix of weighted means for analysis of variance (Appendix IV - 18), and an ANOVA table (Appendix IV - 19). As we seen in this table there seems some significant differences between the mean ages of our three groups, which consisted of forty years old and older Governors, Directors, and Assistant Directors in this study, and their perceptions of eleven problems, at the .05 level of significance.

Since we have observed some significant differences here we have also developed an S table (Appendix IV - 20) by using Scheffée technique.

Later, we show where the significant areas of differences between three groups are located (Table 4.17). Again, problems 11 and 10 were matched more frequently with various other problems as being significantly different at the .05 level.

f. Governors (45 Years of Age and Older)

In this group, nearly 50 percent of the Governors believed that problems 5 and 9; and around 60 percent believed that problem 11; and more than 65 percent believed that problem 10 were "very important", but more than 50 percent of the Governors who were over 45 years old have pointed out that problem 1 was "not a problem" at all (Figure 4.10).

In addition, the support in this group for the eleven problems, in general, was not very very strong in terms of seeing them as "important" or "very important", as we compare it with some other figures; such as, the support of Directors and Assistant Directors for the same problems. Again, the situation seems quite consistent for problems 11 and 10. Problem 11 was not given any "not a problem" response, and both problems had high percentages of "very important" answers (see also Appendix IV - 21).

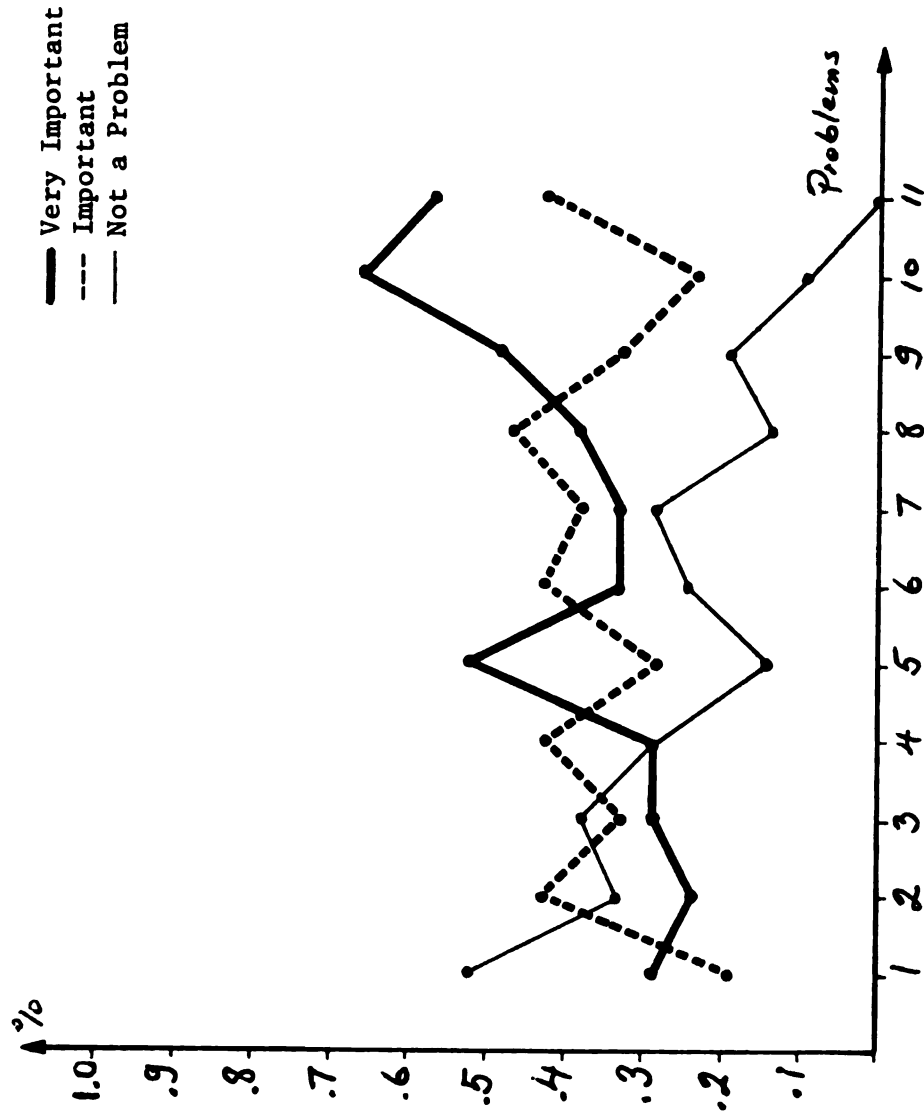


Figure 4.10. Importance of problems by Governors (45 and older).

g. Directors (45 Years of Age and Older)

Figure 4.11 (also Appendix IV - 22) illustrates that more than 50 percent of the Directors, who are over 45, have reported all problems as "very important" except problems 1 and 9.

The other portion is divided quite closely between the alternatives of seeing the problems as "important" or "not a problem". But, for some problems, one or the other alternatives between these two is selected by more respondents. It was very clear that this group of Directors saw the problems, in general, as "more important" ones.

h. Assistant Directors (45 Years of Age and Older)

With the exception of problem 4, all problems were considered as "very important" by at least 45 percent of the Assistant Directors in this group. Especially, problem 1 (over 90%), problems 3, 6, and 11 (more than 75%, or near 75%) were among the ones which a considerable portion of the Assistant Directors observed as "very important" problems.

Percentages of not seeing the 11 problems here as problems have never reached 20 percent (Figure 4.12), and Appendix IV - 23).

As we observed here, again, Assistant Directors in this group have tended to see the problems more important than the other two groups (Governors and Directors).

i. Total of Groups (Persons More than 45 Years of Age)

In this study, except for problems 2, 4, and 9, all other problems have been considered as "very important" by at least 50 percent of our respondents who were over 45 years of age.

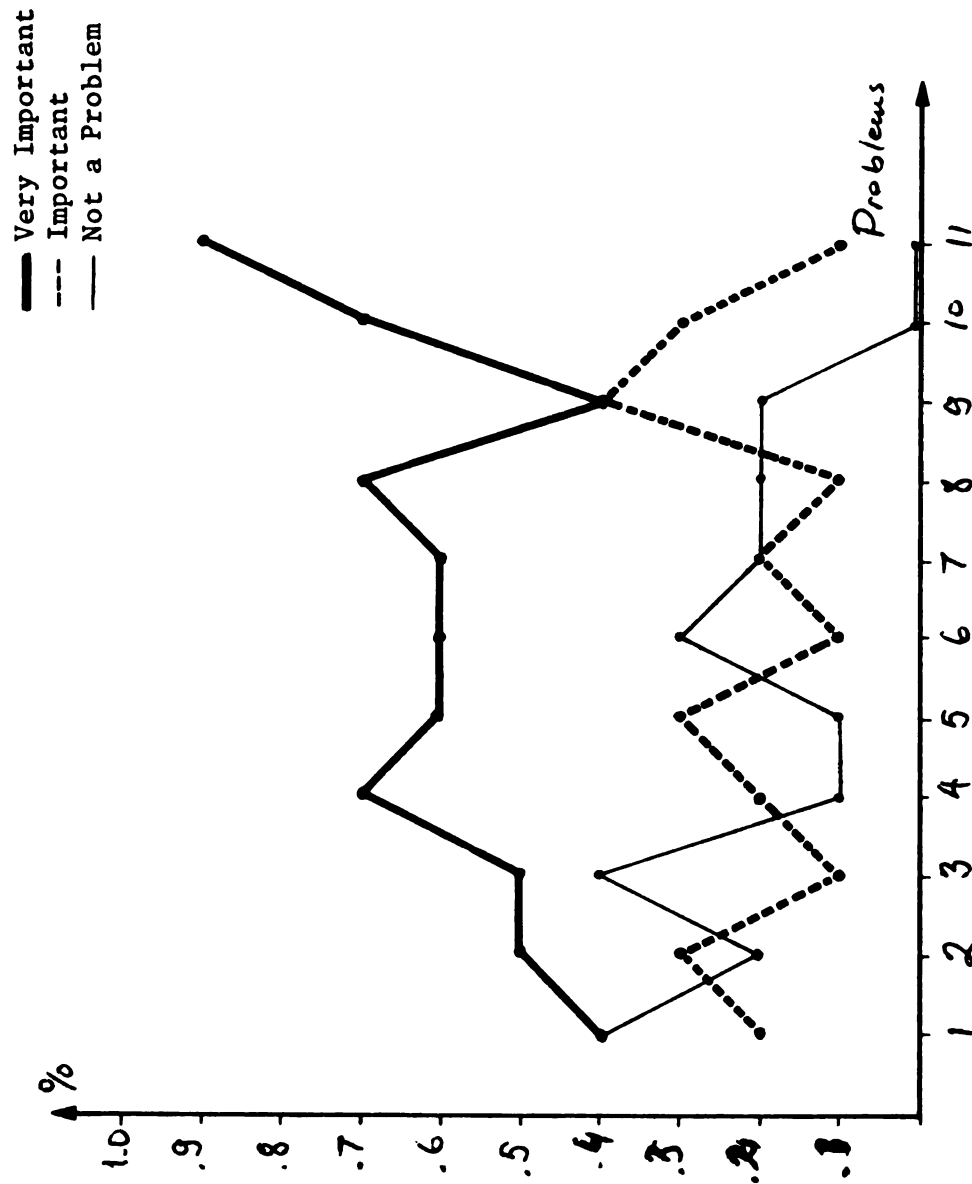


Figure 4.11. Importance of problems by Directors (45 years of age and older).

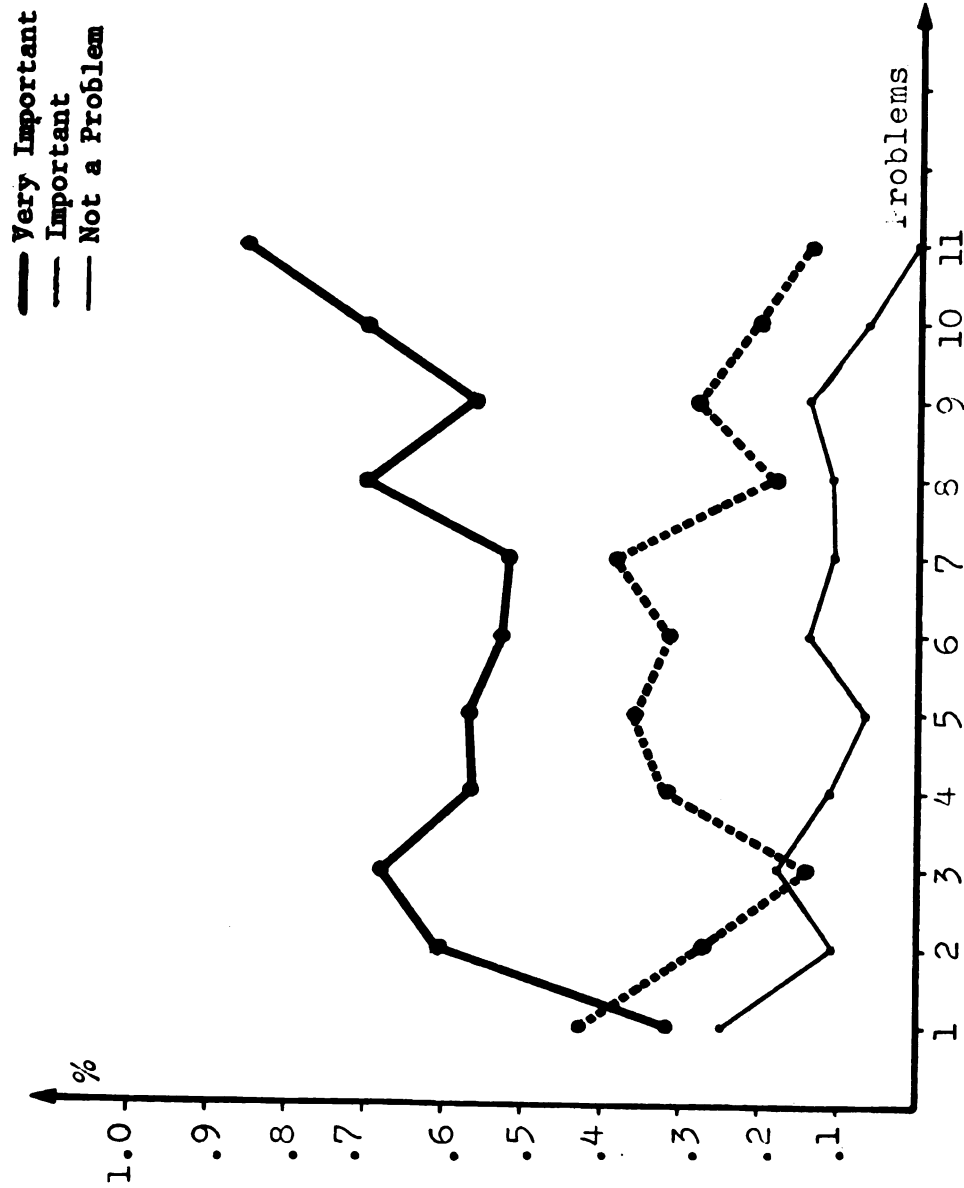


Figure 4.12. Importance of problems by Assistant Directors (45 years of age and older).

Problems 11 and 10 were, again, seen as "very important" by the greatest percentage (around 80%) in this group. In addition, all respondents have seen problem 11 either "very important" or "important", and it was the same problem again which received the highest percentage (30%) of "not a problem" answer among all problems (Figure 4.13 and Appendix IV - 24).

In addition, we have searched the differences between all persons in the total sample, more than 45 years of age, and their perceptions of problems.

So far, we have explored, in this section of our study, the situation of our sample groups in terms of their perceptions of problems; namely, seeing the problems as "very important", "important", or not considering them as problems at all by marking as "not a problem". Also, we have tried to illustrate the ideas of our research subjects here by using the percentages of the answers given to each alternative and by developing some figures. Of course, our figures have not illustrated exactly the degrees or places of differences in related groups. For this reason, we have followed up the results a little further for each group as we have done previously. We have searched if differences between the members of these groups of Governors, Directors, and Assistant Directors, who are forty-five years of age and older, and all persons in these three groups and mean values of their answers in terms of their perceptions of problems, seemed significant at the .05 level. Our data have illustrated that these differences are not significant (Appendices IV - 25, 26, 27 and 28).

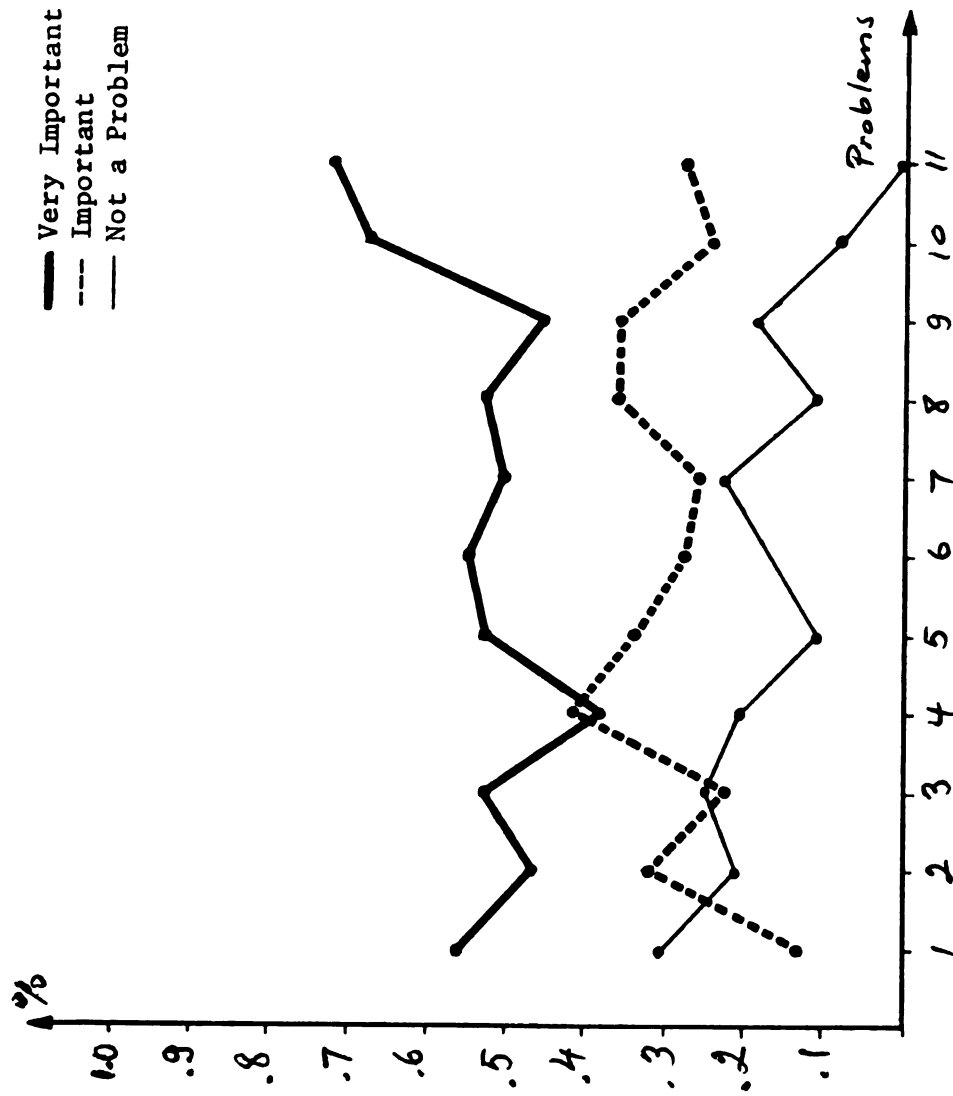


Figure 4.13. Importance of problems--total of groups (45 years of age and older).

j. Between Groups (Persons 45 Years of Age and Older)

We have found that the differences between three groups of subjects, in this study, forty-five years of age and older, and their perceptions of problems, in terms of importance, have seemed significant at the .05 level (Appendices IV - 29 and 30).

When we follow up further (Appendix IV - 31) we see that problems 11 and 10 seem to pair more times with the other problems in terms of being significantly different (Table 4.18).

k. Governors (50 Years of Age and Older)

Governors, in general, are located in this group. For this reason, it is quite safe to point out that our data may be considered more representative of Governors.

As we observed here (Figure 4.14 and Appendix IV - 32), 55 percent of the Governors, who are over 50, reported problems 5 and 11; more than 75 percent of them have considered problem 10 as "very important". The rest of the problems are marked either as "important" problems, or "not a problem" by similar numbers of the respondents. Problem 11 was supported as "important" or "very important" by all members of this group.

l. Directors (50 Years of Age and Older)

At least 55 percent of the Directors considered the problems as "very important", except for problems 1, 2, 3, 7, and 9. The percentage of answers "not a problem" was more than the answers of being "important".

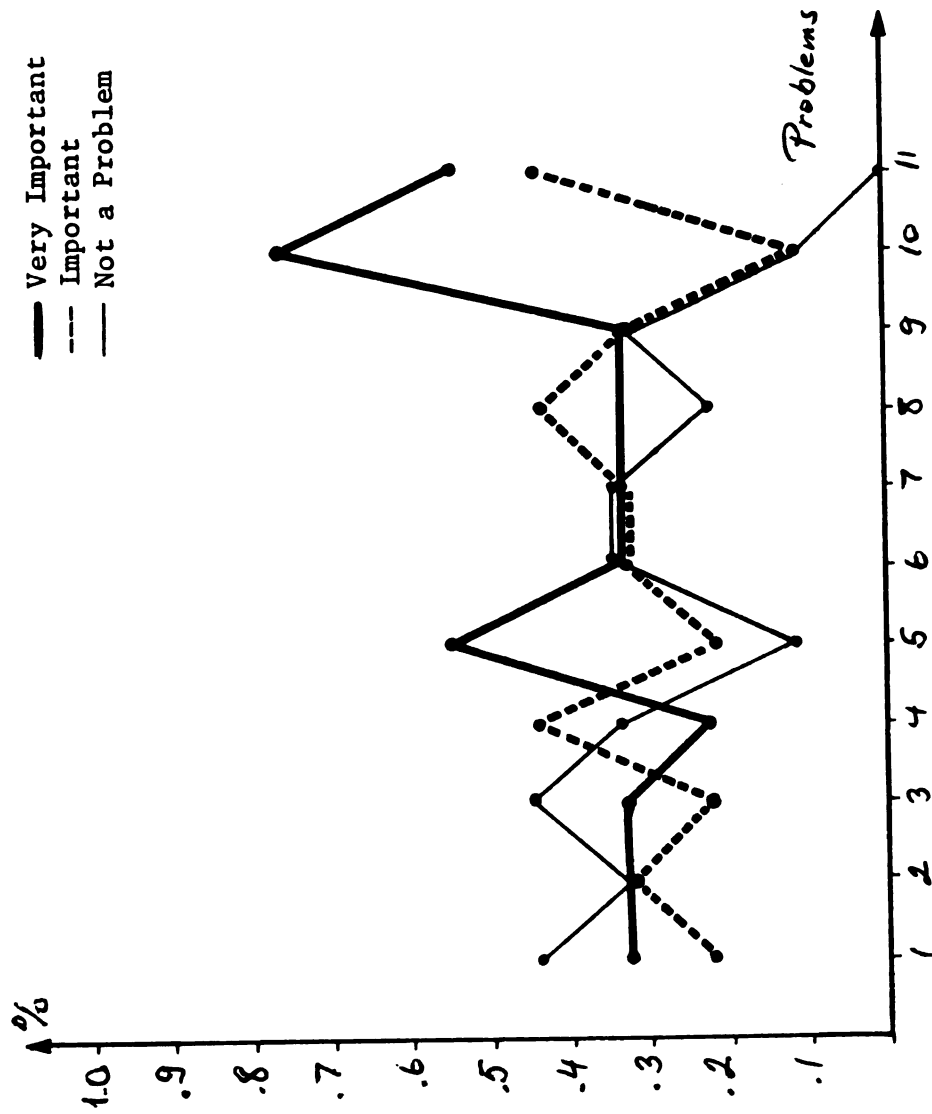


Figure 4.14. Importance of problems by Governors (50 years of age or older).

In addition, almost an equal percentage of Directors, over 50, have reported problems 1, 2, 3 and 9 as "very important" and at the same time as "not a problem", but none of the respondents reported problems 11 and 10 as "not a problem" (Figure 4.15 and Appendix IV - 33).

m. Assistant Directors (50 Years of Age and Older)

Assistant Directors who were more than 50 years of age tended to report that the eleven problems were either "very important" or "important". Not more than 11 percent of them reported that one or more of these problems were "not a problem" (Figure 4.16 and Appendix IV - 34).

Nearly 90 percent pointed out that problem 1 was "very important". Second highest percentage, in believing the problems as "very important", were located with problems 6 and 11 (66%). Only about 10 percent responded that problems 5, 7, 9, and 10 did not seem "problems" to them. There was no one reporting that any of the other 7 problems were not considered as problems.

As we have seen in previous sections, especially in the groups of over forty-year-old members, Assistant Directors also saw the problems as more important than the others (Governors and Directors).

n. Total of Groups (Persons 50 Years of Age and Older)

Our respondents over 50 years of age have strongly reported that problems 11 (about 80%); 10 (about 75%); and 5 (about 65%) were "very important" (Figure 4.17 and Appendix IV - 35). Problem 9 was considered by more respondents (about 50%) as "important" than it was considered

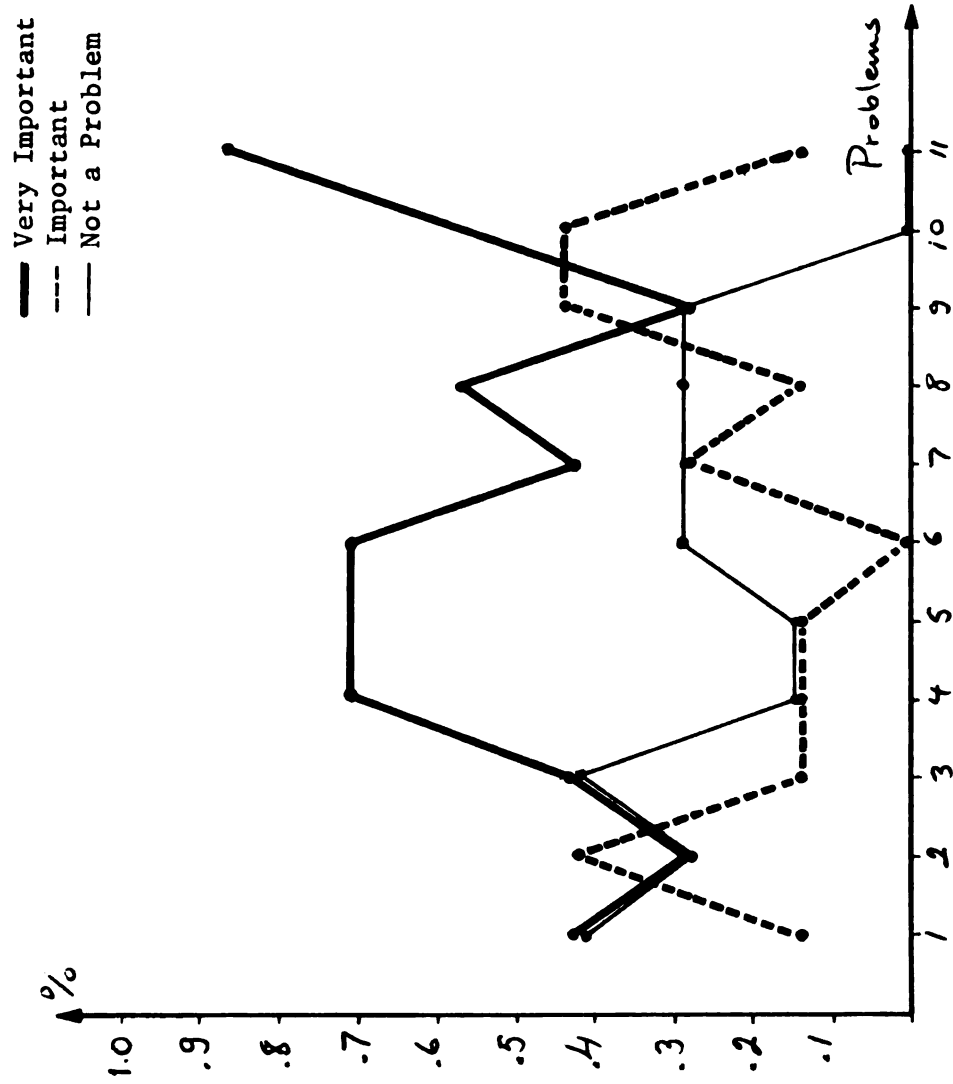


Figure 4.15. Importance of problems by Directors (50 years of age and older).

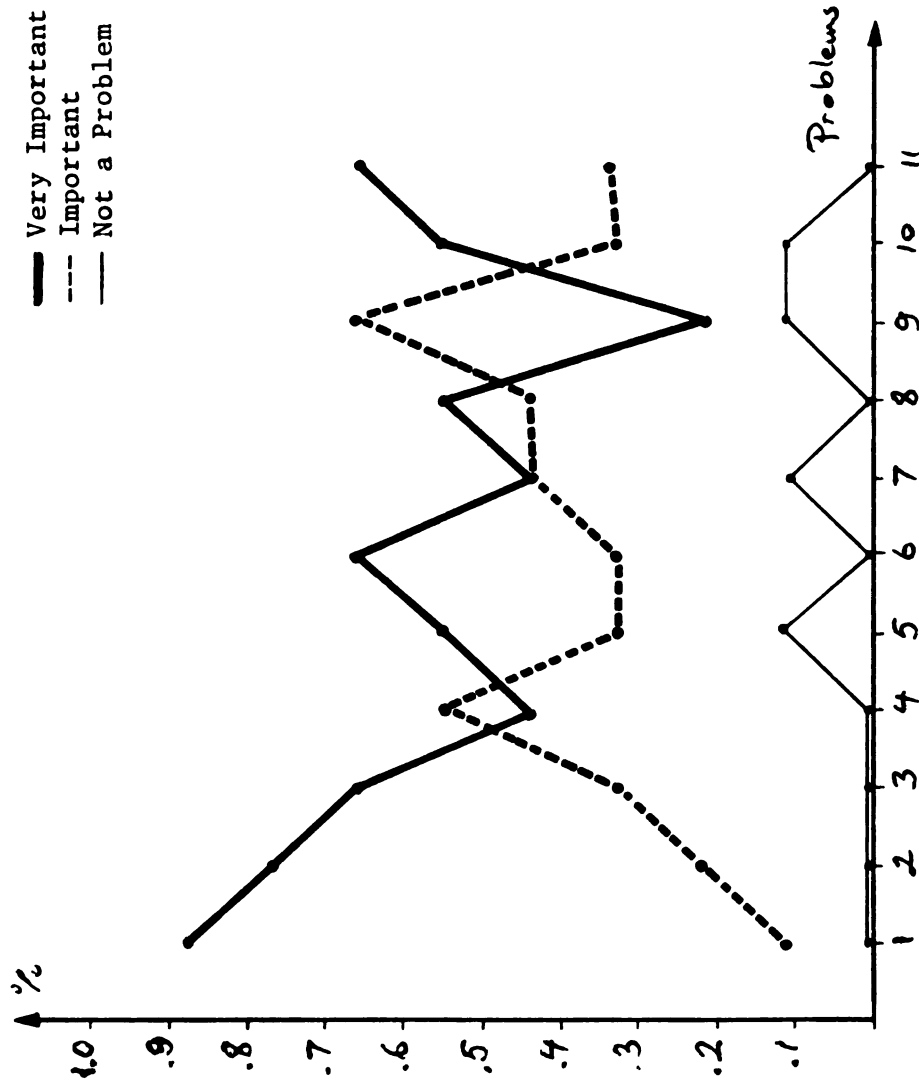


Figure 4.16. Importance of Problems by Assistant Directors (50 years of age and older).

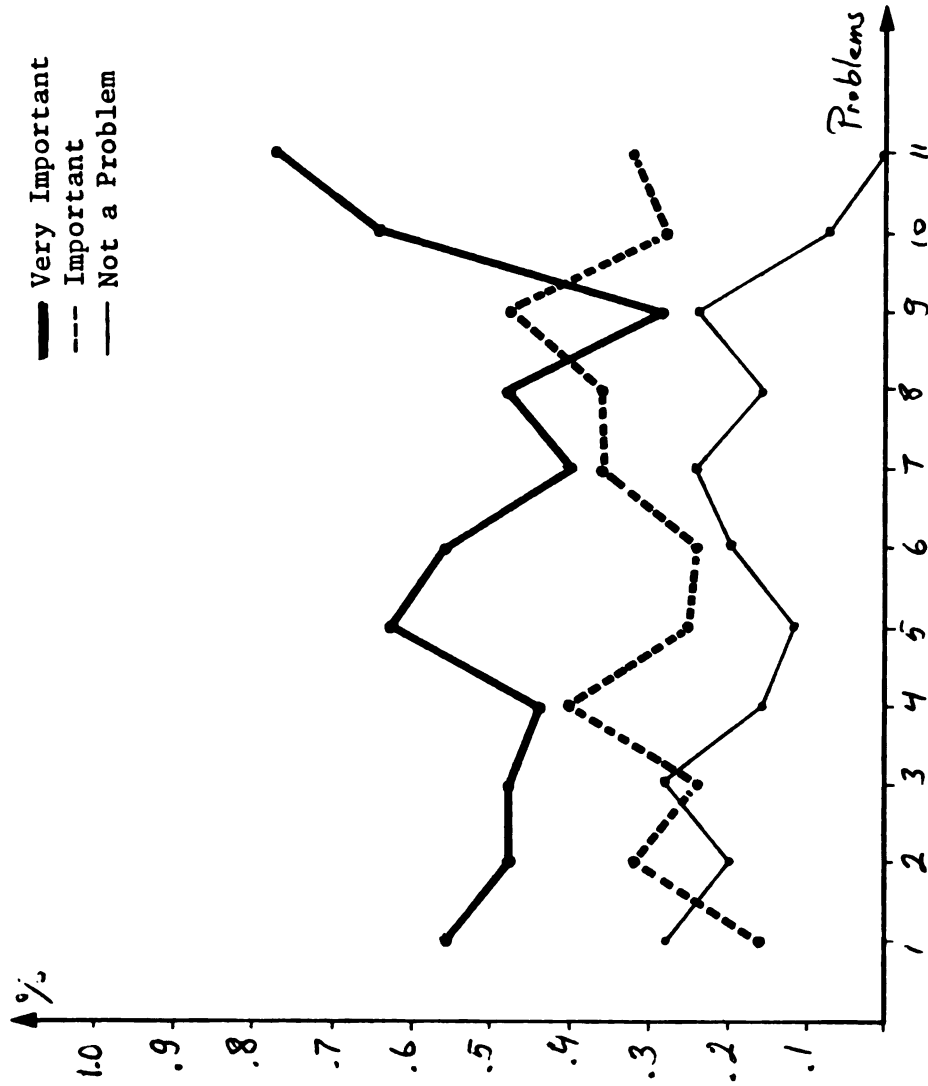


Figure 4.17. Importance of problems--total of groups (50 years of age and older).

as "very important" (about 30%). But problems 1 and 3 (both 28%) were seen more as "not a problem" in this group than they were seen as "important". The last one, problem 11 had the highest percentage value (nearly 80%) in being marked as a "very important" problem. In addition, no one reported it as "not a problem".

In general, the values in this figure seemed similar to those in figures related to the responses of Governors and Directors in the other age groups.

We have observed in the related data (Appendices IV - 36, 37, 38, and 39), that neither differences between Governors, Directors, Assistant Directors and their perceptions of eleven problems, nor between the total members of all three groups and their perceptions of eleven problems have seemed significant at the .05 level.

3. Analysis of Problems According to the Provinces

Since we have received information about chief public and educational administrators from provinces with different levels of development, we thought that it would be useful to find out if there were any differences between the perceptions of our subjects on the basis of provincial location. People who work in a more developed province may perceive matters differently from those whose province of work is less developed. For instance, it may be that if one works in a place which is quite developed, he may not complain about anything. On the other hand, because of his work load, he may complain about everything. Or it may be that a less developed province may have more problems to deal with in terms of educational or other types or aspects of

development, and here the problems might be differently perceived.

We have used the same groupings of provinces here which we identified in selecting our samples. The provinces are categorized according to their levels of development. The first group is the most developed and the fourth group is the least developed. The measures used here are the ones accepted by the Turkish State Planning Organization in its "Developmental Index of the Provinces".

Following previous procedures, we first deal with each of our sample groups, and then with the total group.

a. Governors (First Group of Provinces)

A considerable number of Governors who worked in the first group of provinces felt that problems 1 and 3 were not problems at all (55% and more). On the other hand, all governors in this group pointed out that problems 5, 9, 10, and 11 were either "very important", or "important" (Figure 4.18 and Appendix IV - 40).

In addition, 55 percent believed that problem 7 was also a "very important" one. The ideas about the other problems were different among the group members. But, as we observed in the same figure, Governors in the first group of provinces did not seem to react to the problems in the same way; rather, their reactions were divided.

b. Directors (First Group of Provinces)

Between 55 and 90 percent of all Directors in the first group of provinces reported that all problems but problems 1, 3, 6, and 7 were "very important".

Only problems 8 and 11 were considered "important" or "very important", but they were not reported as "not a problem"

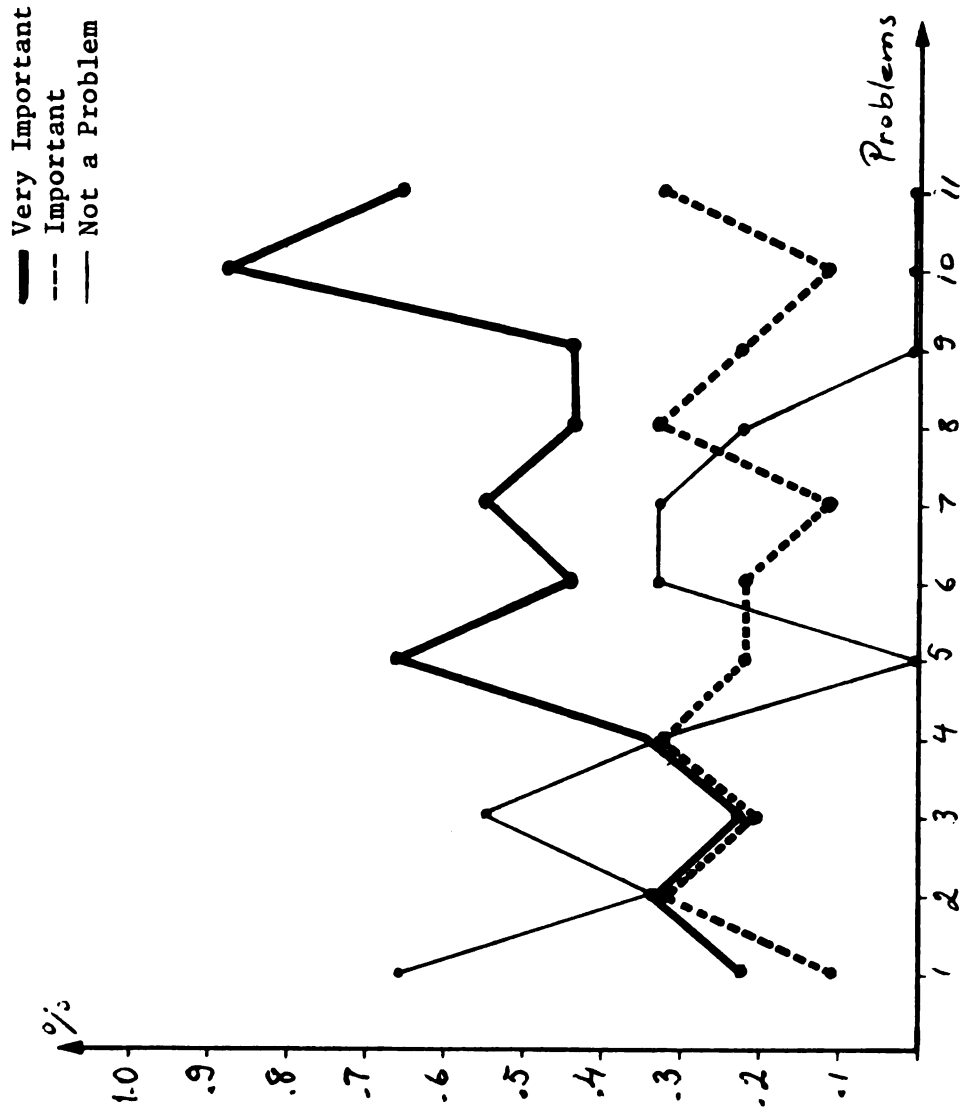


Figure 4.18. Importance of problems by Governors (first group of provinces).

(Figure 4.19 and Appendix IV - 41). Over 65 percent reported problems 2, 8, 10, and 11 as "very important". Problem 11 received the highest percentage (about 90%), and problem 8 received the second highest percentage (more than 75%) in being "very important".

c. Assistant Directors (First Group of Provinces)

In general, Assistant Directors, in the first group of provinces, saw the problems either as "very important" or "important". For instance, with the exceptions of problems 4 and 9, 50 percent or more of the Assistant Directors saw the problems as "very important". Most of the time these percentages were over 60 (problems 2 and 3); over 70 (problems 11); and over 75 (problem 6). Only problem 7 was not considered as a problem by 25 percent of the research subjects, but the same percentage considered it as "important", and half of the subjects saw it as a "very important" problem (Figure 4.20, Appendix IV - 42). Again, problem 11 was reported either as "very important" or as an "important" one by all subjects.

The trend in this group seemed the same; namely, Assistant Directors, in general, have tended to see our eleven problems more "important" than the other two groups (Governors and Directors).

d. Total of Groups (First Group of Provinces)

In general, members of all three groups felt that all of the 11 problems were either "very important" or "important". Over 50 percent reported that--with the exception of problems 4 and 9--all problems were "very important". Over 75 percent believed problem 11, and more

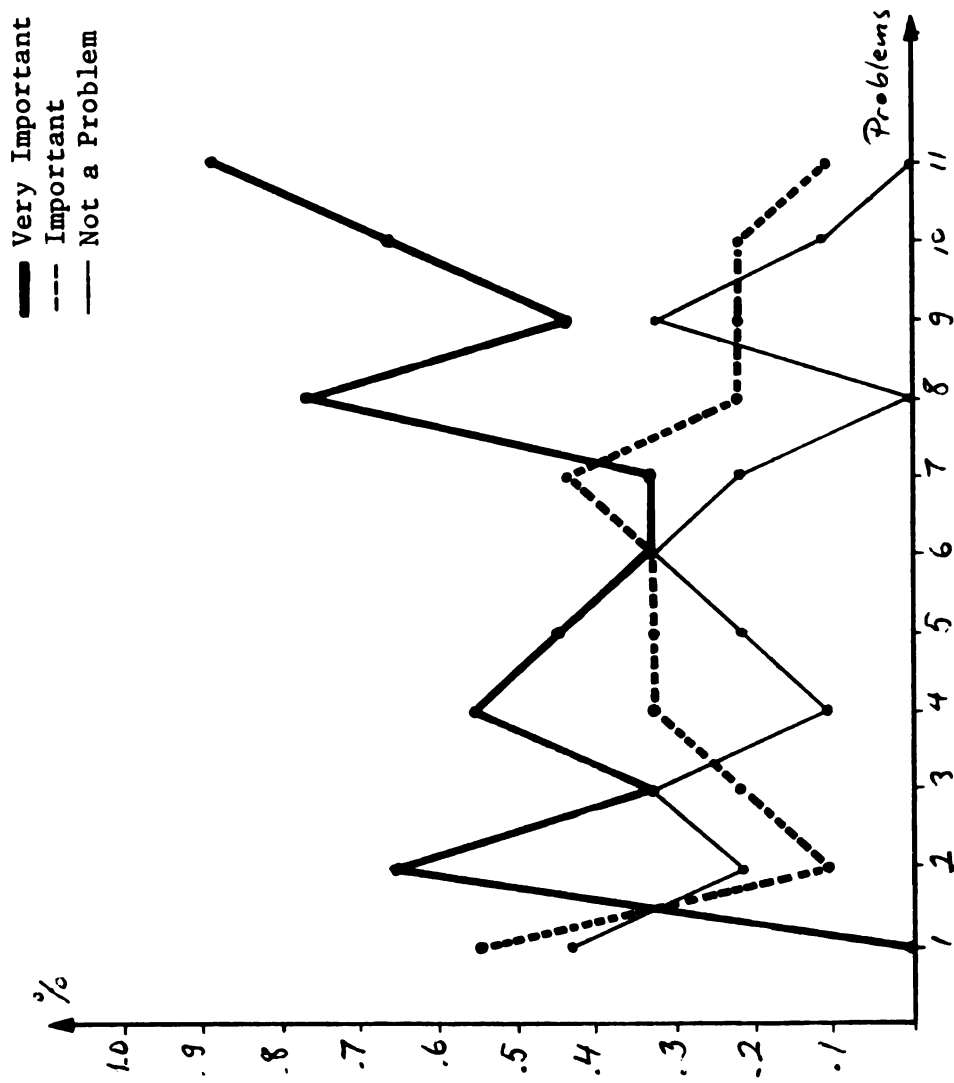


Figure 4.19. Importance of problems by Directors (first group of provinces).

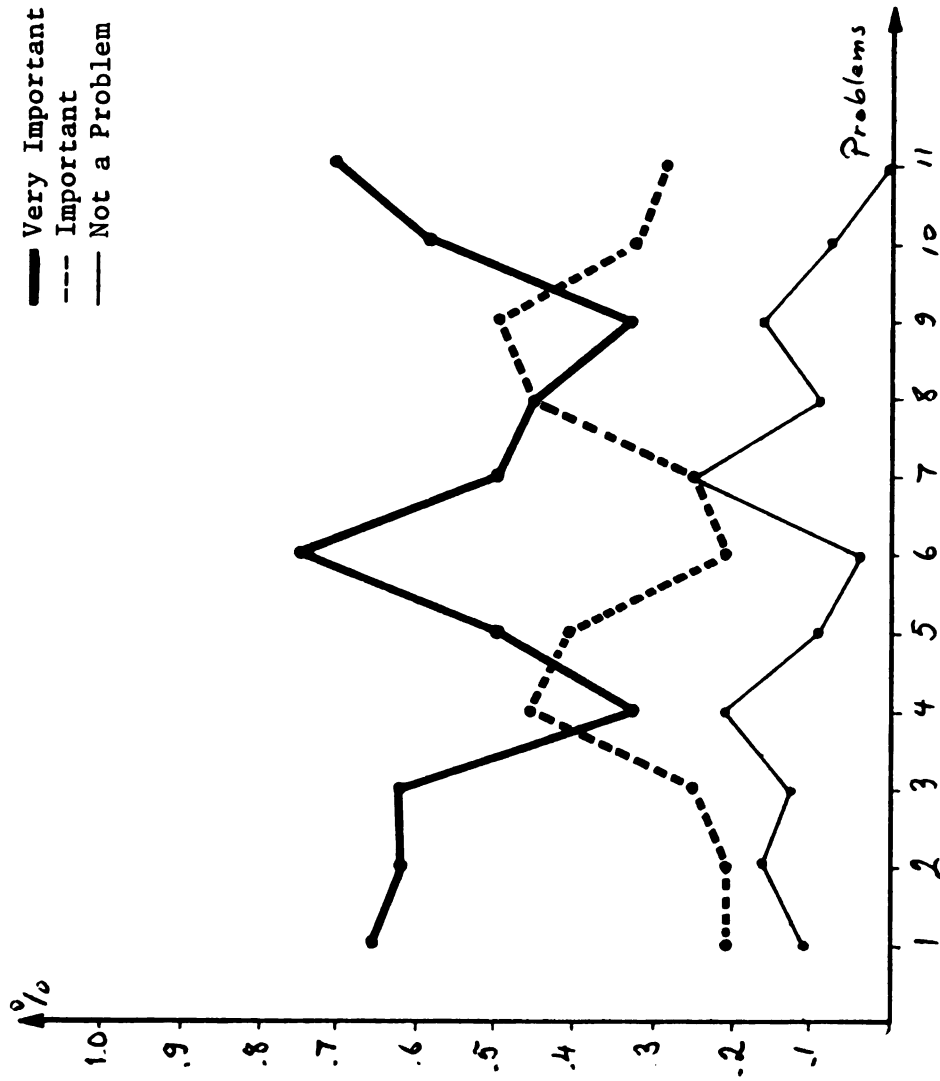


Figure 4.20. Importance of problems by Assistant Directors (first group of provinces).

than 65 percent reported that problem 10 were "very important". Again, it was a general trend in most of our figures in this study, that slightly more than 30 percent of the group members reported that problem 1 would not be considered as a problem. In addition, all members saw problem 11 as "important" or "very important"; no one reported it as "not a problem" (Figure 4.21 and Appendix IV - 43).

e. Between Groups (First Group of Provinces)

We checked data about the answers of the three different groups (Appendix IV - 44), and we observed that since $F_{2,30}(.95) = 3.32 > 1.246$, there seemed no significant differences among the means for problems in terms of their degrees of importance (Appendix IV - 45).

In addition, we followed the same procedure for the groups of Governors (Appendix IV - 46); Directors (Appendix IV - 47); and Assistant Directors (Appendix IV - 48), who worked in the first group of provinces, and for the total members of these groups (Appendix IV - 49). As we see in the ANOVA tables mentioned, differences between the means of the responses of the members of these four groups separately, and their perceptions of problems did not seem significant at the .05 level, in terms of degrees of importance of our eleven problems.

f. Governors (Second Group of Provinces)

In this group, there was a tendency to support the idea that problems 8 and 11 were considered either as "very important" or "important". Nearly 60 percent of the Governors felt that these problems were "important", while nearly 45 percent marked problem 11, and 30 percent marked problem 8, as "very important". For the other problems, the responses vary and were seen not necessarily in one or

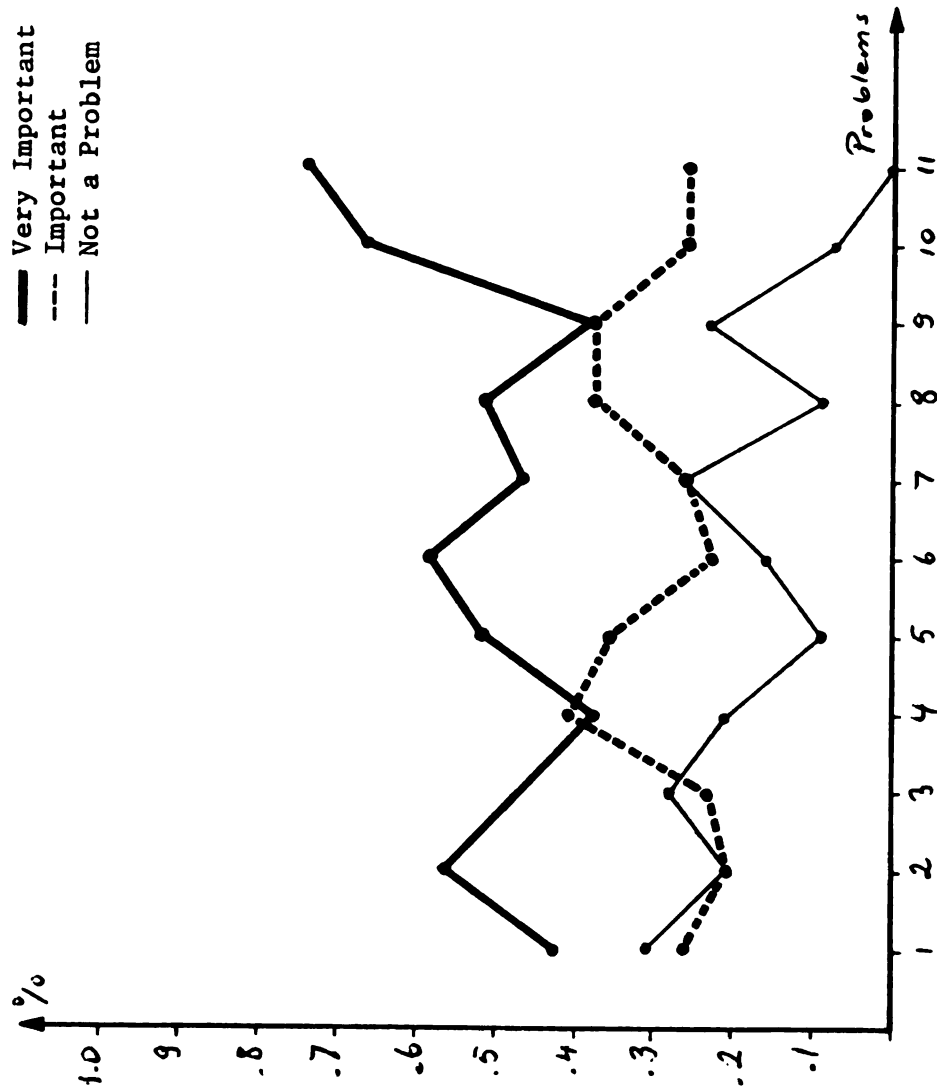


Figure 4.21. Importance of problems--total of groups (first group of provinces).

or another specific direction (Figure 4.22, and Appendix IV - 50).

At this point, we are able to say that Governors, in general, and especially in this group, do not necessarily support one or another alternative among the three; namely, seeing the problems as "very important", "important", or as "not a problem".

g. Directors (Second Group of Provinces)

Contrary to the Governors, Directors in this group again seemed to accept all problems as "very important" or "important". Problem 3 was seen either as "very important" or "not a problem"; problem 7, on the other hand, was seen mostly as an "important" one. But no one marked problems 5 and 7 as "not a problem". Overall, as we clearly see, not more than 1.5 percent of the Directors marked the eleven problems as "not a problem" (Figure 4.23, and Appendix IV - 51).

In addition, the percentage of Directors who responded "very important" for the problems were more than the percentage of Directors who responded "important" or "not a problem". The percentage of the responses of "not a problem" was the least of all.

h. Assistant Directors (Second Group of Provinces)

A minimum of 50 percent of the group members here marked all 11 problems as "very important". More than 60 percent marked problem 9; over 70 percent marked problem 6; over 85 percent marked problems 1, 5, 7 and 10; and all of the respondents marked problems 2, 3, and 11 as "very important" (Figure 4.24, and Appendix IV - 52).

The responses of "not a problem" for all problems never seemed to reach 15 percent. But again, the most responses were in the direction

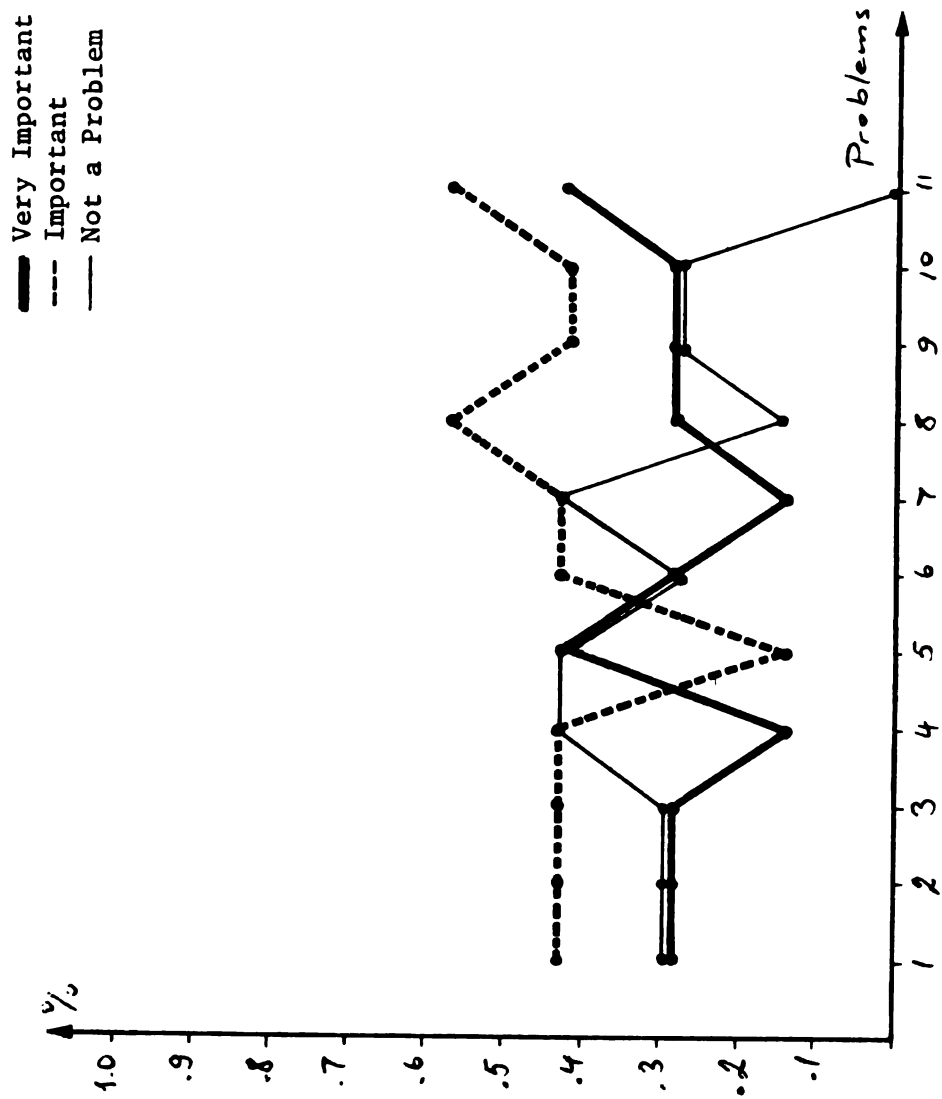


Figure 4.22. Importance of problems by Governors (second group of provinces).

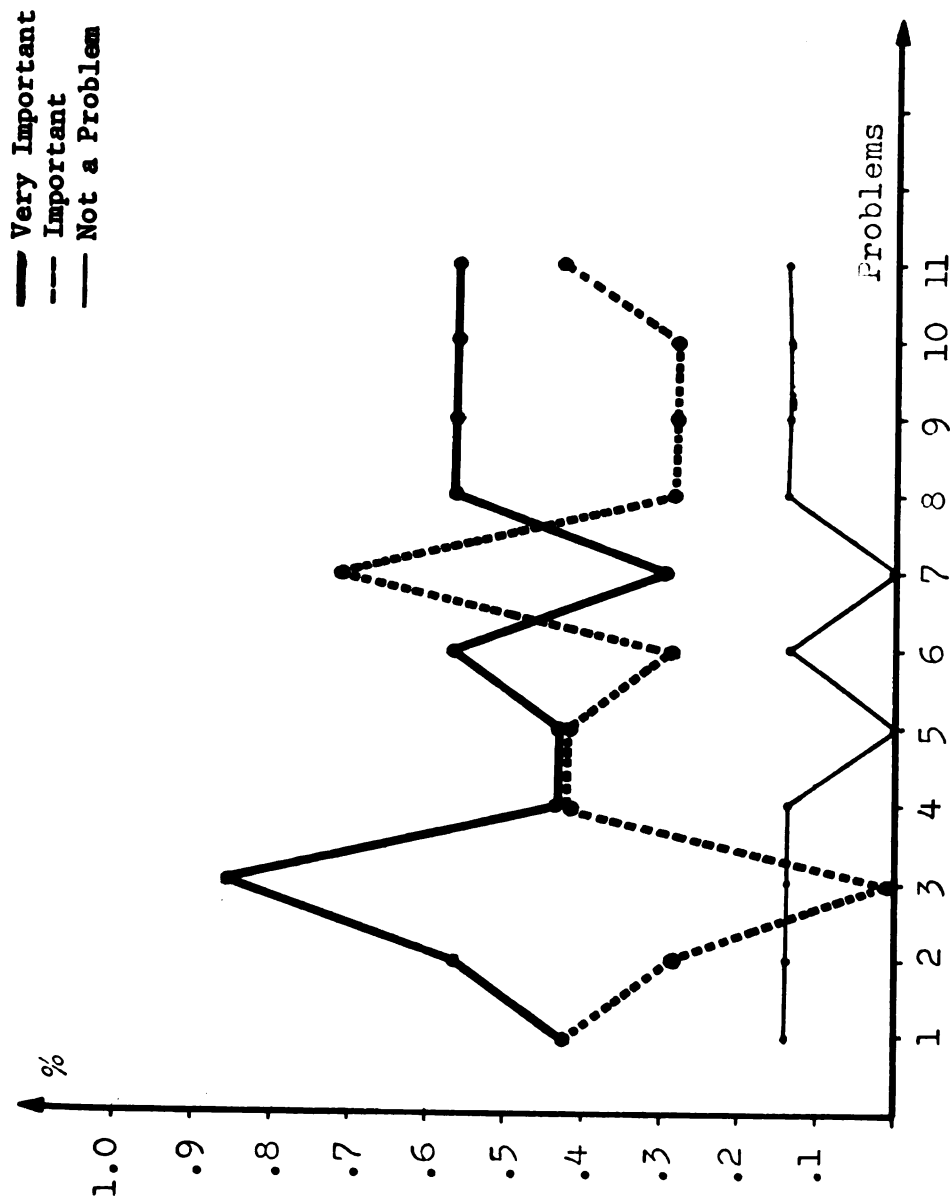


Figure 4.23. Importance of problems by Directors (second group of provinces).

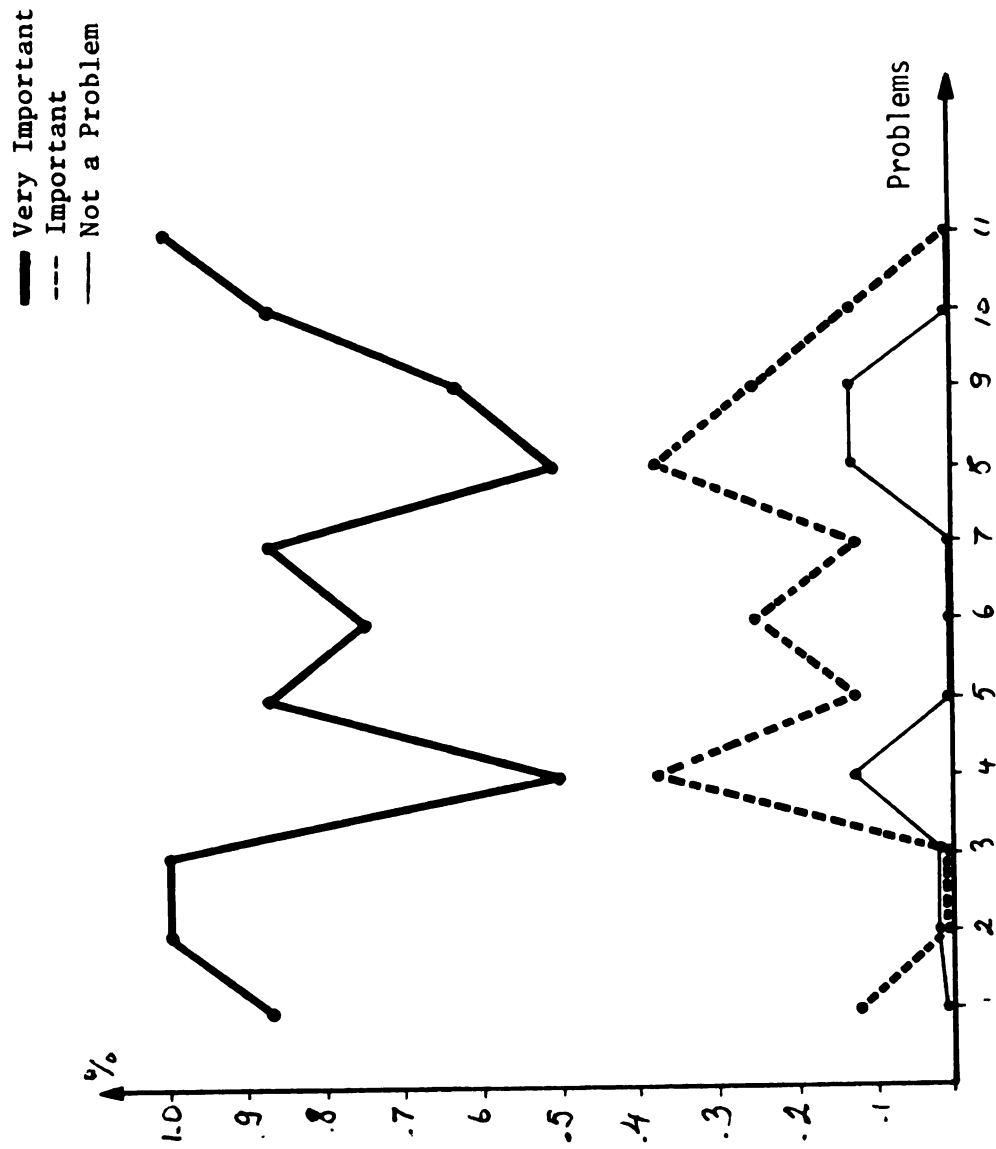


Figure 4.24. Importance of problems by Assistant Directors (second group of provinces).

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of being "very important". In addition, the situation of problem 11 was the same; everyone considering it either as "very important", or "important". The general trend seemed to continue here, for the Assistant Directors of the second group of provinces, by having most support for the ideas of problems being considered either "very important" or "important" among the three groups. Directors were in second place and the Governors were last in terms of seeing the problems as more important.

i. Total of Groups (Second Group of Provinces)

In general, all members, in the second group of provinces, pointed out that all eleven problems were "very important". Only problems 4, 7, and 8 were reported as "very important" problems by about 40 and 45 percent of the respondents, but all other problems were considered as "very important" by a minimum 55 percent of all subjects (Figure 4.25).

Problem 11 was reported as either an "important" or "very important" one.

When we followed up and used one-way ANOVA for Governors (Appendix IV - 54); Directors (Appendix IV - 55); Assistant Directors (Appendix IV - 56); and for the total of the three groups (Appendix IV - 57); in the second group of provinces, we observed that there seemed no significant differences between the means of the answers of these groups in terms of perceiving the eleven problems as "very important", "important", or "not a problem".

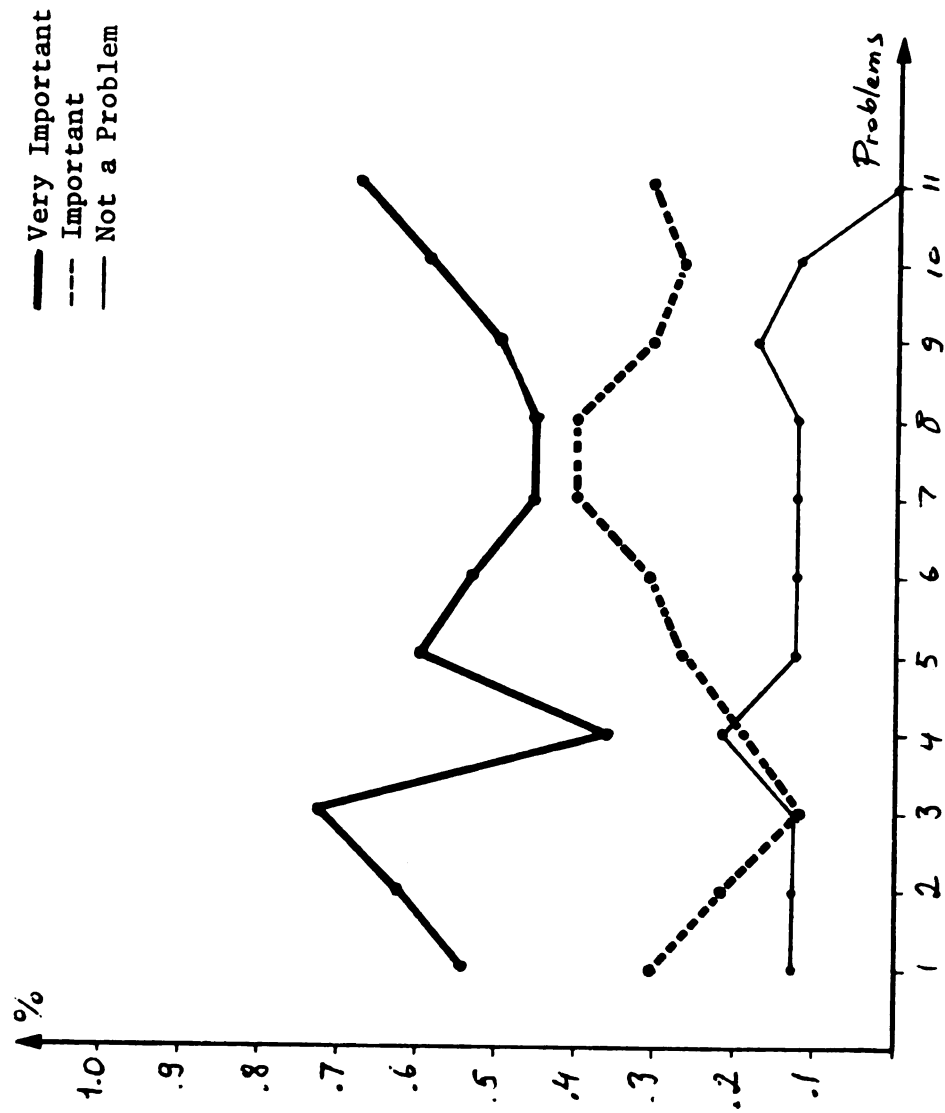


Figure 4.25. Importance of problems--total of groups (second group of provinces).

j. Between Groups (Second Group of Provinces)

After checking out the three groups differently, and the total of groups, we observed the situation between the three groups. First, we see that $F_{2,30} (.95) = 3.32 < 43.902$ in our related tables (Appendix IV - 58 and 59). We concluded then that there seems some significant differences among the means of the three groups in terms of perceiving the problems according to their importance.

Later, we used Scheffée technique (Appendix IV - 60). As we see in the S Table (Table 4.19), only problem 11 seemed pairing with three other problems as being significantly different at the .05 level.

k. Governors (Third Group of Provinces)

Fifty percent or more, of the Governors in this group of provinces, marked problems 4, 5, 6, 8, 9, and 10 as "important", and problem 11 as "very important". At least 50 percent believed that problems 1, 2, and 3 would not be considered problems at all. On the other hand, all Governors in this group marked problems 4, 5, 10, and 11 either as "important" or "very important" (Figure 4.26, and Appendix IV - 61).

In general, Governors marked the problems as "important" more than "very important". Also, a considerable number of responses were given in the direction of problems as "not a problem" at all.

l. Directors (Third Group of Provinces)

At least 60 percent of the Directors, in this group of provinces, believed that all problems were "very important". More respondents marked the problems as "very important" than marked them as "important" or did not consider them as problems at all (Figure 4.27, and Appendix IV - 62).

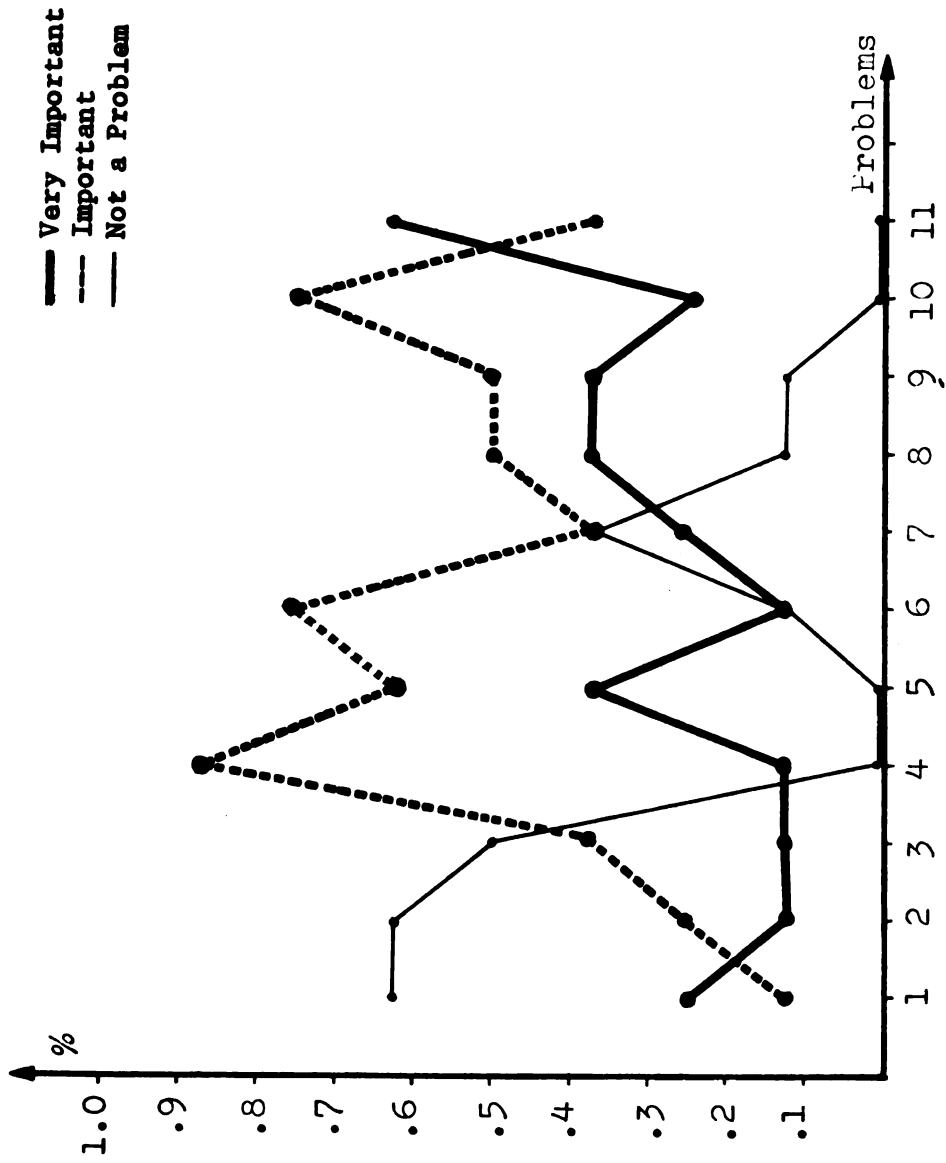


Figure 4.26. Importance of problems by Governors (third group of provinces).

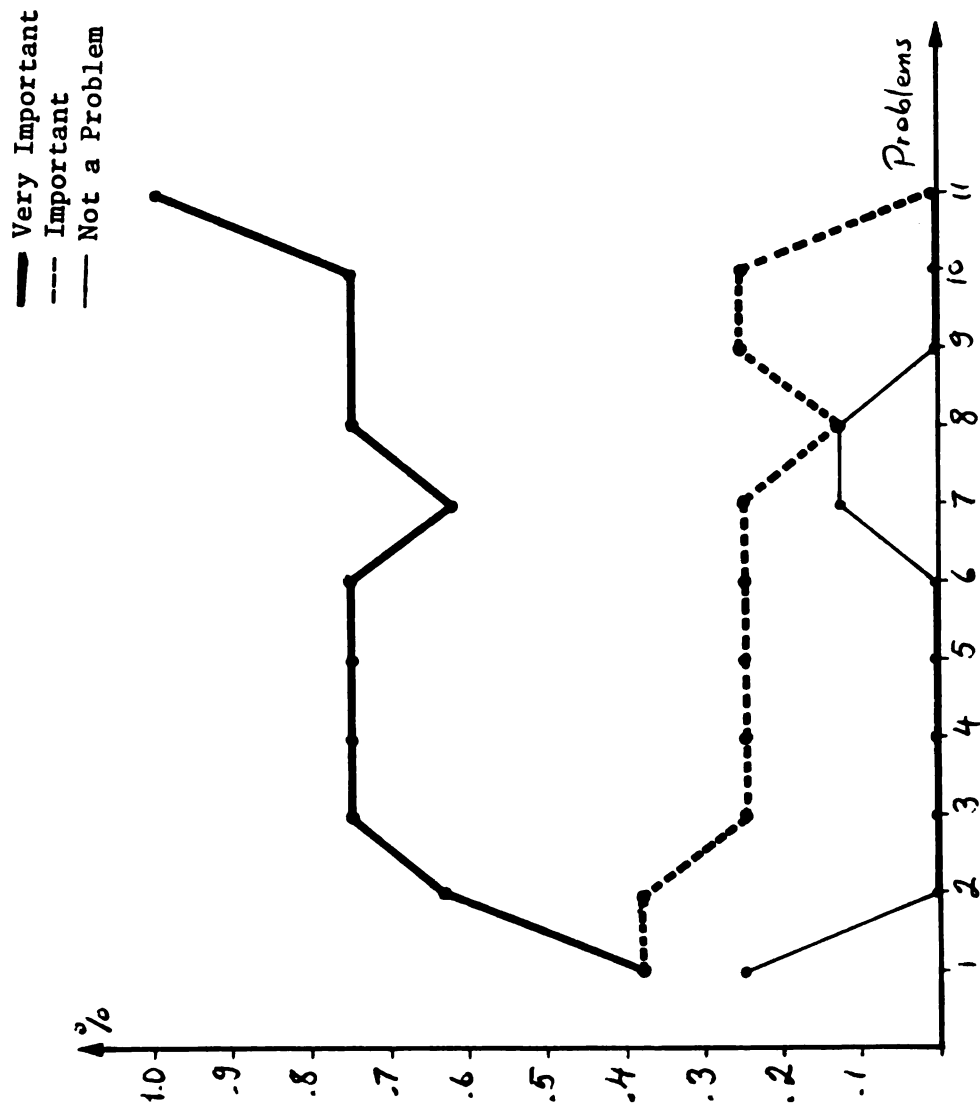


Figure 4.27. Importance of problems by Directors (third group of provinces).

m. Assistant Directors (Third Group of Provinces)

All Assistant Directors, in the third group of provinces, marked the problems as "very important". Only problems 2, 3, 5, and 9 were not marked as "problems" (less than 10%). All of the other problems were considered as "important", or "very important" (Figure 4.28, and Appendix IV - 63).

Again, we observe that, in general, the Assistant Directors in different groupings; such as, in different age groups and in different provinces, tended to see the problems as more important than the other groups; namely, Governors and Directors.

n. Total of Groups (Third Group of Provinces)

When we deal with the total members of the three groups in the third group of provinces, we observe that all problems, in general, were marked either as "very important" or "important" by the research subjects. With the exceptions of problems 2 and 4, all problems were marked as "very important" by more than 50 percent.

This proportion was higher for a number of problems. For instance, problems 6 and 9 (over 60%); problem 8 (70%), and problem 11 (over 85%) were among the problems which were marked as "very important" (Figure 4.29, and Appendix IV - 64).

o. Between Groups (Third Group of Provinces).

By following the same procedure, we tried to find out if there were any differences between the mean values of the three groups and their perceptions of the eleven problems.

We observed that the differences found seemed significant between groups in the third group of provinces (Appendices IV - 65 and 66).

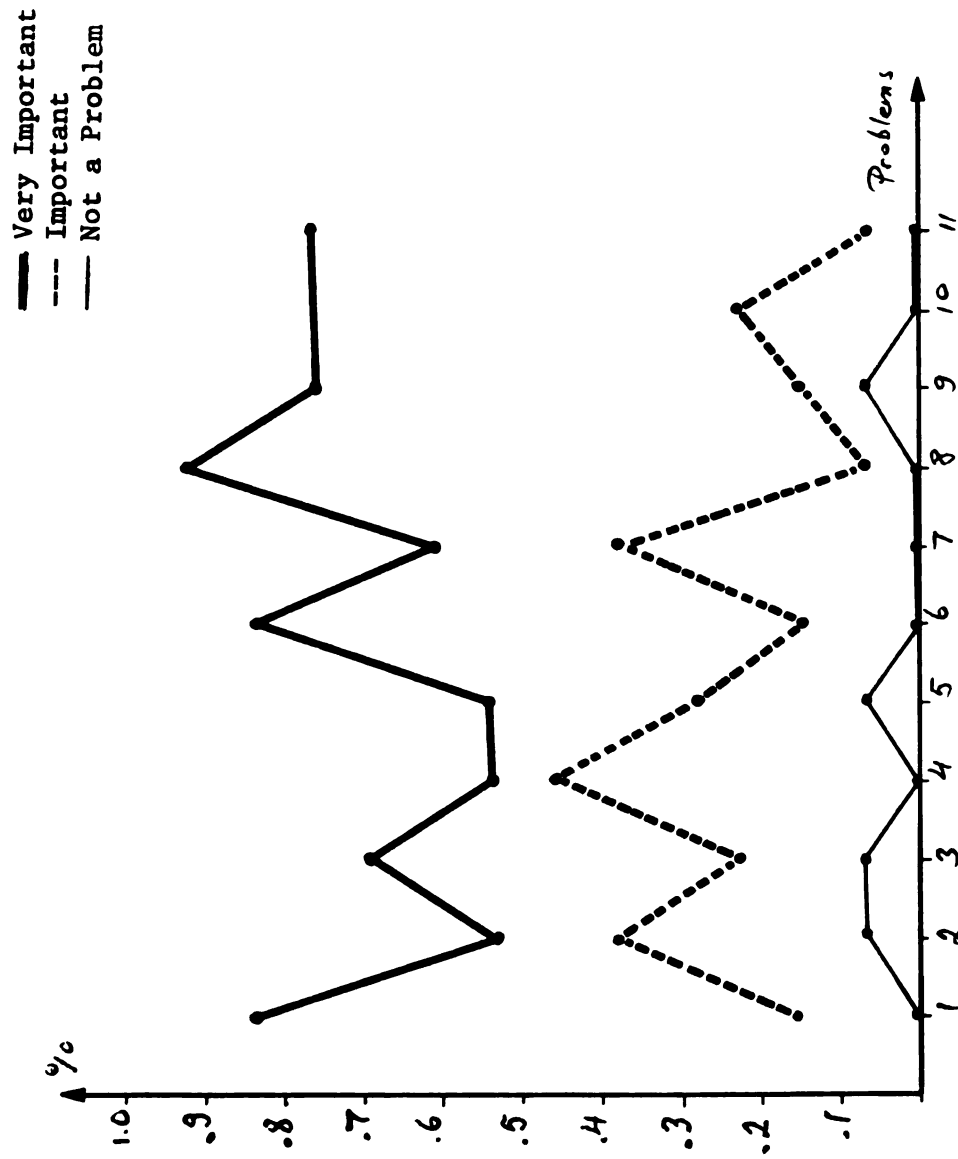


Figure 4.28. Importance of problems by Assistant Directors (third group of provinces).

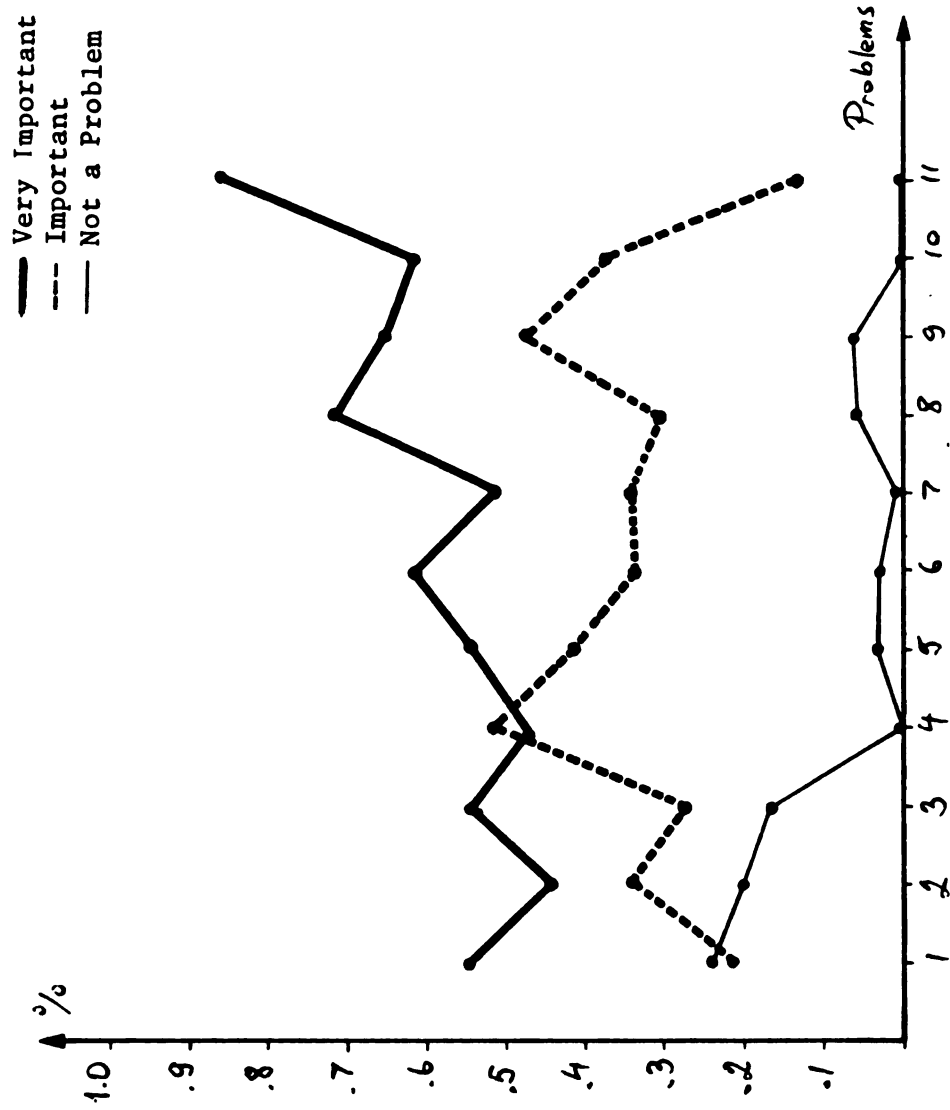


Figure 4.29. Importance of problems--total of groups (third group of provinces).

Further, in order to determine where these differences were located, we used the Scheffée technique (Appendix IV - 67) and found, again, that only problem 11 seemed paired with the problems 1, 2, 3, and 7 as being significantly different (Table 4.20).

On the other hand, when we checked the situation further for the Governors (Appendix IV - 68); Directors (Appendix IV - 69); Assistant Directors (Appendix IV - 70); and for the total members of groups (Appendix IV - 71) one by one, by using one-way ANOVA, again we observed no significant difference between the mean values of the responses of these group members and their perceptions of problems in terms of their importance, at the .05 level.

p. Governors (Fourth Group of Provinces)

Governors in this group of provinces seem to have been responding quite differently. First of all, with the exception of problem 1, all Governors marked the problems either as "important" or "very important". For instance, problems 9 and 10 received 100 percent "very important", and problem 7 again received 100 percent of the "important" answers.

Also, the other problems were supported by quite the same proportions in the direction of "important" or "very important" choices, rather than "not a problem" (Figure 4.30, and Appendix IV - 72).

q. Directors (Fourth Group of Provinces)

In general, Directors in the fourth group of provinces reported all problems as "very important" (more than 50%). Especially, problems 3, 7, 10, and 11 were accepted by all Directors as "very important". Problems 2, 6, and 9 were reported as "very important" by half of the

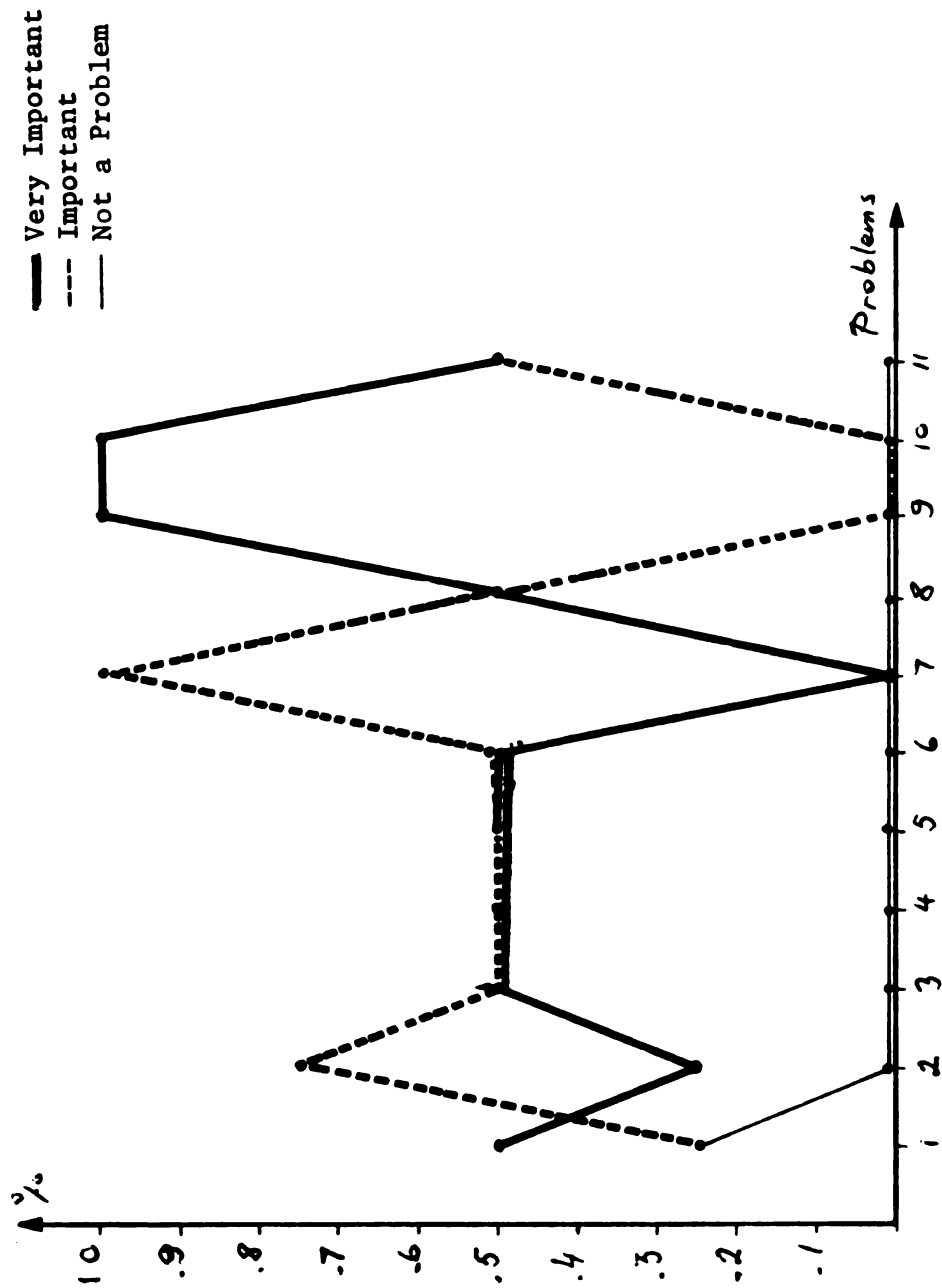


Figure 4.30. Importance of problems by Governors (fourth group of provinces).

Directors, and as "important" by the other half. Problems 5 and 8 were also reported either as "important" or "very important" (Figure 4.31, and Appendix IV - 73).

Directors in this group of provinces tended to see the eleven problems as more important than the Governors.

r. Assistant Directors (Fourth Group of Provinces)

Assistant Directors in this group tended to see the eleven problems either as "important" or "very important" ones. But they also reported some as "not a problem" (problems 2, 5, 8, and 9).

In addition, the last five problems received less "very important" responses than "important" (Figure 4.32, and Appendix IV - 74).

With the exception of having higher percentages of "important" answers to the last five problems, perceptions of Assistant Directors for the eleven problems seemed quite similar.

s. Total of Groups (Fourth Group of Provinces)

As we pointed out in the previous subsections, members of the three groups who worked in the fourth group of provinces tended to believe that our eleven problems were either "important" or "very important". When we checked the situation for the total members of the groups we observed a similar trend (Figure 4.33, and Appendix IV - 75).

For instance, at least 50 percent of the total members reported the problems, with the exceptions of problems 7, 8, and 9, as "very important". Even the situation of these three problems were not seen very differently. Because these problems were marked "important" by at least 35 percent of the respondents.

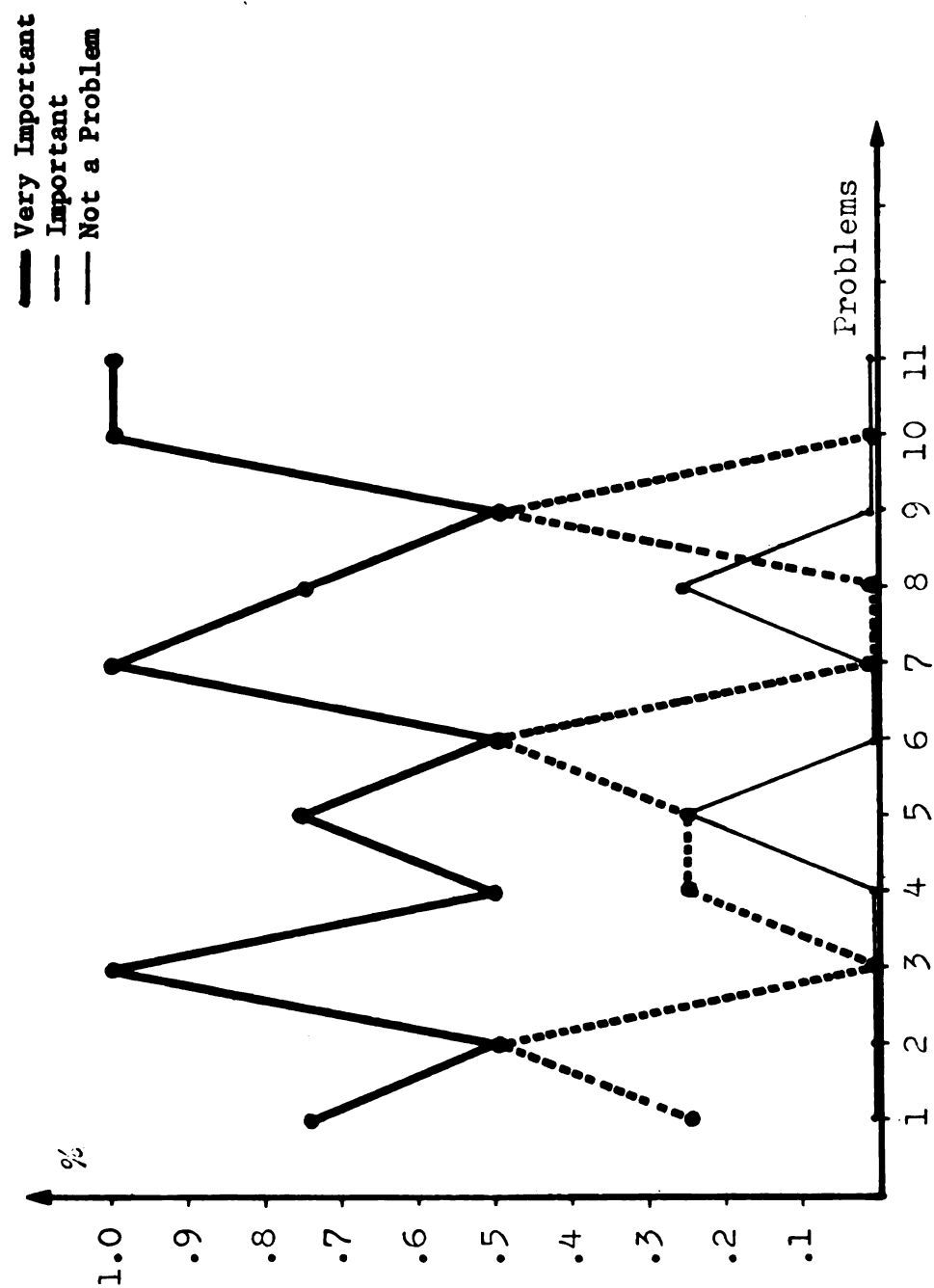


Figure 4.31. Importance of problems by Directors (fourth group of provinces).

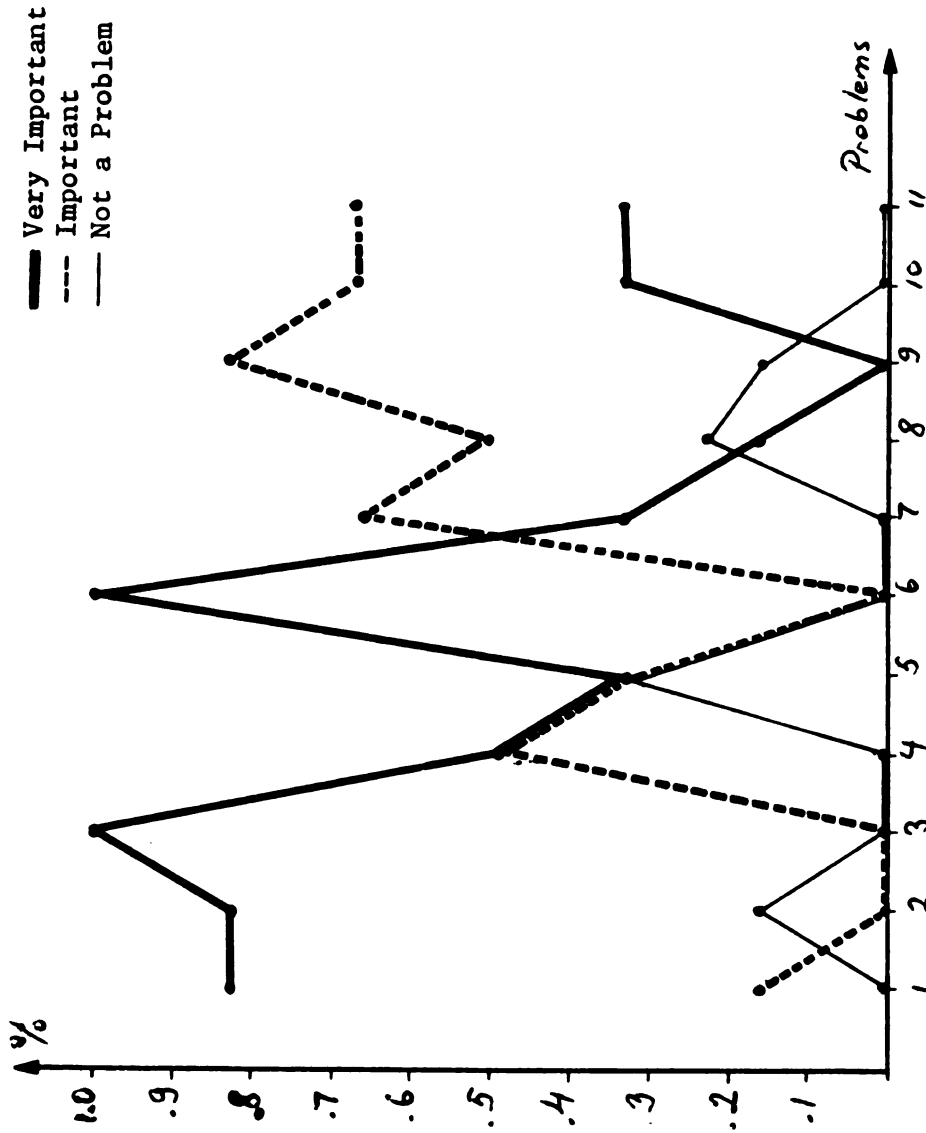


Figure 4.32. Importance of problems by Assistant Directors (fourth group of provinces).

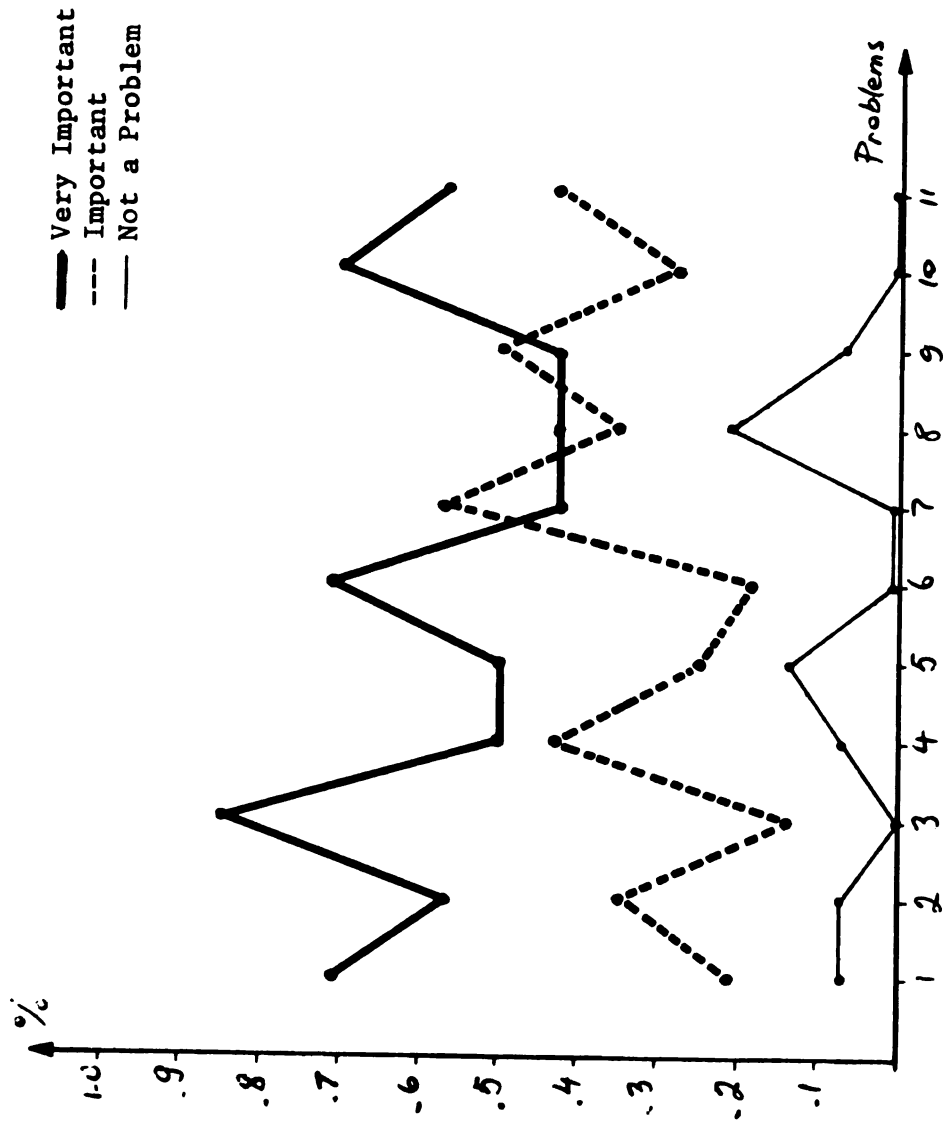


Figure 4.33. Importance of problems--total of groups (fourth group of provinces).

Only problem 8 received 21 percent of the "not a problem" answer. But, again, it was seen as "important" by 36 percent, and as "very important" by 43 percent of the respondents.

t. Between Groups (Fourth Group of Provinces)

When we examine the answers of our research subjects dealing with the importance of the eleven problems, in different groups separately in the fourth group of provinces, we observe that the respondents, in general, tended to see the problems either as "important" or "very important". Even the Governors in this group responded differently from the Governors of the other groups of provinces. Namely, Governors of the fourth group of provinces also seemed to support the idea that the eleven problems stated, in this study, were either "important" or "very important".

On the other hand, when we check the situation further by developing ANOVA tables, we observe no significant differences between the mean values of the answers of the Governors (Appendix IV - 76); Directors (Appendix IV - 77); Assistant Directors (Appendix IV - 78); and all members of the three groups (Appendix IV - 79) and their perceptions of the eleven problems.

Contrary to the findings in the other "Between Groups" (for example, as was the case for Governors, Directors, Assistant Directors, and for the total members of the fourth group of provinces--since $F_{2,30} (.95) = 3.32 > 2.066$ --), we do not observe any significant differences among the means of the members of the three groups (Between groups), in perceiving the eleven problems in terms of importance of these problems (Appendices IV - 80 and 81).

4. Analysis of Problems According to Schools of Graduation

We thought that types of schools from which our subjects graduated might also affect perceptions of educational problems. Having different academic preparations at different schools might change the perception of given topics for different members of our group.

At this point we were in effect breaking down the group of Governors, since they were the only ones mainly to have graduated from Political Science or Law; the other two groups--Directors and Assistant Directors--were mainly graduates of Educational Institutes.

This means that actually our three groups are from two institutions and, for this reason, we can deal with them only according to these two types of schools. Even Governors who had a background in law were originally graduates of the Faculty of Political Science.

In practice, being a graduate of the Law Faculty does not give a Governor any professional advantage in his profession. But holding a diploma of the Faculty of Law does give its holder a right to practice law. This means that if a Governor leaves his job for some reason, practicing law is a type of guaranteed alternative occupation for him.

For this reason we have seen at the end that Governors who had the same types of education were the same with the group of total Governors in all provinces of this study. It is also the same with the group of total members of Governors over forty years of age, because no Governor in this study was under forty.

Since most of the Directors were graduates of an Educational Institute, and especially graduates of the Pedagogy Branch, we put all

Directors under one group as "Graduates of Institutes of Education or Other". Actually, "the others" include those who are holding certificates roughly equivalent to the diploma of the Pedagogy Branch.

At different times, according to the needs of the Ministry of Education, some of the primary school teachers are selected and given some additional training in educational subjects, especially in supervision. Those who complete the courses and pass the tests are given some type of certificate which gives its holder almost all the rights equivalent to the diploma of the Pedagogy Branch of the Educational Institutes.

The numbers of Directors who have this type of certificate are very insignificant; for instance, one or two among 28 Directors hold this type of certificate.

All Assistant Directors are also graduates of the same institutions, Institutes of Education from which Directors are also graduated. For this reason, when we deal with the groups of total numbers of Governors, Directors and Assistant Directors, it means that we have also dealt with the study groups of Governors, Directors and Assistant Directors in terms of their schools of graduation.

The findings for the groups of Governors (over forty years of age) and total numbers of Governors, Directors, and Assistant Directors in all provinces (this means, of course, not only the total numbers of Governors, Directors and Assistant Directors, in this study, but in their own groups separately) are the same with our new three groups of Governors, Directors and Assistant Directors, organized according to schools of graduation.

In addition, when we put the two groups, Directors and Assistant Directors together (Figure 4.34, and Appendix IV - 82) we observe a similar trend which is consistent throughout this study; namely, our research subjects, in general, marked eleven problems either as "very important" or "important".

Nearly 50 percent of the graduates of Institutes here, which means all Directors and Assistant Directors in our study, have pointed out that, with the exceptions of problems 4 and 9, all problems were "very important". In addition, over 65 percent of them reported problems 3, 6, 10, and 11 as "very important". Consistently, problem 11 was reported either as an "important" or a "very important" one by all subjects.

The mean differences of answers in perceiving the eleven problems seem significant only between three groups of Governors, Directors and Assistant Directors (Table 4.16), but not for the group of graduates of Institutes of Education, namely for the group of all Directors and Assistant Directors in this study (Appendix IV - 83).

14. (66-69) Criteria for Selection of Provincial Administrators of Education

It was observed, during our preliminary studies, that selection of educational administrators at the provincial level was one of the problems which concerned most of our subjects. For instance, the people involved in our preliminary studies all agreed that there should be some basic criteria for selection of educational administrators.

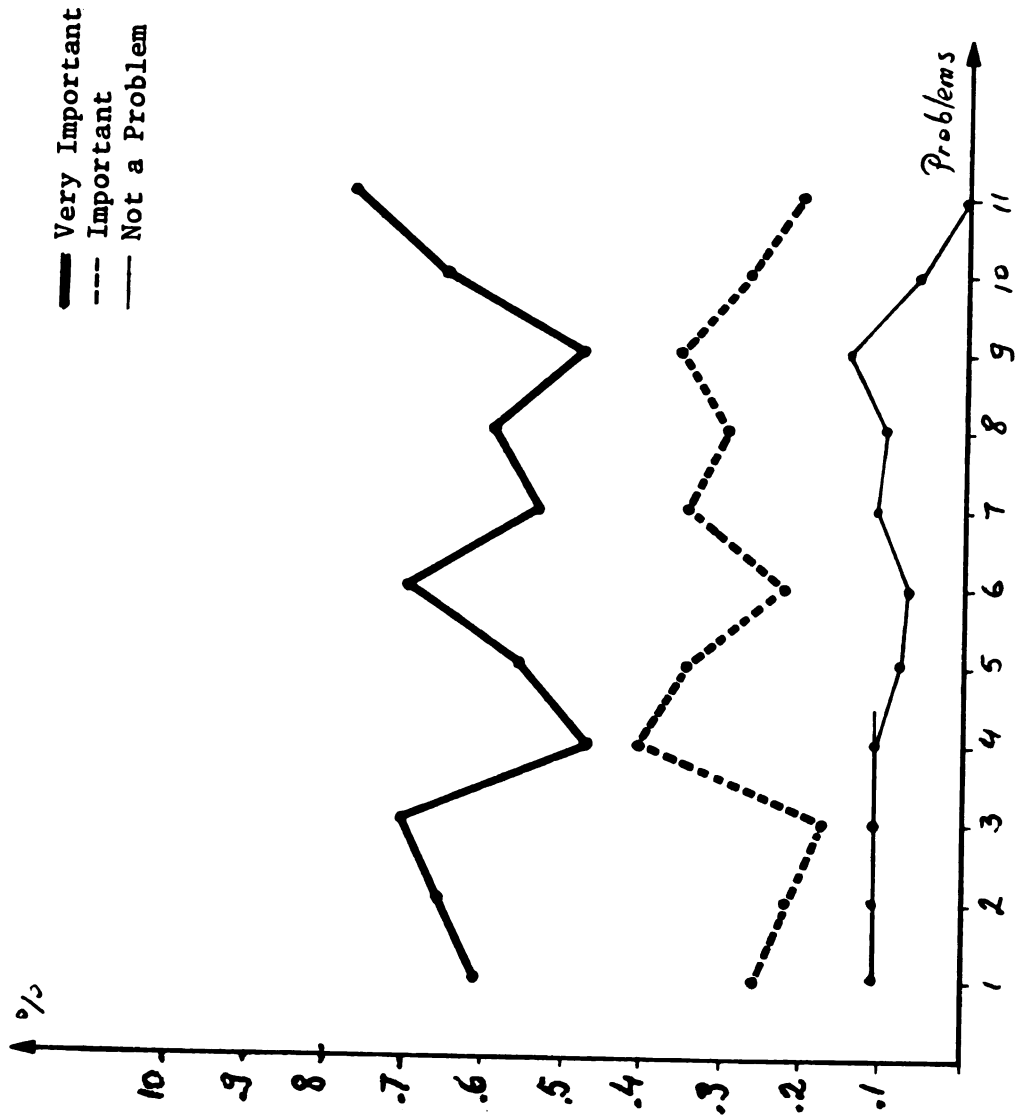


Figure 4.34. Importance of problems by graduates of Institutes of Education (Directors and Assistant Directors).

Various sets of suggestions were developed from the findings of our preliminary studies, and these suggestions were checked by members of our sample elements. Their responses were put together, and the data are tabulated in Table 4.21 below.

Among the respondents, a majority of Directors (57.4%) and Assistant Directors (60.78%) believe that persons who are going to be Directors of Education should have at least two years of higher education and three years experience in educational administration. But the others indicated that Directors should have at least a four-year higher education (42.85% of the Directors and 39.21% of the Assistant Directors), and at least a three-month training period in educational administration beyond a four-year higher education.

Governors, on the other hand, mostly believe that a Director should have at least four-years of higher education. In addition, more than half of the Governors (67.85%) pointed out that a Director should have a minimum of three years of experience beyond higher education or a three months in-service training in educational administration (53.6%).

Responses for selecting Assistant Directors followed a similar pattern among the respondents. An average of only four respondents shifted their preference from the requirement of a four-year higher education to a two-year higher education. But there is a shift in preference regarding the criteria for experience, in this case to the three months of training in administration from a requirement of three years of experience in educational administration.

Almost 50% of the elements in the sample of Governors, and over 50% of the Assistant Directors, believed that Directors of Primary

Table 4.21. Criteria for the Selection of Provincial Administrators of the Ministry of Education (f).

Name of the Duty	Criteria																		
	At least two years of higher education					At least four years of higher education				Three years of Ed. Adm. Exp. be- yond Higher Ed.				At least three mos of Ed. Adm. Trng be- yond Higher Ed.					
	f/%	G	D	AD	T	G	D	AD	T	G	D	AD	T	G	D	AD	T		
Director of Education	f	4	16	31	51		22	12	20	54		19	11	31	51	15	10	15	40
	%	14.3	57.1	60.8	47.7	78.6	42.9	39.2	50.5	67.9	39.3	60.8	47.7	53.6	35.8	29.4	37.4		
Assistant Director of Education	f	8	15	35	58	19	11	16	46		7	5	11	23	15	13	27	45	
	%	28.6	53.6	68.6	54.2	67.9	39.3	31.4	43.0	25.0	17.9	21.6	21.5	53.6	46.4	52.9	42.1		
Present Direc- tor of Primary Education	f	16	16	35	67	-	-	3	3	3	-	3	6	8	3	13	24		
	%	57.1	57.1	68.6	62.6	-	-	5.9	2.8	10.7	-	5.8	5.6	28.6	10.7	25.5	22.4		
Proposed Dis- trict Director of Education	f	18	21	39	78	8	3	4	15		7	6	7	20	10	5	16	31	
	%	64.3	75.0	76.5	72.9	28.6	10.7	7.8	14.0	25.0	21.4	13.7	18.7	35.7	17.9	31.4	29.0		

Education should have, at least, two years of higher education. Only some of the respondents (28.57% of Governors, 10.71% of Directors, and 25.49% of Assistant Directors) pointed out that they would prefer Directors of Primary Education with only three months of training in educational administration beyond higher education. At present, Directors of Primary Education have only normal school training.

With regard to proposed District Educational Directorates, the respondents mainly believe that a Director of Education in the district--who is suggested to be responsible for all levels of education, instead of only primary education, as it is now--should have at least a two-year higher education (64.28% of Governors, 75% of Directors, and 76.47% of Assistant Directors).

Neither a requirement of a four-year higher education nor three years of experience were supported for the proposed Educational Directorates of Districts. Only 28.57% of Governors, 10.71% of Directors, and 7.84% of Assistant Directors responded that a Director of Education in a District should have a minimum of four years of higher education. These percentages for the requirement of three years of experience were 25% for Governors, 21.42% for Directors, and 13.72% for Assistant Directors. In case of a three month period of training in educational administration, the percentages are slightly higher than they are for the previous two items: 35.71% for the Governors, 17.85% for the Directors, and 31.37% for the Assistant Directors.

As our data illustrate here, Governors, in general, support the idea of selecting Directors and Assistant Directors from among individuals with more academic preparation than the present ones.

On the other hand, Directors and Assistant Directors do not support the same criteria as much as Governors do. More than 50% of the Directors and Assistant Directors supported a criteria of only two-years of higher education for themselves. The other two criteria of having a minimum of three-years of administrative experience beyond higher education and having a three months course in educational administration were supported more by the Governors than by either the Directors or Assistant Directors. But Assistant Directors seemed more in favor of these two criteria than the Directors.

In addition, a majority of our subjects supported the criteria of having a minimum of two years of higher education, both for the present Directors of Primary Education and the proposed Directors of Education of the Districts. The criterion of a three month course beyond higher education for these two types of Directors also received some support--between a minimum 10.71% and a maximum 35.71%.

15. (70.1 to 27.1) Please indicate whether or not you agree with the following proposals.

Proposals which were accepted by the members of the three groups are illustrated in Figure 4.35 below. Since the maximum percentage for each "yes" or "no" answers in each choice could be 100 percent, we have organized the figure by accepting 100 percent as the total possible for each "yes" or "no" answer.

Hence, we have counted only the "yes" answers in Figure 4.35. Thus, if one choice is marked as 40 percent in this figure--since all respondents have marked all of the choices--it means that the additional

% of "YES"

184

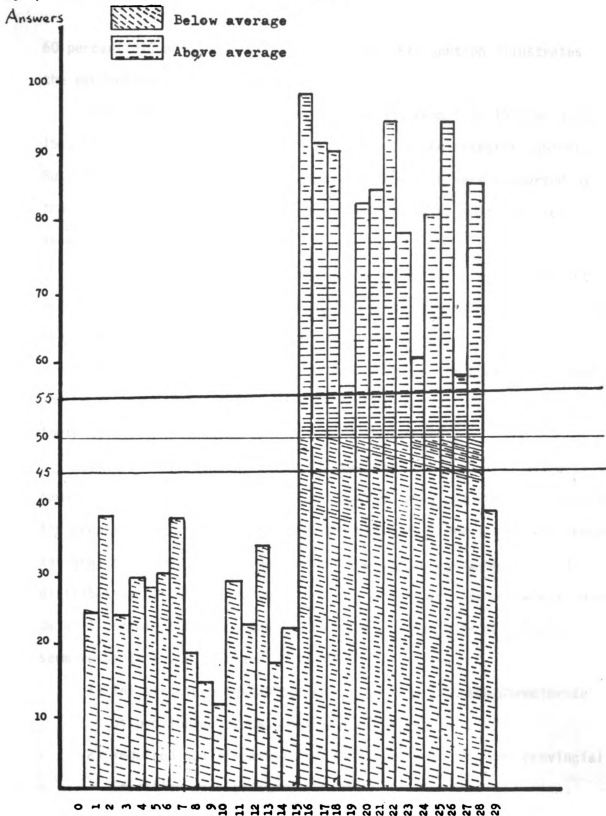


Figure 4.35. Suggestions of total groups (Yes-No Answers).

60 percent did not agree on that item, and this portion illustrates the percentage of "no" answers.

Our figures illustrate that suggestions from 1 to 15 (including 15), plus suggestion 29, were not supported by the research subjects. But, in general, the suggestions between 16 and 28 were supported by the subjects, in that these last ones received a majority of "yes" answers.

The area in Figure 4.35 between the lines of 45 and 55 percent levels can be considered somewhat a central area, and it separates the non-supported area below and supported area above.

In addition, Figures 4.36 and 4.37 further illustrate the "yes" and "no" answers of the members of the three respective groups and their totals in percentages.

Of course we have to point out that having more "yes" answers; namely, "supporting the suggestions", means being generally in favor of the present system of education at the provincial level with its organizational structure, basic regulations (including personnel policy), distribution of duties, responsibilities and power. Nevertheless, our data illustrate that more than 60% of all subjects, in this study, seem to be in favor of changing the following items:

- 1) The structure (establishment, divisions) of the Directorate of provincial education administration,
- 2) Required qualifications of the Director of present provincial Education and Assistant Director of provincial education,
- 3) Present number of personnel (excluding clerical and custodial workers) in the Directorate of provincial education,

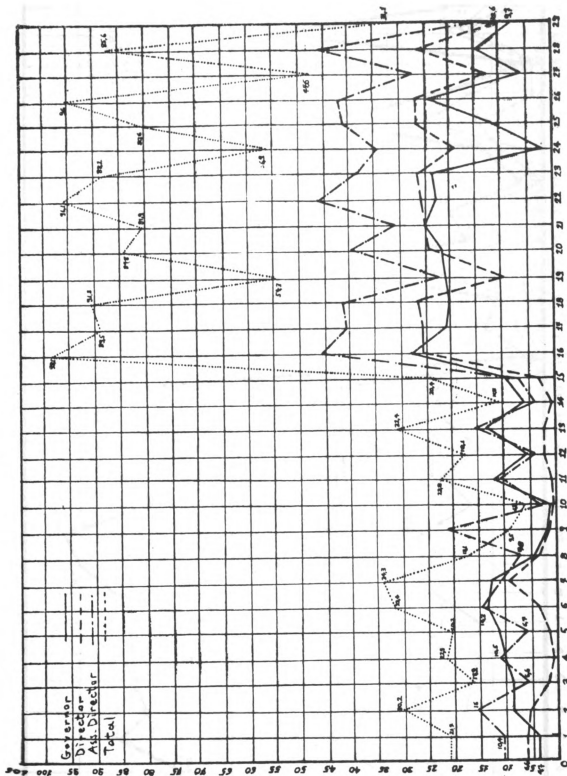


Figure 4.36. "Yes" answers to suggestions.

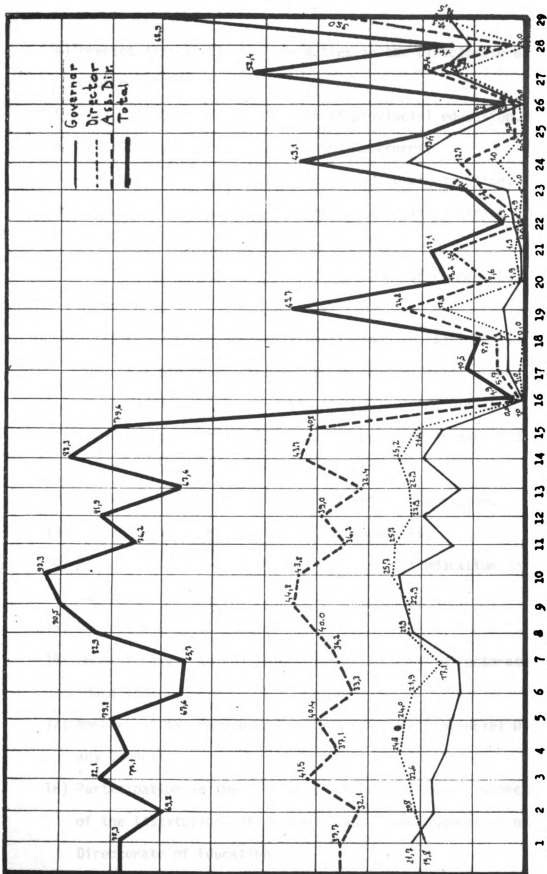


Figure 4.37. "No" answers to suggestions.

- 4) Present distribution of the duties in the Directorate of provincial education,
- 5) Present duties of the Director of provincial education,
- 6) Present educational duties of the Governors,
- 7) Present duties of the Assistant Director of education,
- 8) Present structure of the district center and district directorates of primary education,
- 9) Required qualifications of the Directors of Primary Education at present,
- 10) Present number of personnel (excluding the clerical and custodial employees) in the Directorate of Primary Education,
- 11) Present distribution of duties (Sub-Governor, Director of Primary Education and Assistant Director of Primary Education) in the Directorate of Primary Education,
- 12) Present duties of the Director of Primary Education,
- 13) Present educational duties of sub-governors,
- 14) Present educational duties of Directors of education for sub-districts,
- 15) Present educational duties of village heads,
- 16) Emphasis given to educational matters in the Directorate of Education,
- 17) Members of the Permanent Commission in the Provincial Disciplinary Council,
- 18) Participation in the resolution of conflicts and inspection of the Institutions of secondary and higher education of the Directorate of Education,

- 19) Situation of Director for Adult Education as not being an Assistant Director of Education,
- 20) Opinion of the Directors of Education in the appointment of Assistant Directors,
- 21) Functions and work of the Councils and Commissions which are assigned by the Law 222.
- 22) Power of provincial government on the personnel matters (appointment, promotion, and others) of the primary and secondary school teachers and administrators,
- 23) Construction of educational institutions at all levels by the Ministry of Public Works, and the functions of the Ministry of Education in construction.
- 24) Provincial Administrative Law,
- 25) Provincial Administrative Law, in terms of not delegating enough authority to Directors of Education in educational matters, administration, and planning,
- 26) The situation of present Assistant Directors (their functions, statuses and roles).

In addition, nearly 50% of our subjects believed that the following characteristics also should be changed:

- 1) The Administrative Law of the Provinces, not delegating enough authority to the provinces in terms of administration and planning of education,
- 2) Not establishing regions encompassing provinces with similar socio-economic and cultural problems and in these regions, having a head Directorate of Education for these related provinces.

- 3) Not arranging the distribution of duties among Assistant Directors of Education, according to the regional specifications, in place of levels of education, and having each Assistant Director to be responsible for all educational matters of his region.

When we examine Figures 4.35 and 4.37 we see that the "no" answers show a similar trend. The first 15 questions, in the questionnaire, received more "no" answers from all three groups, but the Assistant Directors gave the most "no" answers, both to the first 15 questions and to the rest, with the exceptions of suggestions 22, 23, 24, 25, 27, and 28, where percentages of Governors who gave "no" answers were slightly higher.

The Directors rank second, and Governors third in giving "no" answers to the first 15 suggestions. The ones who least supported the present system seemed to be the Assistant Directors.

III. Summary

This chapter has presented data, tables, figures and analyses of the responses of Turkish Governors, Provincial Directors of Education, and Assistant Directors of Education, as gathered by the questionnaire instruments included in Appendix III. A summary of conclusions from these findings, along with their implications and limitations, is presented in Chapter V.

CHAPTER V

CONCLUSIONS AND LIMITATIONS

I. Conclusions

This study has dealt with the provincial administration of education in Turkey. Three of the key elements; namely, Governors, Directors and Assistant Directors were the people whose views on various educational matters were received.

A summary of findings presented in this chapter may be categorized in the following way:

- a. Background Information
- b. Perceptions and Expectations on Duties
- c. Views on Educational Problems
- d. Suggestions for Upgrading Provincial Directorates of Education.

a. Background Information

1. A majority of the Governors are between the ages of 41 and 60, and most of them are between the ages of 46 and 50. Nearly half of the Assistant Directors are between the ages of 41 and 50. Most of the Directors, however, are between the ages of 36 and 45, and the majority of this group are between the ages of 36 and 40. In terms of age, the Directors are the youngest group. There is also evidence here that Governors are older than both Directors and Assistant Directors.

2. In terms of pre-professional academic training, Governors are mostly, as expected, graduates of the Faculty of Political Sciences. There are only a few Governors who are acting Governors, and from some other school, but all Governors have at least a four-year higher education. Directors are mainly the graduates of Educational Institutes, which give them a two or three year higher education.

But some of the Directors and Assistant Directors are graduates from normal schools and have taken some additional courses, mainly in primary school supervision, but their numbers are very small.

We observe here that the schools from which Directors and Assistant Directors graduated did not offer administration courses in education, especially courses concerned with the activities at the provincial level. People who become educational administrators learn their jobs mainly by doing.

3. In terms of experience, a plurality of our subjects in the three groups are located in the range between 21-25 years of experience (35.5% of the total groups).

However, a majority of the Governors have at least 21 years of experience; whereas, 32.1% of the Directors have between 16 and 20 years of experience.

4. In terms of salary, the Governors' monthly salaries seem significantly above both the monthly salaries of Directors and of Assistant Directors. In addition, Assistant Directors did not seem satisfied with the salaries they receive.

5. With respect to time spent in current positions, Governors and Directors seem more mobile than Assistant Directors. However, 57.1% of the Governors and 35.7% of the Directors reported that they had been working in their present province and posts between one and three years, in contrast to 31.4% of the Assistant Directors who had held their current positions between 4 to 6 years.

6. As expected, the kinds and numbers of places of work in which subjects worked six months or more were quite different among the members of the three groups. For instance, 15.5% of the Directors, and 16.2% of the Assistant Directors--but none of the Governors--had worked in villages. On the other hand, the percentage of frequencies of work in the provincial centers for Directors was more (57.5%) than either for Governors (43.9%) or for Assistant Directors (43.7%). When the situation was checked in terms of districts, it was found that Governors had worked in more districts (53%) than either Directors (21.9%) or Assistant Directors (37.1%).

7. More than half of the Governors (63%) had experience in Directorates of subdistricts and they had also served as Gubernatorial interns. These were duties mainly for less than three years. Almost all Governors served as sub-governors for four years or more, and nearly 50% of them worked as Lieutenant Governors for at least two years. Around 15% of them worked at the Central Government. The sub-governorship seems the most frequent post in which all Governors spent most of their time. Directors and Assistant Directors spent similar amounts of time in supervision of primary education which was comparable

to that spent by Governors in sub-governorship. Otherwise Directors and Assistant Directors had quite similar previous experiences, but the amount of experience which Assistant Directors had in teaching--either at primary or secondary levels--was somewhat more than the Directors' experiences. In general, Assistant Directors seem to have had more experience and to have stayed longer in each of their previous and present jobs than did the Directors.

8. Governors seem more competent in using a foreign language than either the Directors or Assistant Directors. English is the most frequent and French the second most frequent foreign language known among the three groups.

9. Governors and Directors generally believe that their present jobs may help them with advancement in their professions. But more than half of the Assistant Directors (51.7%) are undecided, or they do not believe any advancement in their professions will result from their present jobs. However, these differences did not prove to be statistically significant.

b. Role Perceptions and Expectations

Governors in general feel that a Governor should be doing what he has been doing. However, the educational administrators in the provinces believe that they should be given more responsibilities. This trend is strongest in the answers of the Assistant Directors.

c. Educational Problems

The problem of imbalance between duties and rights (Problem 11) is the most frequent one in paired comparisons which was found to differ significantly. The problem of conflicting orders from the

Ministry of Education (Problem 10) was the second most frequently significant problem. But these significances were observed only between groups, rather than in groups separately.

Problem 11 is the one which was graded most as "very important".

While the level of development of provinces, or the importance of the posts of research subjects increased, importance given to the problems seemed to decrease.

d. Suggestions for Upgrading Provincial Directorates of Education

More than half of the Directors (57.14%) and Assistant Directors (60.78%) suggest that Directors of Education should at least have two years of higher education and three years of experience. But 42.55% of the Directors and 39.21% of the Assistant Directors suggest that the Directors should have a four-year higher education and at least three months of training in administration. Governors, mostly (67.85%), believe that Directors should have at least four years of higher education and three years of experience.

In connection with the proposed District Educational Director, respondents favored their having at least two years of higher education. In addition, the idea of having a three-month training in administration for the Directors of Districts was also supported.

A majority of the members of the three groups supported some suggestions for changes within the provincial Directorate of Education. For 17 out of 29 suggestions, however, support was not very strong. Governors seem less eager to see suggestions for change go through than Directors do and much less eager than Assistant Directors.

II. Implications of the Study

1. This is the first study of its kind dealing directly with the provincial Directorates of Education in Turkey. In general, changes and developmental studies in the Turkish Educational system have, to date, come from the National Ministry of Education. A centralized system has advantages as well as disadvantages. One important implication of the present study appears to be that we should take into consideration the system as a whole if we undertake to make any organizational change or any change in terms of distribution of duties or assignment of new responsibilities. We have to think of the system as a whole. For this reason, when we think of any improvement or change in educational organization, including changes in the process of education, we should take into account also the provincial and local organizations as well as the central organization and its units.

During this study we observed that there is a real desire and potential in the provincial organizations for introducing improvements in the educational directorates. Most of our respondents were self-critical. In addition, they complained that the higher officials would not even ask their opinions regarding necessary changes in their organizations. These and similar evidences show clearly that strategy in educational development should be altered toward more planned joint involvement of officials in central, provincial and local organizations.

2. Duties, rights and responsibilities for education of Governors, Directors, and Assistant Directors might well be reconsidered in the following ways:

a) Because of their legal and traditional positions, and because of the necessity of coordination in such matters as finance, security, etc., the Governor should still be involved in educational matters, but his rights and responsibilities in this field need to be made clearer. He need not be held responsible for all functions of education, even to the signing of all papers and documents.

b) The Director should be given more rights and some additional power. He should not have all duties and responsibilities without concomitant authority.

c) The evidence indicates that Assistant Directors do not feel they are in a desirable situation in terms of having clear-cut duties, rights and responsibilities. If we classify them as administrators in the provincial Directorates of Education, their rights, duties and responsibilities should also be defined in such a way that we would not be able to say to them that their jobs could have been done by any of the clerks or secretaries in the Directorate.

d) Directorships and Assistantships are both considered superior posts in the Turkish Educational system among a large number of educators. However, in point of fact, they should be given higher status than they now enjoy--including higher salaries.

e) Instead of feeling a necessity for being a "yes-man" for the Governor, the Director has to be the real educational administrator who is responsible for and has rights over all matters at all levels of education in the province. But, of course, Directors, as well as Assistant Directors, should be well prepared for the job academically or otherwise.

3. Further study of the Directorates of Education in more detail should be undertaken, and these provincial organizations, as well as local organizations of education, should be reorganized in terms of their structure, personnel and distributions of rights, duties and responsibilities.

4. One critical question appears to be the question of political influence throughout this study. Almost all of the subjects were concerned that they had at least some difficulties with the politicians at the provincial level. This problem was most prominent in planning activities and personnel affairs. In addition, none of the subjects firmly believe that specific criteria for the selection and transfer of Directors and Assistant Directors are being used properly by the Ministry of Education. For this reason we suggest that:

a) Criteria in selecting, promoting and transferring provincial administrators of education have to be set and followed. Both academic background and successful experience should be considered.

b) Necessary changes in regulations should be instituted and a balance between the rights, duties and responsibilities of Directors and Assistant Directors should be established. Along the same line, the Special Law for the Provinces should be re-examined so that the complaints of educational administrators might at least be reduced.

5. At the provincial organization level, we have enough evidence that there is a lack of staff service. To be sure, specialists and assistant specialists are assigned to directorates or at the Research and Guidance Centers in various provinces. But the evidence is clear, with some minor exceptions, that these personnel in either of these

organizations do not now function efficiently or effectively. In both locations, technical personnel are not competent enough to carry out needed technical and advisory services; such as, conducting proper research in education. Secondly, there are not enough people to perform needed services or enough equipment to carry out these services. Both the National Ministry of Education and the Directorates need effective technical services to be carried out at provincial levels, as well as in the central organization.

In order to do this, new technical divisions as organs of the organizational bodies at the provincial level should be created, and existing personnel should be up-graded and up-dated.

6. The system of construction of new educational facilities should be reconsidered in the following ways: Those provinces which have fewer facilities in terms of technical personnel in construction and equipment, and those which have more facilities, should be dealt with separately. Our data illustrate that for some provinces it would be better, at the present time, to leave the construction jobs almost entirely in the hands of the central government's construction branch in the province, but more power nevertheless should be given to the Directors of Education than they presently have. Since they have local facilities to use, for some provinces it would be better to give more authority directly to the Directors in deciding and carrying out construction jobs.

Our study suggests that a single arbitrary rule; such as, saying "All types of constructions in education have to be carried out by the

Directorates," may not be the best solution for all provinces. In any case, we also suggest that the Ministry of Education itself should have some sort of coordinating office, with necessary supporting services, in order to carry out the overall national policy in school construction. Otherwise today's problems in school construction cannot be solved by the provinces alone.

7. High mobility of Directors seems quite significant at present. They do not usually stay in a province longer than an average of three years. Moreover, their appointments, transfer or promotions to another job, probably in another place, do not seem to have any definite time occurrence or criteria, or at least the Directors themselves think that this is the case. Accordingly, it could easily be that they may be constrained in their jobs. They may very well be under the influence of a fear that they may be transferred tomorrow. In addition, though the appointment of a Director is made only after asking the opinion of the Governor, Directors have never been asked whether they would like to work with either the Governor or the Assistant Directors. Especially, since the Director and the Assistant Director are to be the closest colleagues, they both should be willing to work together. Secondly, for the Directors part, he, as an administrator at least, should be asked for his opinion--if not his approval--on the selection of his assistant.

8. Most of the directorates have three divisions as stated in the regulations--some have different divisions and some have more divisions. There has been no criteria for setting up the many different divisions within a directorate. However, as our data suggest, whether there are three or seventeen divisions, and whether there is so and so many people

working in a directorate, these factors alone do not solve the problems of overlap, conflict, and confusion. For instance, there are now established both a Ministry of Youth and Sport and an Undersecretariate for Cultural Affairs. Nevertheless, carried over from their former duties, directorates still usually carry out the provincial functions of the Youth and Sport Ministry as well as those for the Undersecretariate for Cultural Affairs. For this reason, the question of where the directorates stand, what their rights and responsibilities are, and to what extent and to whom they are responsible, all of these things need to be cleared up and stated definitely.

9. Our data also give enough evidence that communications between directorates and different departments of the National Ministry of Education are quite slow and confusing. It is also clear that unless coordination and communications systems within the central organization itself and among its departments are improved, then some similar forms of communications problems are likely to persist in the provincial directorates.

10. This study indicates that the administrators who were involved really desire changes and improvements in the provincial and local organizations of education. They have also shed some light on possible directions for some vital changes. These feelings and attitudes can and should be utilized and taken into consideration, and it should be an accepted principle that people working in the provincial and local levels in education may also have various valuable ideas to contribute to organizational development.

11. As our research has indicated, at present provincial organizations do not seem ready or capable to carry out even some of the most basic duties; such as, managing the distribution of personnel in secondary education, or involving themselves more in planning and budgeting activities, or doing proper research in education.

Hence, various vital changes have to be made both in terms of organization as well as in personnel strength and in management techniques.

To proceed with these changes will require some additional and different types of research, especially in the areas of organizational development and administration of education. As a result any changes in provincial and local organizations of education should be made only on the basis of necessary preparations and further studies.

III. Limitations of the Study

It has always been difficult to interpret "what other people may think or say about some other thing". This is even more difficult if the topic involves the other peoples' jobs or personal lives. For this reason, the intention of this study has been to exploratory work in the field. We simply believe that identifying some aspects of the task and gathering points of view of the people concerned, on related items, might provide something of benefit to those who are ready and willing to improve educational practices in Turkish provinces, and in a form that would be appropriate to dealing with the organizational problems.

In several ways, the study happily has been carried out free of restrictions. For instance, this was the case in terms of the support of higher officials within the National Ministry of Education. They all encouraged and supported the project without reservation. The chief limitation was that this study itself was not able to create a perfect or even any definite specific model for the Provincial Directorate of Education in Turkey. Hopefully, however, we may have been able to raise some new and useful questions, in addition to those that educators in Turkey have already been asking for so many years. In addition, we also looked for possible answers to our questions by discussing them directly with the people who are the actual practitioners in the field. Therefore, this study may be accepted as a starting project for other more intensive studies in dealing with the organizational development of the provincial and local directorates.

In fact, this researcher has already been appointed as coordinator-member of such a follow-up study group. Our present study has, therefore, already served at least to create a further project along these same lines.

In this further study, we intend to use all of the 67 provinces instead of only 28. We also intend to cross-check answers of respondents in some of the provinces against experience in some of the other provinces out of our 28 provinces. Of course the built-in limitations of role studies will still remain as they have in the present study; such as, questions as to whether the respondents did or could answer correctly what their roles were, and were they able to see and judge

others without any biases which may largely affect their perceptions of others.

No organization is entirely free and separate from other organizations. Even if, in some cases, we may be forced to create an imaginary, separate organization, and call it "the existing organization", but, nevertheless, this organization too would necessarily be an organic part of some larger system.

Thus, legally and traditionally, the provincial educational directorate in Turkey has been a branch of the provincial government under the Governor. For this reason, it would have been misleading to eliminate the Governor from the study, so he was included as one of three key members of the organization we undertook to examine. In the last analysis, our study is limited to the three points of view herein analyzed.

As we stated earlier, the present study has been intended only to be an exploratory and a pioneering work in its area. In spite of several limitations, we tried to do our best along the way, and hope we may have helped to uncover some promising avenues for improvement, development, and reform.

IV. Summary

This chapter presents a summary of conclusions which appear to be justified on the basis of the findings presented in Chapter IV. It seems to add up to a desire for improvement and change on the part of the provincial educational administrators in Turkey. In particular, the Directors and Assistant Directors appear to want to have more

authority in managing provincial educational activities; this is especially true of the Assistant Directors.

Some of the major implications of this study are listed above, and, in conclusion, some of its limitations too are cited.

APPENDICES

APPENDIX III - 1

FIRST QUESTIONNAIRE

PROVINCIAL ADMINISTRATION RESEARCH PROJECT OF THE
MINISTRY OF EDUCATION

Form I

APPENDIX III - 1

FORM I

Governorships

The questionnaire below has been prepared to benefit from your opinions and experiences in provincial administration for this research projects of the Ministry of National Education.

1. Name and last name:
2. How old are you? Please circle the most appropriate one.
 - a) 35 or less
 - b) between 36-40
 - c) between 41-45
 - d) between 46-50
 - e) between 51-55
 - f) between 56-60
 - g) Above 60
3. What is your present position?
 - a) Governorship
 - b) Acting governor
 - c) Assistant governor
4. Name of school from which you last graduated?
 - a) Faculty of Political Science
 - b) Faculty of Law
 - c) Other (please specify)
5. Major academic field in school from which graduated:
 - a) Public administration
 - b) Law

c) Finance

d) Other (please specify)

6. Duration of active participation in the Civil Service including Military Training:

a) 1-5 years

b) 6-10 years

c) 11-15 years

d) 16-20 years

e) 21-25 years

f) 26-30 years

g) 31 years and over

7. Current Civil Service Income Rating:

Degree

Level

8. How long have you been working in your current position?

a) less than one year

b) between 1-3 years

c) between 4-6 years

d) between 7-4 years

e) 10 years and over

9. Number of locations where you have served 6 months or more during your career: (example: If you worked in three towns or one province for periods of 6 months or more please put 3 and 1 respectively in the space provided below).

Number	Type of Place			
	Village	Subdistrict	District	Province

10. Previous Duties and Their Duration

Name of the Duty	Total Duration of Duty				
	less than one year	0-3 years	4-6 years	7-9 years	10 years or more
1. Directorate of sub-district					
2. Gubernatorial Internship					
3. Sub-governorship					
4. Lieutenant Governorship					
5. Directorate of Security					
6. Governorship					
7. Central Governor- ship or another duty in the central administration of the Ministry of the Interior					
8. Other duties in the Ministry of the Interior outside of central administra- tion					
9. Duties served for an Ins. or Ministry out- side of the Ministry of the Interior					

11. Do you know any foreign language?

a) yes

b) no

12. Knowledge of Foreign Languages:

- a) Please indicate very good if you can use the foreign language in academic oral and written work.
- b) Please indicate good if you can use the foreign language in oral and written work with use of a dictionary when needed.
- c) Please indicate fair if you can use the foreign language only for daily conversation.

Name of foreign
language(s) spoken

Degree of competence

English

very good good fair

French

German

Other (please specify)

The table presented below lists some criteria for the qualifications for the organization of the Director of Provincial Education and Director of Primary Education.

Please indicate your opinion by placing an (x) under the items numbered 1, 2, 3 and 4.

Agree (1)

No opinion (2)

Disagree (3)

Director of Provincial Education			Director of Primary Education		
Same	Unde- cided	Not on the same idea	Same	Unde- cided	Not on the same idea
					The structure (estab- lishment, divisions) should remain the same
					The qualifications of the personnel (educa- tion level and experi- ence) should have the same characteristics.
					Present number of person- nel should remain the same
					Present distribution of the duties of the organi- zation (governor, Director of Primary Education, and Asst. Dir. of P. Edu. should remain the same
					Present duties of the organization should re- main the same

14. The table presented below lists some criteria for the qualifications of the Director of Provincial Education, Assistant Director of Provincial Education and Director of Primary Education.

Please indicate your opinion by placing an (x) under the numbers 1, 2, 3, and 4

Agree (1)

No opinion (2)

Disagree (3)

[illegible]

APPENDIX III - 2

PRELIMINARY QUESTIONNAIRE

QUESTIONNAIRE OF THE PROVINCIAL
DIRECTORATES OF EDUCATION

Form II

APPENDIX III - 2

February 7, 1972

Dear Colleague,

Activities concerning the provincial administration research project of the Ministry of Education has been started in order to be helpful in fulfilling the services of the Ministry of Education in a more efficient way. With this purpose in mind it will be useful to benefit from your knowledge and experiences.

Please complete the following items without indicating or signing your name.

Thank you for your contribution.

Sincerely yours,

Kemal Gucluol
Head of the provincial administration
research project of the Ministry
of Education

1. Place of birth and date of birth:
2. The name of the school you graduated:
3. The name of, branch, faculty, or group of subjects you graduated:
4. How long and what kind of duties you have served?
Please indicate on the list below.

<u>The name of the duty</u>	<u>The period of the duty</u> <u>year</u> <u>month</u>	
a) Primary school teacher	_____	_____
b) Secondary school teacher	_____	_____
c) Teaching at a teacher training school	_____	_____
d) Teaching at other kind of professional and technical teacher training school	_____	_____
e) Lecturer (teaching in a higher institu- tion rather than a university)	_____	_____
f) Assistant director	_____	_____
g) School Director	_____	_____
h) Director of Primary School Education	_____	_____
i) Assistant director of the Provincial Education directorate	_____	_____
j) Any duty server in the Ministry of Education	_____	_____
k) Other duties	_____	_____

5. Do you know any foreign languages?
 - a) Yes, I know one foreign language.
 - b) Yes, I know more than one foreign language.
 - c) No, I do not know a foreign language

6. Which foreign language(s) do you know? Please indicate.

- a) English c) German
b) French d) Others--Please indicate the name of the
foreign language(s).

7. If you know a foreign language(s), can you communicate comfortably verbally or write in any language, including academic topics?

- a) Yes, I do
b) I can communicate if I can sometimes use a dictionary.
c) No, I do not communicate.

8. Indicate exact number of places you have served for 6 months or more.

Example: Please indicate (4) if you have worked more than 6 months in 4 districts.

Country center District center Province center Village Other

Please answer the following questions on the empty pages provided at the end.

9. In your opinion, what is the most important duty of the governor related to education?

What are the main problems that the governors face as they try to do these tasks?

10. In your opinion what are the main duties of the following personnel?

- a) Provincial Director of National Education
b) Assistant Director of Provincial Education

11. What are the difficulties that directors of Provincial National Education and Assistant Directors face as they are performing their duties? Please answer the following questions on the reserved places. If you have more to add continue on the empty pages.

12. Depending on your previous experiences, how do you evaluate the work of provincial National Education Directors as the representatives of the Ministry of Education?

- a) very good b) good c) fair d) poor e) very poor

13. Why have you answered the twelfth question this way?

Will you please give a short explanation about your reasons.

14. Do you think any changes within Directorates of provincial National Education are necessary?

a) Yes b) No

15. If your answer to question 14 is yes, what do you think the changes should be?

16. In the seventh National Education Convention, the following three proposals were passed. Below each proposal please indicate the following items.

(1) Are you in agreement with this proposal?

(2) If you have any other ideas about this subject or have something else to add please indicate.

A. First proposal:

Current local administration law interfere with the proper functioning of Provincial National Education Directorates. This law must be examined and revised as soon as possible.

a) I agree b) I do not agree

B. Second proposal:

Provincial National Education Directors must be the sole responsible for their districts. For this purpose they must be provided with authority and financial resources.

a) I agree b) I do not agree

If you have any other ideas about this subject, or have something else to add, please indicate.

C. Third proposal:

Distribution of duties among National Education Assistant Directors must be according to districts not educational levels. Each Assistant Director must be responsible for the educational activities at all levels in his own district.

a) I agree b) I do not agree

17. Do you have any other ideas or suggestions on how provincial National Education Directors can perform their duties better?

APPENDIX III - 3

MAIN QUESTIONNAIRE

(Turkish Form)

MİLLÎ EĞİTİM BAKANLIĞI
TAŞRA ÖRGÜTÜ
ARAŞTIRMASI

**Millî Eğitim Bakanlığı
Taşra Örgütü Araştırması**

Aşağıdaki sorular Millî Eğitim Bakanlığı Taşra Örgütü Araştırmasında sizin de fikir ve tecrübelerinizden faydalanmak üzere hazırlanmıştır. Vereceğiniz cevaplar için şimdiden teşekkür ederiz.

Lütfen her soruda uygun bulduğunuz karenin içine (x) işareti koyunuz.

Görevli Bulduğunuz İlin Adı :

Yaşınız :

- 7.1 ☐ 35 yaşından küçük
 2 ☐ 36-40 yaşlar arası
 3 ☐ 41-45 " "
 4 ☐ 46-50 " "
 5 ☐ 51-54 " "
 6 ☐ 55-60 " "
 7 ☐ 61 ve daha büyük

Bugünkü göreviniz :

(Bir göreve vekâlet edenler aslî görevli gibi işaret edeceklerdir.)

- 8.1 ☐ Vali
 2 ☐ Vali Muavini
 3 ☐ Millî Eğitim Müdürü

- 4 ☐ Millî Eğitim Müdür Yardımcısı
5 ☐ İlköğretim Müfettişi
6 ☐ İlköğretim Müdürü
7 ☐ Okul Müdürü (okulunuzun adı)

En Son Mezun Olduğunuz Okulun Adı :

- 9.1 ☐ Siyasal Bilgiler Fakültesi
2 ☐ Hukuk Fakültesi
3 ☐ Siyasal Bilgiler Fak. + Hukuk Fakültesi
(Fark)
4 ☐ Harp Okulu
5 ☐ Eğitim Enstitüsü
6 ☐ Diğerleri (Lütfen adını yazınız)

.....

En Son Mezun Olduğunuz Okuldaki Esas
Branşınız :

- 10.1 ☐ İdare
2 ☐ Hukuk
3 ☐ Laliye
4 ☐ Askerlik
5 ☐ Pedagoji
6 ☐ Diğerleri (Lütfen adını yazınız)

.....

Askerlik Dahil, Devlet Hizmetlerinde Fiili
Olarak Çalışma Süreniz :

- 11.1 ☐ 1-5 Yıl
2 ☐ 6-10 Yıl
3 ☐ 11-15 Yıl
4 ☐ 16-20 Yıl

- 5 ☐ 21-25 Yıl
 6 ☐ 26-30 Yıl
 7 ☐ 31 Yıl ve daha fazla

Bugün Fiilen Almakta Olduğunuz Maaşın Derece
ve Kademesi :

- | <u>Derecesi</u> | <u>Kademe</u> |
|--|--|
| 12.1 ☐ Birinci Derece | 13.1 ☐ Birinci kademe |
| 2 ☐ İkinci " | 2 ☐ İkinci " |
| 3 ☐ Üçüncü " | 3 ☐ Üçüncü " |
| 4 ☐ Dördüncü " | 4 ☐ Dördüncü " |
| 5 ☐ Beşinci " | 5 ☐ Beşinci ve daha
yukarı kademeler |
| 6 ☐ Altıncı " | |
| 7 ☐ Yedinci " | |
| 8 ☐ Sekizinci " | |
| 9 ☐ Dokuzuncu ve daha aşağı dereceler | |

Bugünkü görev yerinizde,

Halen yapmakta olduğunuz görevde geçirdiğiniz süre :

- 14.1 ☐ 1 yıldan az
 2 ☐ 1 - 3 yıl arası
 3 ☐ 4 - 6 yıl arası
 4 ☐ 7 - 9 yıl arası
 5 ☐ 10 yıl ve daha fazla

Meslek hayatınızda altı ay ve daha fazla görev yaptığınız yerlerin sayısı :

(Meselâ üç ilçede, bir ilde altışar ay veya daha fazla bir zaman için çalışmışsanız, tabloda, ilçe merkezinin altına 3 ve il merkezinin altına 1 sayısı yazılacaktır.)

Görev Yerleri Tablosu

Altı Ay ve Daha Fazla Çalıştığınız Yerleşme Merkezinin				
SAYISI	Ç E Ş İ D İ			
	(15)	(16)	(17)	(18)
	Köy (Muhtarlık)	Bucak Mer.	İlçe Mer.	İl Mer.

BU TABLO SADECE VALİ ve VALİ MUAVİNİ
TARAFINDAN DOLDURULACAKTIR

Halen çalışmakta olduğunuz görevden önceki görevleriniz
ve toplam süreleri

GÖREVİN ADI	Toplam Görev Süreleri				
	1 yıldan az (1)	1-3 Yıl (2)	4-6 Yıl (3)	7-9 Yıl (4)	10 Yıl ve Da- ha faz. (5)
19 Nahiye Müdürlüğü	17	1			
20 Maiyet Memurluğu	1	28			
21 Kaymakamlık			6	6	76
22 Vali Muavinliği		2	6	2	2
23 Emniyet Müdürlüğü			2		1
24 Valilik	4	5	6	4	4
25 Merkez Valiliği veya İçişleri Bakanlığı Merkez Teşkilâtında başka görevler	1	2	4		2
26 İçişleri Bakanlığı hizmetinde, merkez teşkilâtı dışında diğer görevler	3	1			
27 İçişleri Bakanlığından başka bir kurum veya bakanlık hizmetinde geçen görevler	1	1			1

BU SORUYA VALİLER VE VALİ MUAVİNLERİ DIŞINDAKİ GÖREVLİLER
CEVAP VERECEKTİR

Halen çalışmakta olduğunuz görevden önceki görevleriniz
ve toplam süreleri

GÖREVİN ADI	Toplam Görev Süreleri				
	1 yıldan (1)	1-3 yıl (2)	4-6 yıl (3)	7-9 yıl (4)	10 yıl ve daha fazla(5)
(19) İlkokul Öğretmenliği					
(20) İlkokul Müdürlüğü İlköğretim Müdürlüğü veya Yardımcılığı Halk Eğitimi Müdür.					
(21) İlköğretim Mufettiş. Denetmenlik veya Gezici Başöğretmenlik					
(22) Millî Eğitim Müd.Yrd. ve Halk Eğitim Başkan.					
(23) Orta Dereceli Okul Öğretmenliği					
(24) Orta dereceli okul İdarecilği (Müdür, Müdür Yard., Eğitim Şefliği v.b.)					
(25) Millî Eğitim Müdürlüğü					
(26) Millî Eğitim Bakan- lığı Merkez Örgütün- deki görevler top.					
(27) M.Eğ. Bakanlığı hiz- metinde, Merkez ör- gütü dışındaki diğer görevler					

Yabancı dil bilginiz :

Bu maddeyi cevaplandırırken :

- (a) Bir yabancı dili sözlü ve yazılı olarak, akademik konularda rahatça kullanabiliyorsanız "Çok iyi",
- (b) Bir yabancı dili zaman zaman sözlük kullanmak suretiyle sözlü ve yazılı olarak kullanabiliyorsanız "iyi,"
- (c) Bir yabancı dili ancak günlük hayatta anlayabilecek kadar biliyorsanız "orta" dereceyi işaretleyiniz.

Bildirdiğiniz Yabancı Dilin (veya Dillerin) Adı	Yabancı Dil Bilginizin Derecesi		
	Çok iyi (1)	İyi (2)	Orta (3)
28 İngilizce			
29 Fransızca			
30 Almanca			
31 Diğer Yabancı Diller (Belirtiniz)			

Halen bulunduğunuz görevde, mesleğinizde yükselme yönünden, sizin için daha iyi bir istikbal bulunduğuna inanıyor musunuz ?

33. 1 ☐ Tamamen inanıyorum
- 2 ☐ Oldukça inanıyorum
- 3 ☐ Biraz inanıyorum
- 4 ☐ Kararsızım
- 5 ☐ Hiç inanmıyorum

Aşağıdaki tabloda (Görev Dağılımı Tablosu), "Görevler" sütununda gösterilen görevlerin mevcut duruma göre kimin veya kimlerin ana görevi olduğunu I. Bölümde; size göre, illerde bu görevlerin kimin veya kimlerin ana görevi olması gerektiğini II. Bölümde işaretleyiniz.

GÖREV DAĞILIMI TABLOSU

I. Bölüm mevcut duruma göre (kimin veya kimlerin ana görevi olup ?)					Görevler	II. Bölüm olması dilediğiniz duruma göre (Kimin veya kimlerin ana görevi olmalıdır?)				
Vali	M. Eğ. Md.	M. E.	Md. Yard.	İlk. Öğ. Mf.		Vali	M. Eğ. Md.	M. E.	Md. Yard.	İlk. Öğ. Mf.
34-35					İl millî eğitim planının hedeflerini tespit etmek					36-37
38-39					İl millî eğitim planını hazırlamak					40-41
42-43					222 Sayılı Kamuna göre okullara arsa ve arazi sağlamak					44-45
46-47					Özellikle ilköğretim alanında, yeniden inşa edilecek okul bina ve eklerinin yapımının zamanında ve isabetle planlanmasını sağlamak					48-49
50-51					İlin eğitim ve öğretimle ilgili ihtiyaçlarını tespit etmek					52-53
54-55					Eğitim ve öğretimle ilgili bütün personelin en faydalı ve dengeli bir şekilde istihdamını sağlamak					56-57

GÖREV DAĞILIM TABLOSU (Devam)

I. Bölüm mevcut duruma göre (kimin veya kimlerin ana görevidir ?)					Görevler	II. Bölüm olmasını dilediğiniz duruma göre (Kimin veya kimlerin ana görevi olmalıdır?)				
Vali	M. E. Md.	M. E.	Md. Yard.	İlk. Öğ. Muf.		Vali	M. E. Md.	M. E.	Md. Yard.	İlk. Öğ. Muf.
58,59					Görevli bulunduğu bölümle ilgili yazışmaları yürütmek, istatistik toplamak ve değerlendirmek					60,61
62,63					Öğretmenlerin düzenli bir şekilde görev yapmalarını sağlamak					64,65
66,67					Eğitim ve öğretim faaliyetlerini değerlendirmek					68,69
70,71					İlk ve orta dereceli okulların öğretmen ve yöneticilerin çalışmalarını değerlendirmek					72,73
74,75					İl seviyesinde halk eğitimi çalışmalarını gerçekleştirmek					76,77
7,8					İlin millî eğitim işleriyle ilgili tedbirler hakkında Millî Eğitim Bakanlığına tekliflerde bulunmak					9,10
11,12					İlk ve orta dereceli okullarda imtihan komisyonu üyelerini seçmek ve onaylamak					13,14
15,16					Orta dereceli okulların ders dağıtım çizelgelerini müdürleriyle birlikte düzenlemek					17,18
19,20					İlk ve orta dereceli okul diplomalarını imzalamak					21,22

GÖREV DAĞILIMI TABLOSU (Devam)

I. Bölüm mevcut duruma göre (kimin veya kimlerin ana görevidir ?)					II. Bölüm olmasını dilediğiniz duruma göre (Kimin veya kimlerin ana görevi olmalıdır ?)				
Vali	M. E. Md.	M. E. Md. Yard.	İlk. Öğ. Muf.	Görevler	Vali	M. E. Md.	M. E. Md. Yard.	İlk. Öğ. Muf.	
23,24				Eğitim ve öğretimin Millî Eğitim Bakanlığının genel politikasına uygun yürütülüp yürütülmediğini denetlemek					25,26
27,28				İldeki diğer ünite ve kuruluşlarla koordinasyon sağlamak					29,30
31,32				Ödenek ve araç sağlanması hususunda ilgili kurul ve dairelerin görevlerini yerine getirmelerini denetlemek					33,34
35,36				Millî eğitim il teşkilâtının başkanlığını yapmak					37,38
39,40				İldeki bütün eğitim ve öğretim kurumlarının yönetim ve denetimini yapmak					41,42
43,44				Millî eğitimle ilgili her türlü resmî yazışmayı onaylamak					45,46
47,48				İlköğretim kuruluna başkanlık etmek					49,50
51,52				İlde beslenme eğitimi programlarının uygulanmasını yakından izlemek					53,54

Aşağıdaki hususların size göre görevinizle ilgili bir problem olup olmadığını, önemli görüyorsanız "çok önemli," veya "önemli," olarak önem derecesini belirtiniz.

İl Daimi Encümenindeki partili üyelerin, ilkokul öğretmen ve yöneticilerinin tayin ve nakillerinde yönetmeliklere aykırı uygulamaya gidilmesi için yaptıkları zorlamalar

55.1 ☐ Çok önemli bir problemdir

2 ☐ Önemli bir problemdir

3 ☐ Bir problem değildir

İlkokul öğretmenlerinin disiplin işleriyle ilgili kararlarda meslekten olmayan kimselerin bulunduğu kurulların yetkili oluşu

56.1 ☐ Çok önemli bir problemdir

2 ☐ Önemli bir problemdir

3 ☐ Bir problem değildir

İl Daimi Encümenindeki partili üyelerin okul yapımında, plan ve program hedeflerine uymadığı halde, kendi seçim bölgelerine öncelik tanınması için baskı yapmaları

57.1 ☐ Çok önemli bir problemdir

2 ☐ Önemli bir problemdir

3 ☐ Bir problem değildir

İller İdaresi Kanunu'nun, millî eğitim hizmetleriyle ilgili olarak verdiği yetkilerin yetersiz oluşu

58.1 ☐ Çok önemli bir problemdir

2 ☐ Önemli bir problemdir

3 ☐ Bir problem değildir

Millî Eğitim Müdürlüğünde görevli idarecilerin atanma ve yer değiştirmelerinde belli kıstasların uygulanmaması

59.1 ☐ Çok önemli bir problemdir

2 ☐ Önemli bir problemdir

3 ☐ Bir problem değildir

Maaş yetersizliği

60.1 ☐ Çok önemli bir problemdir

2 ☐ Önemli bir problemdir

3 ☐ Bir problem değildir

Öğretmen ve idarecilerinin denetimi ile ilgili yetkilerin yetersiz oluşu

61.1 ☐ Çok önemli bir problemdir

2 ☐ Önemli bir problemdir

3 ☐ Bir problem değildir

İl millî eğitim müdürlüğünün görevlerin açık ve seçik olarak belli olduğu bir organizasyona sahip olmayışı

62.1 ☐ Çok önemli bir problemdir

2 ☐ Önemli bir problemdir

3 ☐ Bir problem değildir

Evrak havalesi ve imza işlerinin çok zaman alışı

63.1 ☐ Çok önemli bir problemdir

2 ☐ Önemli bir problemdir

3 ☐ Bir problem değildir

Millî Eğitim Bakanlığı'nın çeşitli dairelerinden, sık sık, aynı konuda, birbirinden habersiz ve değişik uygulama isteyen iş ve emirlerin gelmesi

64.1 ☐ Çok önemli bir problemdir

2 ☐ Önemli bir problemdir

3 ☐ Bir problem değildir

Görev ve sorumlulukların çok, yetkilerin sınırlı oluşu ve bunun için de görev, yetki ve sorumluluklar arasında bir dengesizliğin bulunması

65.1 ☐ Çok önemli bir problemdir

2 ☐ Önemli bir problemdir

3 ☐ Bir problem değildir

Aşağıdaki tabloda Milli Eğitim Müdürü, Yardımcısı ve İlköğretim Müdürünün nitelikleriyle ilgili bazı kıstaslar bulunmaktadır.

Lütfen ilgili haneye (X) işareti koyarak fikrinizi belirtiniz.

M.E.B. Taşra Örgütü Yöneticilerinin Seçimi İle İlgili Bazı Kıstaslar

Görevin Adı	Kıstaslar			
	En az iki yıllık yüksek öğretim	En az dört yıllık yüksek öğretim	Yüksek öğretim üzerine üç yıl eğitim idareciliği	Yüksek öğretim üzerine en az 3 ay Eğitim İdaresi Kursu
66 Milli Eğitim Müdürlüğü				
67 Milli Eğitim Müdür Yardımcılığı				
68 Bugünkü haliyle İlköğretim Müdürlüğü				
69 İlçenin bütün eğitim ve öğretim kurumlarından sorumlu yeni bir "İlçe Milli Eğitim Müdürlüğü"				

Aşağıdaki Önerilere katılıp katılmadığınızı belirtiniz.

İl Millî Eğitim Müdürlüğü ile ilgili öneriler :

A- Millî Eğitim Müdürlüğü örgütü yapı (kuruluş, bölümlere ayrış) bakımından bugünkü şekliyle aynen devam etmelidir

70.1 ☐ Evet

2 ☐ Hayır

B- Millî Eğitim Müdürü ve yardımcılarının nitelikleri yeterlidir.

71.1 ☐ Evet

2 ☐ Hayır

C- Millî Eğitim Müdürlüğünde görevli personel sayısı (memur, daktilo ve hizmetliler hariç) bugünkü halinde bırakılmalıdır.

72.1 ☐ Evet

2 ☐ Hayır

D- Millî Eğitim Müdürlüğündeki işbölümü (Vali - M.Eğ.Md. ve yardımcılar arasındaki) bugünkü haliyle devam etmelidir .

73.1 ☐ Evet

2 ☐ Hayır

E- Millî Eğitim Müdürünün yapmakta olduğu görevler aynen devam etmelidir .

74.1 ☐ Evet

2 ☐ Hayır

F- Valilerin, eğitim-öğretimle ilgili görevleri aynen devam etmelidir .

75.1 ☐ Evet

2 ☐ Hayır

G- Millî Eğitim Müdürü yardımcılarının görevleri aynen devam etmelidir .

76.1 ☐ Evet

2 ☐ Hayır

(Merkez İlçe ve İlçe) İlköğretim Müdürlüğü ile ilgili öneriler :

A- Yapı (kuruluş) bakımından bugünkü şekliyle aynen devam etmelidir.

77.1 ☐ Evet

2 ☐ Hayır

B- İlköğretim Müdürlerinin nitelikleri yeterlidir.

7.1 ☐ Evet

2 ☐ Hayır

C- İlköğretim Müdürlüğünde görevli personel sayısı (memur, daktilo ve hizmetliler hariç) bugünkü halinde bırakılmalıdır.

8.1 ☐ Evet

2 ☐ Hayır

D- İlköğretim Müdürlüğündeki işbölümü (kaymakam-ilköğretim müdürü ve yardımcısı arasındaki) bugünkü haliyle devam etmelidir.

9.1 ☐ Evet

2 ☐ Hayır

E- İlköğretim Müdürü için bugün tespit edilmiş bulunan görevler aynen devam etmelidir.

10.1 ☐ Evet

2 ☐ Hayır

F- Kaymakamların eğitim-öğretimle ilgili görevleri aynen devam etmelidir.

11.1 ☐ Evet

2 ☐ Hayır

G- Bucak Müdürlerinin eğitim-öğretimle ilgili görevleri aynen devam etmelidir.

12.1 ☐ Evet

2 ☐ Hayır

H- Köy Muhtarlarının eğitim-öğretimle ilgili görevleri aynen devam etmelidir.

13.1 ☐ Evet

2 ☐ Hayır

Bundan bir müddet önce eskiden valilik, Millî Eğitim Müdürlüğü ve Millî Eğitim Müdür yardımcılığı görevlerinde bulunmuş bir gruba uygulanan bir ankette, "Millî Eğitim Müdürlüklerinde mutlaka değişmesini istediğiniz hususlar varsa bunlar neler olmalıdır ?" sorusuna verilen cevapların bir kısmı aşağıdadır.

Lütfen bu fikirlere katılıp katılmadığınızı belirtiniz ?

A- Millî Eğitim Müdürlüklerinde Eğitim-öğretim işlerine daha çok ağırlık verilmelidir.

14.1 ☐ Evet

2 ☐ Hayır

B- İl Disiplin Kurulundaki daimi komisyon üyesi çıkarılmalıdır.

15.1 ☐ Evet

2 ☐ Hayır

C- Millî Eğitim Müdürlüğü orta ve yüksek dereceli okullardaki teftiş ve çıkacak anlaşmazlıkların çözümüne katılmalıdır.

16.1 ☐ Evet

2 ☐ Hayır

D- İl İdaresi Kanunu değiştirilerek valilere ilin eğitim idaresi ve planlaması alanlarında bugünkünden daha geniş yetki verilmelidir.

17.1 ☐ Evet

2 ☐ Hayır

E- Halk Eğitimi Başkanlıkları kaldırılmalı, halk eğitimini yürütecek müdür yardımcılıkları kurulmalıdır.

18.1 ☐ Evet

2 ☐ Hayır

F- Millî Eğitim Müdür yardımcılarının seçiminde müdürün de fikri alınmalıdır.

19.1 ☐ Evet

2 ☐ Hayır

G- 222 Sayılı Kanunla birçok problemlerin çözümü kurul ve komisyonlara bırakılmıştır. Kurul ve Komisyonlar ise yavaş çalışmaktadır. Bu durum değiştirilmelidir.

20.1 ☐ Evet

2 ☐ Hayır

H- İlk ve orta dereceli okullardaki öğretmen ve idarecilerin tayin, terfi ve diğer özlük işleri illere bırakılmalıdır.

21.1 ☐ Evet

2 ☐ Hayır

I- Sosyal, ekonomik ve kültürel sorunları aynı olan illeri kapsayan bölgeler saptanmalı, bu bölgelerde Millî Eğitim Baş Müdürlükleri kurulmalıdır.

22.1 ☐ Evet

2 ☐ Hayır

J- Her derecedeki eğitim kurumlarının inşaatı Bayındırlık Bakanlığından alınarak Millî Eğitim Müdürlüklerine devredilmelidir. Bu işin organizesi ve Koordinasyonu için Bakanlık merkezinde bir inşaat genel müdürlüğü kurulmalıdır.

23.1 ☐ Evet

2 ☐ Hayır

K- İl İdaresi Kanunu değiştirilmelidir.

24.1 ☐ Evet

2 ☐ Hayır

L- Millî Eğitim Müdür yardımcıları arasındaki işbölümü öğretim kademelerine göre değil, bölge esasına göre yapılmalı ve her müdür yardımcısı kendi bölgelerindeki her dereceli öğretim işlerinden sorumlu olmalıdır.

25.1 ☐ Evet

2 ☐ Hayır

M- İl İdaresi Kanunu değiştirilerek Millî Eğitim Müdürlğine ilin eğitim, öğretim, eğitim idaresi ve planlanması alanlarında, bugünkünden daha geniş yetki verilmelidir.

26.1 ☐ Evet

2 ☐ Hayır

N- Millî eğitim müdür yardımcılığı müessesesi bugünkü haliyle devam etmektedir.

27.1 ☐ Evet

2 ☐ Hayır

Millî Eğitimimizin il, ilçe, bucak ve köyde örgütlenmesiyle ilgili diğer fikir ve önerileriniz varsa, lütfen belirtiniz.

APPENDIX III - 4

MAIN QUESTIONNAIRE

(English Form)

PROVINCIAL ADMINISTRATION RESEARCH PROJECT OF THE
MINISTRY OF EDUCATION

The questionnaire below has been prepared to benefit from your opinions and experiences in provincial administration for this research project of the Ministry of National Education.

Please, put an (x) in the most appropriate square for each item.

Name of the province in which you work:

Your age:

- | | | |
|-----|--------------------------|---------------|
| 7.1 | ☐ | 35 or less |
| 2 | ☐ | between 36-40 |
| 3 | ☐ | " 41-45 |
| 4 | ☐ | " 46-50 |
| 5 | ☐ | " 51-54 |
| 6 | ☐ | " 55-60 |
| 7 | ☐ | Above 60 |

Your present position:

(Indicate current position; even if temporary)

- | | | |
|-----|--------------------------|----------------------------------|
| 8.1 | ☐ | Governor |
| 2 | ☐ | Lieutenant governor |
| 3 | ☐ | Provincial Director of Education |

- 4 ☐ Assistant Provincial Director of Education
- 5 ☐ Primary Education Supervisor
- 6 ☐ Director of Primary Education
- 7 ☐ Director of a school (name of school)

Name of School from which you last graduated:

- 9.1 ☐ Faculty of Political Science
- 2 ☐ Faculty of Law
- 3 ☐ Both faculties of Political Science and Law

- 4 ☐ Military Academy
- 5 ☐ Pedagogical Institute
- 6 ☐ Other (please, specify)

.....

Major academic field in school from which graduated:

- 10.1 ☐ Administration
- 2 ☐ Law
- 3 ☐ Finance
- 4 ☐ Military
- 5 ☐ Pedagogy
- 6 ☐ Other (please, specify)

.....

Duration of Active Participation in the Civil Service
including Military Training:

- 11.1 ☐ 1-5 years
- 2 ☐ 6-10 years
- 3 ☐ 11-15 years
- 4 ☐ 16-20 years

- 5 ☐ 21-25 years
6 ☐ 26-30 years
7 ☐ 31 years and over

Current Civil Service Income Rating:

- | | <u>Degree</u> | | <u>Level</u> |
|------|--|------|--|
| 12.1 | ☐ First degree | 13.1 | ☐ First level |
| 2 | ☐ Second " | 2 | ☐ Second " |
| 3 | ☐ Third " | 3 | ☐ Third " |
| 4 | ☐ Forth " | 4 | ☐ Forth " |
| 5 | ☐ Fifth " | 5 | ☐ Fifth or higher |
| 6 | ☐ Sixth " | | |
| 7 | ☐ Seventh " | | |
| 8 | ☐ Eighth " | | |
| 9 | ☐ Nineth or lower | | |

How long have you been working in your current position:

- 14.1 ☐ less than one year
 2 ☐ between 1-3 years
 3 ☐ between 4-6 years
 4 ☐ between 7-9 years
 5 ☐ 10 years and over

Number of locations where you have served 6 months or more during your carrier:

(example: If you worked in three towns or one province for periods of 6 months or more please put 3 and 1 respectively in the space provided below)

Table of Location of Positions

Number of Locations Served for 6 Months or More				
NUMBER	TYPE OF PLACE			
	(15)	(16)	(17)	(18)
	Village	Subdistrict	District	Province

TABLE TO BE COMPLETED BY GOVERNOR AND LIEUTENANT GOVERNOR

-5-

Previous Duties and their Duration

NAME OF THE DUTY	Total Duration of Duty				
	less than 1 year	1-3 years	4-6 years	7-9 years	10 years or more
	(1)	(2)	(3)	(4)	(5)
19 Directorate of sub-district.					
20 Gubernatorial Internship					
21 Sub Governorship					
22 Lieutenant Governorship					
23 Directorate of Security					
24 Governorship					
25 Central Governorship or any other duty in the central administration of the Ministry of the Interior					
26 Other duties in the Ministry of the Interior outside of central Administration					
27 Duties served for an Ins. or Ministry outside of the Ministry of the Interior					

**TABLE TO BE COMPLETED BY PERSONNEL OTHER THAN THE GOVERNOR
AND THE LIEUTENANT GOVERNOR :**

-6-

Previous Duties and Their Duration

NAME OF THE DUTY	Total Duration of Duty				
	less than one year (1)	1-3 years (2)	4-6 years (3)	7-9 years (4)	10 years or more (5)
(19) Primary school teacher					
(20) Directorate of Primary School, Dir. of primary education, Asst. Direc. of primary edu., Dir. of Adult ed.					
(21) Supervisor of primary Ed. or traveling principle for pri. ed.					
(22) Assistant provincial dir. of Education and head of Public Educa.					
(23) Middle School Teacher					
(24) Middle school adminis. (Director, Asst. direc. chief of education etc)					
(25) Provincial Director of Education					
(26) Total duties served in the central adminis- tration of the M.O.E.					
(27) Duties within the M.O.E. outside the central administration.					

knowledge of Foreign Language :

Please, note (a), (b) or (c) below in answering this item

- a) Please, indicate very good if you can use the foreign language in academic oral and written work
- b) Please, indicate good if you can use the foreign language in oral and written work with use of a dictionary when needed.
- c) Please, indicate fair if you can use the foreign language only for daily conversation.

Name(s) of foreign language(s) which you know	Degree of competence		
	Very good	Good	Fair
28 English			
29 French			
30 German			
31 Other (please, specify)			

Do you believe your present position offers you opportunity for professional advancement?

- 33.1 ☐ Fully
- 2 ☐ Partially
- 3 ☐ Only slightly
- 4 ☐ Undecided
- 5 ☐ Not at all

For the duty distribution table below, please, indicate present duty holder(s) in Column I, and, in your opinion, the proper duty holder(s) in Column II.

-8-

DUTY DISTRIBUTION TABLE

Column I present-ly who is respon-sible for the following duties					Column II in your opinion who should properly be res-ponsible for the following duties				
Governor	Provincial Direc.of Ed.	Asst.Direc.of Educa.	Supervisor of pri.Ed.	DUTIES	Governor	Provincial Direc.of Ed.	Asst.Direc.of Educa.	Supervisor of pri.Ed.	
34-35				Determination of provincial educational plan targets					36-37
38-39				Preparation of Provincial educational plan					40-41
42-43				Provision of land for schools according to law No:222					44-45
46-47				Securing planning of timing and appropriateness of primary education school buildings or their additions					48-49
50-51				Determination of educational needs of the province					52-53
54-55				Securing that educational personnel are utilized productively and in balance					56-57

Column I present- ly who is res- ponsible for the following duties				DUTIES	Column II in your opinion who should pro- perly be res- ponsible for the following duties			
Governor	Provincial Direc. of Ed.	Asst. Direc. of Educa.	Supervisor of Pri. Ed.		Governor	Provincial Direc. of Ed.	Asst. Direc. of Educa.	Supervisor of Pri. Ed.
58-59				Carrying correspondance, collection and evaluation of statistics of the division				60-61
62-63				Securing proper performance of teachers.				64-65
66-67				Evaluation of educational activities				68-69
70-71				Evaluation of activities of primary and secondary school teachers and administrators.				72-73
74-75				Realization of adult education activities at the provincial level				76-77
7-8				Promotion of proposals to the ministry of education concerning educational measures of the province				9-10
11-12				Selection of the examination board members for primary and secondary schools.				13-14
15-16				Preparation of syllabus of secondary schools with the cooperation of school directors				17-18
19-20				Signing the primary or secondary school diplomas.				21-22

Column I present-ly who is res-ponsible for the following duties					DUTIES	Column II in your opinion who should properly be responsible for the following duties				
Governor	Provincial Direc.of Ed.	Asst.Direc. of Educa.	Supervisor of Pri. Ed.	Governor		Provincial Direc. of Ed.	Asst. Direc. of Educa.	Supervisor of pri. Ed.		
23-24					Controlling application of the general policies of the Min. of Ed. in educational processes					25-26
27-28					Securing coordination with other units and organizations of the province					29-30
31-32					Controlling application of duties of the related organizations or offices in providing funds materials					33-34
35-36					Heading the educational adminis-tration of the province					37-38
39-40					Administering and controlling all educational organizations of the province					41-42
43-44					Approval of official educational correspondence					45-46
47-48					Heading the Primary Education Council					49-50
51-52					Following up on the application of the nutrition program of the province					53-54

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Please, grade the following possible problems relating to your duties according to their importance to you.

Political pressure by the political members of the Permanent committee for provincial Administrative Decisions for appointment and transfer of primary school teachers and administrators outside of legal regulations.

- 55.1 ☐ Very important problem
 2 ☐ Important problem
 3 ☐ Not a problem

Authority of councils encompassing persons outside of the profession dealing with the disciplinary matters of the primary school teachers.

- 56.1 ☐ Very important problem
 2 ☐ Important problem
 3 ☐ Not a problem

Political pressure by the political members of the Permanent comm. for provincial Administrative Decisions for construction of school buildings outside the plan and program targets within their areas.

- 57.1 ☐ Very important problem
 2 ☐ Important problem
 3 ☐ Not a problem

In sufficiency of decisions delegated by the Provincial Administrative law relating educational services.

- 58.1 ☐ Very important problem
 2 ☐ Important problem
 3 ☐ Not a problem

In sufficiency of decisions delegated by the Provincial Administrative law relating educational services.

- 59.1 ☐ Very important problem
2 ☐ Important problem
3 ☐ Not a problem

Insufficiency of Salaries

- 60.1 ☐ Very important problem
2 ☐ Important problem
3 ☐ Not a problem

Insufficiency of delegation of authority concerning the supervision and control of teachers and administrators.

- 61.1 ☐ Very important problem
2 ☐ Important problem
3 ☐ Not a problem

Lack of organization in the Directorate of provincial education concerning the proper and clear distribution of duties

- 62.1 ☐ Very important problem
2 ☐ Important problem
3 ☐ Not a problem

Time consuming bureaucratic operations

- 63.1 ☐ Very important problem
2 ☐ Important problem
3 ☐ Not a problem

Unrelated and conflicting orders often requiring conflicting actions on same matters coming from different offices of the Ministry of Ed.

- 64.1 ☐ Very important problem
2 ☐ Important problem
3 ☐ Not a problem

Imbalance between duties and rights resulting from the greatness of duties and insufficiency of rights

- 65.1 ☐ Very important problem
2 ☐ Important problem
3 ☐ Not a problem

Criteria for the selection of
provincial administrators of the
Ministry of Education

	NAME OF THE DUTY	Criteria			
		At least 2 years higher edu- cation	At least 4 years of higher education	3 years of education admr. expe- rience beyond higher edu.	At least 3 months of ed. admin. training beyond high- er education
66	Directorate of Edu.				
67	Asst. Direc.of Edu.				
68	Present, primary ed. Directorate				
69	Proposed district edu. directorate to be responsible for the educa.institu- tions of the district				

Please, indicate whether or not you agree with the following proposals:

Proposals concerning the Directorate of provincial Education :

A. The structure (establishment, divisions) of the Directorate of provincial education administration should remain the same.

70.1 ☐ Yes

2 ☐ No

B. The qualifications of the director of provincial Education and Asst. Director of provincial Education are sufficient

71.1 ☐ Yes

2 ☐ No

C. Present number of personnel (excluding clerical and custodial workers) in the Directorate of provincial education should remain the same.

72.1 ☐ Yes

2 ☐ No

D. Present distribution of the duties (governor, D.of P.ed., and, asst.

D.ofP.ed.) in the Directorate of Provincial Education should remain the same

73.1 ☐ Yes

2 ☐ No

E. Present duties of the Director of provincial education should remain the same

74.1 ☐ Yes

2 ☐ No

F. Present educational duties of the provincial Governors should remain the same

75.1 ☐ Yes

2 ☐ No

G. Present duties of the Assistant Director of Education should remain the same

76.1 ☐ Yes

2 ☐ No

Proposals concerning the District Center and District

Directorate of primary education :

A. Present structure of the District center and district directorates of primary education should remain the same

77.1 ☐ Yes

2 ☐ No

B. The qualifications of the Directors of Primary Education are sufficient

7.1 ☐ Yes

2 ☐ No

C. Present number of personnel (excluding the clerical and costodial employees) in the Directorate of Primary Education

8.1 ☐ Yes

2 ☐ No

D. Present distribution of the duties (sub-governor, Director of Primary Education and assistant Director of Primary education) in the Directorate of primary education.

9.1 ☐ Yes

2 ☐ No

E. Present duties of the Director of primary Education should remain the same

10.1 ☐ Yes

2 ☐ No

F. Present Educational duties of sub-governors should remain the same

11.1 ☐ Yes

2 ☐ No

G. Present educational duties of Directors of education for sub-districts should remain the same

12.1 ☐ Yes

2. ☐ No

H. Present Educational duties of village heads should remain the same

13.1 ☐ Yes

2 ☐ No

Below presented some answers given to a questionnaire which was distributed among those persons who served previously as a Governor, Director of Education, Assistant Director of Education Concerning the Urgent changes they might propose for Directorate of provincial Education

Please, indicate whether or not you agree with these opinions?

A. Greater emphasis should be given to educational matters in the Directorate of Provincial Education

14.1 ☐ Yes

2 ☐ No

B. Members of the permanent commission in the provincial Disciplinary council should be removed

15.1 ☐ Yes

2 ☐ No

C. The directorate of Provincial Education should participate in the resolution of conflicts and inspection of the Institution of secondary and higher ed.

16.1 ☐ Yes

2 ☐ No

D. The administrative law of provinces should be changed delegating a greater degree of authority in the administration and planning of the provincial ed.

17.1 ☐ Yes

2 ☐ No

E. Directorates for Adult Education should be replaced by assistant Directorates of Adult Education.

18.1 ☐ Yes

2 ☐ No

F. Opinions of the Directors of provincial Education should be considered in the appointment of Assistant Director of Education

19.1 ☐ Yes

2 ☐ No

G. Law 222 assigns several councils and commissions for the resolution of many problems. These councils and commissions function very slowly. This situation should be changed.

20.1 ☐ Yes

2 ☐ No

H. Personnel matters (appointment, promotion, and other) of the primary and secondary school teachers and administrators should be given to the provincial government.

21.1 ☐ Yes

2 ☐ No

I. Regions should be established encompassing provinces with similar socio-economic and cultural problems and in these regions, a head Directorate of education for these related provinces should be established.

22.1 ☐ Yes

2 ☐ No

J. Construction of educational institutions at all levels by the Ministry of Public works should be transferred to Directorates of Provincial Education. In addition, for the Coordination and Administration of such duties, General Directorate for Construction should be established in the Central Administration of the Ministry of Education

23.1 ☐ Yes

2 ☐ No

K. Provincial administrative law should be changed

24.1 ☐ Yes

2 ☐ No

L. The distribution of duties among Assistant Directors of Education should be arranged according to regional specifications in place of levels of education and each Assistant Director should be responsible for all educational matters of his region.

25.1 ☐ Yes

2 ☐ No

M. The provincial administrative law should be changed delegating greater authority to directors of Provincial Education in educational matters, administration and planning.

26.1 ☐ Yes
2 ☐ No

N. The present Assistant Directorates of Education should remain the same

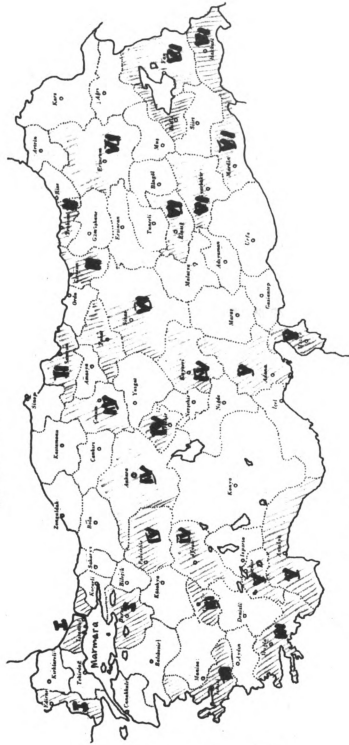
27.1 ☐ Yes
2 ☐ No

Please indicate in the space provided below all other opinions and proposals you might have concerning educational Administrator of provinces, district centers, districts, sub-districts, and villages.

APPENDIX III - 5

PROVINCES IN SAMPLES

Black Sea



Mediterranean Sea

SPAIN

APPENDIX III - 6

INDEX TABLE OF THE PROVINCES
(1963-1967)

	1963	1964	1965	1966	1967
İstanbul	287 İstanbul	305 İstanbul	348 İstanbul	367 İstanbul	377
Ankara	208 Ankara	230 Ankara	259 Ankara	270 Ankara	279
İzmir	168 İzmir	190 İzmir	212 İzmir	225 İzmir	234
Adana	151 Adana	158 Kocaeli	172 Kocaeli	187 Adana	200
Aydın	128 Kocaeli	147 Adana	167 Adana	183 Kocaeli	195
Kocaeli	127 Aydın	133 Zonguldak	158 Zonguldak	169 Zonguldak	175
İçel	121 Eskişehir	129 Eskişehir	146 Eskişehir	157 Eskişehir	167
Eskişehir	118 İçel	124 Aydın	140 Aydın	151 Aydın	156
Zonguldak	117 Bursa	122 İçel	129 İçel	144 İçel	152
Bursa	109 Zonguldak	114 Bursa	128 Bursa	138 Bursa	142
TÜRKİYE	100 TÜRKİYE	110 TÜRKİYE	122 TÜRKİYE	132 TÜRKİYE	138
Manisa	99 Gaziantep	109 Hatay	122 Hatay	131 Sakarya	136
Hatay	98 Sakarya	108 Sakarya	121 Sakarya	131 Hatay	136
Sakarya	98 Hatay	106 Samsun	113 Samsun	118 Samsun	134
Gaziantep	97 Kayseri	105 Gaziantep	103 Gaziantep	115 Gaziantep	121
Antalya	90 Manisa	102 Manisa	105 Manisa	113 Kayseri	118
Konya	89 Kırklareli	97 Kırklareli	103 Kayseri	113 Balıkesir	118
Balıkesir	89 Antalya	97 Kayseri	103 Balıkesir	111 Manisa	118
Kayseri	88 Balıkesir	96 Elazığ	102 Kırklareli	110 Elazığ	116
Samsun	83 Samsun	94 Antalya	101 Elazığ	109 Kırklareli	115
Amasya	81 Konya	90 Balıkesir	101 Antalya	108 Antalya	112
Edirne	79 Amasya	87 Amasya	96 Tekirdağ	105 Tekirdağ	109
Kırklareli	79 Tekirdağ	85 Tekirdağ	94 Amasya	101 Muğla	105
Denizli	79 Elazığ	85 Konya	93 Konya	99 Amasya	105
İsparta	77 Edirne	84 Muğla	90 Muğla	98 Konya	103
Tekirdağ	77 Isparta	84 Çanakkale	89 Edirne	96 Edirne	102
Nevşehir	76 Muğla	83 Uşak	88 Çanakkale	96 Isparta	101
Muğla	75 Uşak	81 Edirne	87 Uşak	93 Çanakkale	100
Çanakkale	74 Denizli	80 Isparta	87 Denizli	92 Uşak	100
Malatya	73 Burdur	79 Bolu	85 Isparta	91 Denizli	97
Elazığ	72 Çanakkale	79 Denizli	84 Bolu	91 Bolu	95
Uşak	71 Nevşehir	79 Rize	82 Rize	90 Nevşehir	95

(Note: Average for Turkey = 100)

APPENDIX III - 6--continued

	1963	1964	1965	1966	1967
Burdur	70 Bolu	78 Malatya	82 Nevşehir	89 Rize	94
Tokat	69 Malatya	76 Nevşehir	82 Malatya	87 Erzincan	93
Bolu	67 Bilecik	74 Tokat	81 Tokat	86 Malatya	92
Giresun	67 Tokat	74 Burdur	80 Trabzon	85 Trabzon	91
Bilecik	67 Trabzon	73 Bilecik	78 Erzincan	84 Burdur	88
Trabzon	66 Kütahya	71 Trabzon	77 Bilecik	83 Tokat	88
Erzincan	65 Ordu	70 Kırşehir	76 Kırşehir	83 Kütahya	87
Ordu	65 Rize	68 Kütahya	75 Burdur	83 Bilecik	87
Kütahya	63 Erzincan	67 Ordu	72 Kütahya	81 Kırşehir	86
Artvin	61 Giresun	65 Erzincan	72 Ordu	76 Diyarbakır	81
Kırşehir	61 Niğde	65 Erzurum	69 Giresun	76 Ordu	79
Rize	61 Artvin	64 Siirt	68 Siirt	74 Sivas	79
Niğde	58 Kırşehir	64 Giresun	68 Sivas	73 Giresun	78
Sivas	56 Erzurum	62 Diyarbakır	67 Artvin	73 Artvin	78
Siirt	56 Diyarbakır	60 Artvin	67 Diyarbakır	72 Siirt	76
Erzurum	55 Siirt	60 Niğde	67 Niğde	72 Erzurum	76
Diyarbakır	55 Sivas	59 Sivas	66 Erzurum	72 Niğde	73
Kastamonu	55 Kastamonu	59 Kastamonu	63 Kastamonu	69 Kastamonu	73
Afyon	54 Afyon	59 Çorum	63 Çorum	67 Çorum	71
Çorum	50 Çorum	56 Afyon	62 Afyon	66 Afyon	70
Sinop	50 Maraş	55 Çankırı	61 Sinop	66 Çankırı	70
Çankırı	49 Urfa	55 Maraş	60 Çankırı	66 Sinop	69
Urfa	49 Çankırı	54 Sinop	56 Maraş	63 Maraş	66
Maraş	47 Sinop	53 Urfa	56 Urfa	61 Urfa	64
Kars	44 Kars	52 Kars	55 Kars	58 Kars	61
Yozgat	41 Yozgat	47 Yozgat	49 Yozgat	53 Yozgat	57
Mardin	39 Mardin	44 Bitlis	47 Mardin	52 Mardin	54
Gümüşhane	39 Muş	44 Mardin	47 Bitlis	49 Bitlis	53
Adıyaman	38 Gümüşhane	42 Gümüşhane	45 Gümüşhane	49 Gümüşhane	50
Bitlis	36 Adıyaman	41 Adıyaman	44 Adıyaman	47 Muş	50
Muş	35 Bitlis	38 Muş	44 Van	45 Adıyaman	49
Ağrı	34 Van	38 Van	41 Muş	44 Van	47
Tunceli	33 Ağrı	38 Ağrı	40 Tunceli	43 Tunceli	47
Van	33 Tunceli	35 Tunceli	39 Ağrı	43 Ağrı	44
Hakkari	30 Hakkari	35 Hakkari	36 Hakkari	39 Hakkari	41
Bingöl	28 Bingöl	33 Bingöl	33 Bingöl	33 Bingöl	35

APPENDIX IV

ANALYSIS OF PROBLEMS ACCORDING TO THEIR IMPORTANCE

APPENDIX IV - 1

Time Spent in Current Position

Sample Groups		Year Spent					Total
		Less than 1 (1)	1-3 (2)	4-6 (3)	7-9 (4)	10 and over (5)	
Governor	f	7	16	2	1	2	28
	%	25	57.1	7.1	3.6	7.1	100
Director	f	8	10	7	2	1	28
	%	28.6	35.7	25	7.1	3.6	100
Assistant Director	f	4	12	16	13	3	51
	%	7.8	25.5	31.4	25.5	5.9	100
Total	f	19	39	25	16	5	107
	%	17.8	36.4	23.4	15	5.6	100
	N	n=19	n=39	n=25	n=16	n=6	

APPENDIX IV - 2

Kinds and Numbers of the Places of Work

Sample Groups		Places of Work				Total
		Village	Sub-District	District	Province	
Governor	f	0	8	140	116	264
	%	0	3	53.0	43.9	100.0
Director	f	36	12	51	134	233
	%	15.5	5.2	21.9	57.5	100.0
Assistant Director	f	49	9	112	132	302
	%	16.2	3.0	37.1	43.7	100.0
Total	f	85	29	303	382	799
	%	10.5	3.6	37.9	47.8	100.0

APPENDIX IV - 3

Importance of Problems by Governors
(All Provinces)

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*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * *
* GROUPS* 178.30* 10 * 17.83* .079*
*****
* WITHIN * * *
* GROUPS* 4946.66* 22 * 224.84*
*****
*TOTALS * 5124.97* 32 * *
*****

```

APPENDIX IV - 4

Importance of Problems by Directors
(All Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * *
* GROUPS* 96.84* 10 * 9.68* .014*
*****
* WITHIN * * *
* GROUPS* 14928.66* 22 * 678.57*
*****
*TOTALS * 15025.51* 32 * *
*****

```

APPENDIX IV - 5

Importance of Problems by Assistant Directors
(All Provinces)

```

*****
*SOURCE OF* SUM OF      *DEG. OF* MEAN      *
*VARIATION* SQUARES    *FREEDOM* SQUARE    *
*****
* BETWEEN  *           *           *           *
*  GROUPS*   529.51*    10    *       52.95*    .021*
*****
* WITHIN   *           *           *           *
*  GROUPS*  55446.01*    22    *      2520.27*
*****
*TOTALS    *   55975.52*    32    *           *
*****
*****

```


APPENDIX IV - 7

**Importance of Problems--ANOVA for Total of Groups
(All Provinces)**

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 741.38* 10 * 74.13* .009*
*****
* WITHIN * * * *
* GROUPS* 166342.69* 22 * 7561.03*
*****
*TOTALS * 167084.07* 32 *
*****
*****

```

APPENDIX IV - 8

Importance of Problems Between Groups (All Provinces)

Input Matrix of Weighted Means for Analysis of Variance

Position of Person	1	2	3	4	5	6	7	8	9	10	11
Governor	1.78	1.89	1.85	2.03	2.40	2.10	1.96	2.25	2.25	2.50	2.57
Director	2.07	2.50	2.50	2.46	2.50	2.39	2.39	2.60	2.42	2.64	2.85
Assistant Director	2.70	2.56	2.66	2.31	2.45	2.78	2.45	2.45	2.31	2.60	2.76
Total of Groups	2.39	2.37	2.41	2.28	2.45	2.50	2.30	2.43	2.32	2.58	2.73

APPENDIX IV - 9

Importance of Problems--ANOVA for Between Groups
(All Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
*BETWEEN * * * *
* GROUPS* 1.17* 2 * .58* 14.570*
*****
*WITHIN * * * *
* GROUPS* 1.21* 30 * .04*
*****
*TOTALS * 2.39* 32 * *
*****

```


APPENDIX IV - 10
S Table for Between Groups
(All Provinces)

GROUP NO.	1	2	3	4	5	6	7	8	9	10	11
ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.
1	107 2.29	107 2.27 .08 -2.0277	107 2.41 .12 -1.6606	107 2.28 .01 -5.4201	106 2.45 .16 -3.063	107 2.50 .21 1.4153	107 2.30 .01 -5.4201	107 2.43 .14 -9.770	107 2.32 .03 -4.7366	107 2.58 .29 4.1496	107 2.73 .44 9.2762
2	107 2.27	107 2.27 0.00 -5.7619	107 2.41 .04 -4.2948	107 2.28 .09 -2.6859	106 2.45 .08 -3.0341	107 2.50 .13 -1.3188	107 2.30 .07 -3.3694	107 2.43 .06 -3.7112	107 2.32 .05 -4.0530	107 2.58 .21 1.4153	107 2.73 .36 6.5420
3	107 2.41	107 2.27 .04 -4.2948	107 2.41 .04 -5.7619	107 2.28 .13 -1.3188	106 2.45 .04 -4.2980	107 2.50 .09 -2.6859	107 2.30 .11 -2.0023	107 2.43 .02 -5.0783	107 2.32 .09 -2.6859	107 2.58 .17 0.482	107 2.73 .32 5.1749
4	107 2.28	107 2.27 .09 -2.6859	107 2.41 .13 -1.3188	107 2.28 .00 -5.7619	106 2.45 .17 0.0346	107 2.50 .22 1.7571	107 2.30 .02 -5.0783	107 2.43 .15 -6.352	107 2.32 .04 -4.3948	107 2.58 .30 4.4913	107 2.73 .45 9.6180
5	106 2.45	107 2.27 .08 -2.0341	107 2.41 .04 -4.2980	107 2.28 .17 0.346	106 2.45 0.00 -5.7619	107 2.50 .05 -4.0570	107 2.30 .15 -6.473	107 2.43 .02 -5.0799	107 2.32 .13 -1.3292	107 2.58 .13 -1.3292	107 2.73 .28 3.7853
6	107 2.50	107 2.27 .13 -1.3188	107 2.41 .09 -2.6859	107 2.28 .22 1.7571	106 2.45 .05 -4.0570	107 2.50 .00 -5.7619	107 2.30 .20 1.0734	107 2.43 .07 -3.3694	107 2.32 .18 0.3900	107 2.58 .08 -3.0277	107 2.73 .23 2.0989
7	107 2.30	107 2.27 .07 -2.3694	107 2.41 .11 -2.0023	107 2.28 .02 -5.0783	106 2.45 .15 -6.473	107 2.50 .20 1.0736	107 2.30 0.00 -5.7619	107 2.43 .13 -1.3188	107 2.32 .02 -5.0783	107 2.58 .28 3.6078	107 2.73 .43 8.9345
8	107 2.43	107 2.27 .06 -2.7112	107 2.41 .02 -5.0783	107 2.28 .15 -6.352	106 2.45 .02 -5.0799	107 2.50 .07 -2.3694	107 2.30 .13 -1.3188	107 2.43 0.00 -5.7619	107 2.32 .11 -2.0023	107 2.58 .15 -6.352	107 2.73 .30 4.4913
9	107 2.22	107 2.27 .05 -4.0530	107 2.41 .09 -2.6859	107 2.28 .04 -4.2948	106 2.45 .13 -1.3292	107 2.50 .18 .3900	107 2.30 .02 -5.0783	107 2.43 .11 -2.0023	107 2.32 0.00 -5.7619	107 2.58 .26 3.1242	107 2.73 .41 8.2809
10	107 2.58	107 2.27 .21 1.4153	107 2.41 .17 0.482	107 2.28 .30 4.4913	106 2.45 .13 -1.3292	107 2.50 .08 -2.0277	107 2.30 .23 3.8078	107 2.43 .15 -6.352	107 2.32 .26 3.1242	107 2.58 0.00 -5.7619	107 2.73 .15 -6.352

Note: GRUPUN: Group; ORT: Mean

Importance of Problems by Governors (40 and Over)

[illegible]

[illegible]

APPENDIX IV - 15

Importance of Problems--ANOVA for Directors
(40 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 29.63* 10 * 2.96* .011*
*****
* WITHIN * * * *
* GROUPS* 5525.33* 22 * 251.15*
*****
* TOTALS * 5554.97* 32 * *
*****

```

APPENDIX IV - 16

Importance of Problems--ANOVA for Assistant Directors
(40 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 96.18* 10 * 9.61* .008*
*****
* WITHIN * * * *
* GROUPS* 26229.33* 22 * 1192.24*
*****
* TOTALS * 26325.51* 32 * *
*****

```

APPENDIX IV - 17

Importance of Problems--ANOVA for Total of Groups
(40 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 428.90* 10 * 42.89* .011*
*****
* WITHIN * * * *
* GROUPS* 83755.35* 22 * 3807.06*
*****
* TOTALS * 84184.25* 32 * *
*****
*****

```

APPENDIX IV - 18

Importance of Problems Between Groups (40 and Over)

Input Matrix of Weighted Means for Analysis of Variance

Position of Person	1	2	3	4	5	6	7	8	9	10	11
Governor	1.78	1.89	1.85	2.03	2.40	2.10	1.96	2.25	2.25	2.50	2.57
Director	2.17	2.58	2.41	2.52	2.47	2.29	2.41	2.64	2.35	2.58	2.82
Assistant Director	2.73	2.58	2.61	2.26	2.50	2.73	2.50	2.52	2.38	2.61	2.79
Total of Groups	2.27	2.34	2.30	2.24	2.46	2.41	2.29	2.45	2.32	2.56	2.72

APPENDIX IV - 19

Importance of Problems--ANOVA for Between Groups
(40 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
*BETWEEN * * * *
* GROUPS* 1.08* 2 * .54* 12.535*
*****
*WITHIN * * * *
* GROUPS* 1.29* 30 * .04*
*****
*TOTALS * 2.38* 32 * *
*****
*****

```

APPENDIX IV - 20
Importance of Problems--S Table for Between Groups
(40 and Over)

GRUPO N	1	2	3	4	5	6	7	8	9	10	11
ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.	ORT.
1	79 2.27	79 2.24 .07 -3.6428	79 2.20 .03 -4.8537	79 2.24 .03 -4.8537	78 2.44 .19 -0.0283	79 2.41 .14 -1.5236	79 2.29 .02 -5.1564	79 2.45 .19 -0.3127	79 2.32 .04 -4.2482	79 2.56 .29 3.0173	79 2.72 .45 7.8610
2	79 2.24	79 2.24 0.00 -5.7619	79 2.20 .04 -4.5510	79 2.24 .10 -5.7346	78 2.44 .12 -2.1407	79 2.41 .07 -3.6428	79 2.29 .05 -4.2482	79 2.45 .11 -2.4314	79 2.32 .02 -5.1564	79 2.56 .22 .8081	79 2.72 .34 5.7419
3	79 2.20	79 2.24 .04 -4.5510	79 2.20 .07 -5.7619	79 2.24 .06 -5.9455	78 2.44 .16 -0.9336	79 2.41 .11 -2.4318	79 2.29 .01 -5.4502	79 2.45 .15 -1.2209	79 2.32 .02 -5.1564	79 2.56 .26 2.1001	79 2.72 .42 6.9528
4	79 2.24	79 2.24 .09 -2.7346	79 2.20 .06 -3.9455	79 2.24 .00 -5.7619	78 2.44 .22 .8769	79 2.41 .17 -0.6154	79 2.29 .05 -4.2482	79 2.45 .21 .5954	79 2.32 .08 -3.3400	79 2.56 .32 3.9255	79 2.72 .48 8.7692
5	78 2.46	79 2.24 .12 -2.1407	79 2.20 .16 -0.9336	79 2.24 .22 .8769	78 2.44 .00 -5.7619	79 2.41 .05 -4.2531	79 2.29 .17 -0.6318	79 2.45 .01 -5.4601	79 2.32 .14 -1.5371	79 2.56 .10 -2.7442	79 2.72 .26 2.0040
6	79 2.41	79 2.24 .07 -3.6428	79 2.20 .11 -2.4318	79 2.24 .17 -0.6154	78 2.44 .05 -4.2531	79 2.41 .00 -5.7619	79 2.29 .12 -2.1201	79 2.45 .04 -4.5510	79 2.32 .09 -3.0373	79 2.56 .15 -1.2209	79 2.72 .31 3.6227
7	79 2.29	79 2.24 .05 -4.2482	79 2.20 .11 -2.4318	79 2.24 .05 -4.2482	78 2.44 .17 -0.6318	79 2.41 .12 -2.1291	79 2.29 0.00 -5.7619	79 2.45 .16 -0.9182	79 2.32 .03 -4.8537	79 2.56 .27 2.4118	79 2.72 .43 7.2555
8	79 2.45	79 2.24 .11 -2.4318	79 2.20 .15 -1.2209	79 2.24 .21 .5954	78 2.44 .01 -5.4601	79 2.41 .04 -4.5510	79 2.29 .16 -0.9182	79 2.45 0.00 -5.7619	79 2.32 .13 -1.8264	79 2.56 .11 -2.4318	79 2.72 .27 2.4118
9	79 2.32	79 2.24 .02 -5.1564	79 2.20 .02 -5.1564	79 2.24 .08 -5.2400	78 2.44 .14 -1.5371	79 2.41 .09 -3.0373	79 2.29 .03 -4.8537	79 2.45 .13 -1.8264	79 2.32 0.00 -5.7619	79 2.56 .24 1.5026	79 2.72 .40 6.3473
10	79 2.56	79 2.24 .22 .8981	79 2.20 .26 2.1091	79 2.24 .32 3.9255	78 2.44 .10 -2.7442	79 2.41 .15 -1.2209	79 2.29 .27 2.4118	79 2.45 .11 -2.4318	79 2.32 .24 1.5034	79 2.56 0.00 -5.7619	79 2.72 .16 -9.132

Note: GRUPUN: Group; ORT: Mean

APPENDIX IV - 21

Importance of Problems by Governors (45 and Over)

<u>D. of Imp.</u>	<u>F</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
	<u>%</u>											
<u>Very Imp.</u>	<u>F</u>	<u>6</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>11</u>	<u>7</u>	<u>7</u>	<u>8</u>	<u>10</u>	<u>14</u>	<u>12</u>
	<u>%</u>	<u>28,6</u>	<u>23,8</u>	<u>28,6</u>	<u>28,6</u>	<u>52,4</u>	<u>33,3</u>	<u>33,3</u>	<u>38,1</u>	<u>47,6</u>	<u>66,7</u>	<u>57,1</u>
<u>Imp.</u>	<u>F</u>	<u>4</u>	<u>9</u>	<u>7</u>	<u>9</u>	<u>6</u>	<u>9</u>	<u>8</u>	<u>10</u>	<u>7</u>	<u>5</u>	<u>9</u>
	<u>%</u>	<u>19,0</u>	<u>42,8</u>	<u>33,3</u>	<u>42,8</u>	<u>28,6</u>	<u>42,8</u>	<u>38,1</u>	<u>47,6</u>	<u>33,3</u>	<u>23,8</u>	<u>42,8</u>
<u>Not a Prob.</u>	<u>F</u>	<u>11</u>	<u>7</u>	<u>8</u>	<u>6</u>	<u>3</u>	<u>5</u>	<u>6</u>	<u>3</u>	<u>4</u>	<u>2</u>	<u>0</u>
	<u>%</u>	<u>52,4</u>	<u>33,3</u>	<u>38,1</u>	<u>28,6</u>	<u>14,3</u>	<u>23,8</u>	<u>28,6</u>	<u>14,3</u>	<u>19,0</u>	<u>9,5</u>	<u>00</u>
<u>Total</u>	<u>F</u>	<u>21</u>	<u>21</u>	<u>21</u>	<u>21</u>	<u>21</u>	<u>21</u>	<u>21</u>	<u>21</u>	<u>21</u>	<u>21</u>	<u>21</u>
	<u>%</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

Importance of Problems by Directors (45 and Over)

[illegible]

Importance of Problems by Assistant Directors (45 and Over)

[illegible]

APPENDIX IV - 24

Importance of Problems--Total of Groups (45 and Over)

D. of Imp.	F	1	2	3	4	5	6	7	8	9	10	11
	%											
Very Imp.	F	30	25	28	20	28	29	27	28	24	36	38
	%	56,6	47,2	52,8	37,7	52,8	54,7	50,9	52,8	45,3	67,9	71,7
Imp.	F	7	17	12	22	18	15	14	19	19	13	15
	%	13,2	32,1	22,6	41,5	33,9	28,3	26,4	35,8	35,8	24,5	28,3
Not a Prob.	F	16	11	13	11	6	9	12	6	10	4	0
	%	30,2	20,7	24,5	20,7	11,3	17,0	22,6	11,3	18,9	7,5	00
Total	F	53	53	53	53	53	53	53	53	53	53	53
	%	100	100	100	100	100	100	100	100	100	100	100

APPENDIX IV - 25

Importance of Problems--ANOVA for Governors
(45 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * *
* GROUPS* 103.87* 10 * 10.38* .072*
*****
* WITHIN * * *
* GROUPS* 3136.00* 22 * 142.54*
*****
*TOTALS * 3239.87* 32 * *
*****

```

APPENDIX IV - 26

Importance of Problems--ANOVA for Directors
(45 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * *
* GROUPS* 19.39* 10 * 1.93* .022*
*****
* WITHIN * * *
* GROUPS* 1897.33* 22 * 86.24*
*****
*TOTALS * 1916.72* 32 * *
*****

```

APPENDIX IV - 27

Importance of Problems--ANOVA for Assistant Directors
(45 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
*BETWEEN * * * *
* GROUPS* 145.33* 10 * 14.53* .029*
*****
*WITHIN * * * *
* GROUPS* 10902.00* 22 * 495.54*
*****
*TOTALS * 11047.33* 32 * *
*****

```

APPENDIX IV - 28

Importance of Problems--ANOVA for Total of Group
(45 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
*BETWEEN * * * *
* GROUPS* 628.84* 10 * 62.88* .040*
*****
*WITHIN * * * *
* GROUPS* 34580.66* 22 * 1571.84*
*****
*TOTALS * 35209.51* 32 * *
*****

```


APPENDIX IV - 29

Importance of Problems Between Groups (45 and Over)

Input Matrix of Weighted Means for Analysis of Variance

Position of Person	1	2	3	4	5	6	7	8	9	10	11
Governor	1.76	1.90	1.90	2.00	2.40	2.09	2.04	2.23	2.28	2.57	2.57
Director	2.00	2.30	2.10	2.60	2.50	2.30	2.40	2.50	2.20	2.70	2.90
Assistant Director	2.86	2.59	2.72	2.31	2.40	2.68	2.45	2.54	2.27	2.59	2.77
Total	2.26	2.26	2.28	2.16	2.42	2.37	2.28	2.41	2.26	2.60	2.71

APPENDIX IV - 30

Importance of Problems--ANOVA for Between Groups
(45 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
*BETWEEN * * * *
* GROUPS* .84* 2 * .42* 6.554*
*****
*WITHIN * * * *
* GROUPS* 1.94* 30 * .06*
*****
*TOTALS * 2.79* 32 * *
*****

```

APPENDIX IV - 31
Importance of Problems--S Table for Between Groups
(45 and Over)

G R U P P I N NO.	1	2	3	4	5	6	7	8	9	10	11
N	ORT.	N	ORT.	N	ORT.	N	ORT.	N	ORT.	N	ORT.
1	53 2.26	53 2.26	53 2.28	53 2.16	53 2.42	53 2.37	53 2.28	53 2.41	53 2.26	53 2.60	53 2.71
	0.00	.02	.02	.10	.16	.11	.02	.15	0.00	.34	.45
	-5.7619	-5.3565	-5.3565	-5.7349	-5.5343	-5.5322	-5.3565	-2.7215	-5.7619	1.1296	3.3593
2	53 2.26	53 2.26	53 2.28	53 2.16	53 2.42	53 2.37	53 2.26	53 2.41	53 2.26	53 2.60	53 2.71
	0.00	.02	.02	.10	.16	.11	.02	.15	0.00	.34	.45
	-5.7619	-5.3565	-5.3565	-5.7349	-5.5343	-5.5322	-5.3565	-2.7215	-5.7619	1.1296	3.3593
3	53 2.28	53 2.26	53 2.28	53 2.16	53 2.42	53 2.37	53 2.28	53 2.41	53 2.26	53 2.60	53 2.71
	.02	.00	.00	.12	.14	.09	0.00	.13	.02	.32	.43
	-5.3565	-5.7619	-5.7619	-5.3296	-5.9377	-5.9376	-5.7619	-3.1249	-5.3565	.7242	2.9539
4	53 2.16	53 2.26	53 2.28	53 2.16	53 2.42	53 2.37	53 2.28	53 2.41	53 2.26	53 2.60	53 2.71
	.10	.10	.12	.00	.26	.21	.12	.25	.10	.44	.55
	-5.7349	-5.5343	-5.3296	-5.7619	-5.5170	-1.5053	-3.3294	-6.945	-3.7349	3.1544	5.3842
5	53 2.42	53 2.26	53 2.28	53 2.16	53 2.42	53 2.37	53 2.28	53 2.41	53 2.26	53 2.60	53 2.71
	.16	.16	.14	.26	0.00	.05	.14	.01	.16	.18	.29
	-2.5343	-2.9377	-2.9377	-5.170	-5.7619	-4.7533	-2.9377	-5.5602	-2.5343	-2.1308	.0881
6	53 2.37	53 2.26	53 2.28	53 2.16	53 2.42	53 2.37	53 2.28	53 2.41	53 2.26	53 2.60	53 2.71
	.11	.11	.09	.21	.05	0.00	.09	.04	.11	.23	.34
	-2.5322	-2.9377	-2.9376	-1.5053	-4.7533	-5.7619	-3.9376	-4.9511	-3.5322	-1.0999	1.1296
7	53 2.28	53 2.26	53 2.28	53 2.16	53 2.42	53 2.37	53 2.28	53 2.41	53 2.26	53 2.60	53 2.71
	.02	.02	.00	.12	.14	.09	0.00	.13	.02	.32	.43
	-5.3565	-5.7619	-5.7619	-5.3296	-5.9377	-3.9376	-5.7619	-3.1269	-5.3565	.7242	2.9539
8	53 2.41	53 2.26	53 2.28	53 2.16	53 2.42	53 2.37	53 2.28	53 2.41	53 2.26	53 2.60	53 2.71
	.15	.15	.13	.25	.01	.04	.13	0.00	.15	.19	.30
	-2.7215	-2.9377	-2.9376	-6.945	-5.5602	-4.9511	-3.1269	-5.7619	-2.7215	-1.9107	.3189
9	53 2.26	53 2.26	53 2.28	53 2.16	53 2.42	53 2.37	53 2.28	53 2.41	53 2.26	53 2.60	53 2.71
	0.00	.02	.02	.10	.16	.11	.02	.15	0.00	.34	.45
	-5.7619	-5.3565	-5.3565	-5.7349	-5.5343	-5.5322	-5.3565	-2.7215	-5.7619	1.1296	3.3593
10	53 2.60	53 2.26	53 2.28	53 2.16	53 2.42	53 2.37	53 2.28	53 2.41	53 2.26	53 2.60	53 2.71
	.34	.32	.32	.44	.18	.23	.32	.19	.34	0.00	.11
	1.1296	.7242	.7242	2.1566	-2.1308	-1.0999	.7242	-1.9107	1.1296	-5.7619	-3.5322

APPENDIX IV - 33

Importance of Problems by Directors
(50 and Over)

<u>D. of Imp.</u>	<u>F</u> <u>%</u>	1	2	3	4	5	6	7	8	9	10	11
<u>Very Imp.</u>	<u>F</u> <u>%</u>	3 42,8	2 28,6	3 42,8	5 71,4	5 71,4	5 71,4	3 42,8	4 57,1	2 28,6	4 57,1	6 85,7
<u>Imp.</u>	<u>F</u> <u>%</u>	1 14,3	3 42,8	1 14,3	1 14,3	1 14,3	0 00	2 28,6	1 14,3	3 42,8	3 42,8	1 14,3
<u>Not a Prob.</u>	<u>F</u> <u>%</u>	3 42,8	2 28,6	3 42,8	1 14,3	1 14,3	2 28,6	2 28,6	2 28,6	2 28,6	0 00	0 00
<u>Total</u>	<u>F</u> <u>%</u>	7 100	7 100	7 100	7 100	7 100	7 100	7 100	7 100	7 100	7 100	7 100

[illegible]

[illegible]

APPENDIX IV - 36

Importance of Problems--ANOVA for Governors
(50 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 22.06* 10 * 2.20* .075*
*****
* WITHIN * * * *
* GROUPS* 644.00* 22 * 29.27*
*****
*TOTALS * 666.06* 32 * *
*****

```

APPENDIX IV - 37

Importance of Problems--ANOVA for Directors
(50 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 15.21* 10 * 1.52* .041*
*****
* WITHIN * * * *
* GROUPS* 814.66* 22 * 37.03*
*****
*TOTALS * 829.87* 32 * *
*****

```


APPENDIX IV - 38

Importance of Problems--ANOVA for Assistant Directors
(50 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 12.96* 10 * 1.29* .017*
*****
* WITHIN * * * *
* GROUPS* 1626.66* 22 * 73.93*
*****
*TOTALS * 1639.63* 32 * *
*****

```

APPENDIX IV - 39

Importance of Problems--ANOVA for Total of Groups
(50 and Over)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 66.30* 10 * 6.63* .019*
*****
* WITHIN * * * *
* GROUPS* 7429.33* 22 * 337.69*
*****
*TOTALS * 7495.63* 32 * *
*****

```


APPENDIX IV - 41

Importance of Problems by Directors (First Group of Provinces)

D. of Imp.	F	1	2	3	4	5	6	7	8	9	10	11
	%											
Very Imp.	F	0	6	3	5	4	3	3	7	4	6	8
	%	00	66,7	33,3	55,5	44,4	33,3	33,3	44,4	44,4	66,7	88,9
Imp.	F	5	1	2	3	3	3	4	2	2	2	1
	%	55,5	11,1	22,2	33,3	33,3	33,3	44,4	22,2	22,2	22,2	11,1
Not a Prob.	F	4	2	4	1	2	3	2	0	3	1	0
	%	44,4	22,2	44,4	11,1	22,2	33,3	22,2	00	33,3	11,1	00
Total	F	9	9	9	9	9	9	9	9	9	9	9
	%	100	100	100	100	100	100	100	100	100	100	100

[illegible]

**Importance of Problems--Total of Groups
(First Group of Provinces)**

[illegible]

APPENDIX IV - 44

Importance of Problems Between Groups (First Group of Provinces)

Input Matrix of Weighted Means for Analysis of Variance

Position of Person	1	2	3	4	5	6	7	8	9	10	11
Governor	1.55	2.00	1.66	2.00	2.75	2.11	2.22	2.22	2.11	2.88	2.66
Director	1.55	2.44	1.88	2.44	2.22	2.00	2.11	2.77	2.11	2.55	2.88
Assistant Director	2.54	2.45	2.50	2.12	2.41	2.70	2.25	2.37	2.16	2.50	2.70
Total	2.11	2.35	2.19	2.16	2.43	2.42	2.21	2.42	2.14	2.59	2.73

APPENDIX IV - 45

Importance of Problems--ANOVA for Between Groups
(First Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
*BETWEEN * * * *
* GROUPS* .30* 2 * .15* 1.240*
*****
*WITHIN * * * *
* GROUPS* 3.71* 30 * .12*
*****
*TOTALS * 4.02* 22 * *
*****

```

APPENDIX IV - 46

Importance of Problems--ANOVA Table for Governors
(First Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
*BETWEEN * * * *
* GROUPS* 41.57* 10 * 4.15* .091*
*****
*WITHIN * * * *
* GROUPS* 1002.66* 22 * 45.57*
*****
*TOTALS * 1044.24* 32 * *
*****

```

APPENDIX IV - 47

Importance of Problems--ANOVA Table for Directors
(First Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 42.24* 10 * 4.22* .074*
*****
* WITHIN * * * *
* GROUPS* 1252.66* 22 * 56.93*
*****
* TOTALS * 1294.90* 32 * *
*****

```

APPENDIX IV - 48

Importance of Problems--ANOVA Table for Assistant Directors
(First Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 72.18* 10 * 7.21* .017*
*****
* WITHIN * * * *
* GROUPS* 9014.00* 22 * 409.72*
*****
* TOTALS * 9086.18* 32 * *
*****

```


APPENDIX IV - 49

Importance of Problems--ANOVA Table for Total
(First Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * *
* GROUPS* 233.51* 10 * 23.35* .023*
*****
* WITHIN * * *
* GROUPS* 22190.00* 22 * 1008.63*
*****
*TOTALS * 22423.51* 32 * *
*****

```


APPENDIX IV -51

Importance of Problems by Directors (Second Group of Provinces)

<u>D. of Imp.</u>	<u>F</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
	<u>%</u>											
<u>Very Imp.</u>	<u>F</u>	<u>3</u>	<u>4</u>	<u>6</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>2</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>
	<u>%</u>	<u>42.8</u>	<u>57.1</u>	<u>85.7</u>	<u>42.8</u>	<u>42.8</u>	<u>57.1</u>	<u>28.5</u>	<u>57.1</u>	<u>57.1</u>	<u>57.1</u>	<u>57.1</u>
<u>Imp.</u>	<u>F</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>3</u>	<u>4</u>	<u>2</u>	<u>5</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>
	<u>%</u>	<u>42.8</u>	<u>28.5</u>	<u>00.0</u>	<u>42.8</u>	<u>57.1</u>	<u>28.5</u>	<u>71.4</u>	<u>28.5</u>	<u>28.5</u>	<u>28.5</u>	<u>42.8</u>
<u>Not a Prob.</u>	<u>F</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>
	<u>%</u>	<u>14.2</u>	<u>14.2</u>	<u>14.2</u>	<u>14.2</u>	<u>00.0</u>	<u>14.2</u>	<u>00.0</u>	<u>14.2</u>	<u>14.2</u>	<u>14.2</u>	<u>00.0</u>
<u>Total</u>	<u>F</u>	<u>7</u>	<u>7</u>	<u>7</u>	<u>7</u>	<u>7</u>	<u>7</u>	<u>7</u>	<u>7</u>	<u>7</u>	<u>7</u>	<u>7</u>
	<u>%</u>	<u>100.</u>	<u>100.</u>	<u>100.</u>	<u>100.</u>	<u>100.</u>	<u>100.</u>	<u>100.</u>	<u>100.</u>	<u>100.</u>	<u>100.</u>	<u>100.</u>

APPENDIX IV - 52

Importance of Problems by Assistant Directors (Second Group of Provinces)

<u>D. of Imp.</u>	F	%	1	2	3	4	5	6	7	8	9	10	11
<u>Very Imp.</u>	F	%	7 87,4	8 10,0	8 10,0	4 50,0	7 37,4	6 75,0	7 87,4	4 50,0	5 62,5	7 87,4	8 10,0
<u>Imp.</u>	F	%	1 12,5	0 00	0 00	3 37,5	1 12,5	2 25,0	1 12,5	3 37,5	2 25,0	1 12,5	0 00
<u>Not a Prob.</u>	F	%	0 00	0 00	0 00	1 12,5	0 00	0 00	0 00	1 12,5	1 12,5	0 00	0 00
<u>Total</u>	F	%	8 100	8 100	8 100	8 100	8 100	3 100	8 100	3 100	3 100	3 100	8 100

APPENDIX IV - 53

Importance of Problems--Total of Groups (Second Group of Provinces)

D. of Imp.	F	1	2	3	4	5	6	7	8	9	10	11
	%											
Very Imp.	F	12	14	16	8	13	12	10	10	11	13	15
	%	54.5	63.6	72.7	36.3	59.0	54.5	45.4	45.4	50.0	59.0	68.1
Imp.	F	7	5	3	9	6	7	9	9	7	6	7
	%	31.8	22.7	13.6	40.9	27.2	31.8	40.9	40.9	31.8	27.2	31.8
Not a Prob.	F	3	3	3	5	3	3	3	3	4	3	0
	%	13.6	13.6	13.6	22.7	13.6	13.6	13.6	13.6	18.1	13.6	00.0
Total	F	22	22	22	22	22	22	22	22	22	22	22
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

APPENDIX IV - 54

Importance of Problems--ANOVA Table for Governors
(Second Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 14.72* 10 * 1.47* .157*
*****
* WITHIN * * * *
* GROUPS* 205.33* 22 * 9.33*
*****
*TOTALS * 220.06* 32 * *
*****

```

APPENDIX IV - 55

Importance of Problems--ANOVA Table for Directors
(Second Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 6.24* 10 * .62* .017*
*****
* WITHIN * * * *
* GROUPS* 786.66* 22 * 35.75*
*****
*TOTALS * 792.90* 32 * *
*****

```

APPENDIX IV - 56

Importance of Problems--ANOVA Table for Assistant Directors
(Second Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 12.54* 10 * 1.25* .010*
*****
* WITHIN * * * *
* GROUPS* 2635.33* 22 * 119.78*
*****
* TOTALS * 2647.87* 32 * *
*****

```

APPENDIX IV - 57

Importance of Problems--ANOVA Table for Total
(Second Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 35.21* 10 * 3.52* .010*
*****
* WITHIN * * * *
* GROUPS* 7079.33* 22 * 321.78*
*****
* TOTALS * 7114.54* 32 * *
*****

```

APPENDIX IV - 58

Importance of Problems Between Groups

Input Matrix of Weighted Means for Analysis of Variance

Position of Person	1	2	3	4	5	6	7	8	9	10	11
Governor	2.00	2.00	2.00	1.71	2.00	2.00	1.71	2.14	2.00	2.00	2.42
Director	2.28	2.42	2.71	2.28	2.42	2.42	2.28	2.42	2.42	2.42	2.47
Assistant Director	2.87	3.00	3.00	2.37	2.87	2.75	2.87	2.37	2.50	2.87	3.00
Total	2.40	2.50	2.59	2.13	2.45	2.40	2.31	2.31	2.31	2.45	2.68

APPENDIX IV - 59

Importance of Problems--ANOVA for Between Groups
(Second Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
*BETWEEN * * * *
* GROUPS* 3.27* 2 * 1.63* 43.902*
*****
*WITHIN * * * *
* GROUPS* 1.11* 30 * .03*
*****
*TOTALS * 4.38* 32 * *
*****

```

APPENDIX IV - 60
Importance of Problems--S Table for Between Groups
(Second Group of Provinces)

GROUP No.	1	2	3	4	5	6	7	8	9	10	11
N	ORT.	N	ORT.	N	ORT.	N	ORT.	N	ORT.	N	ORT.
1	22 2.40 10 -4.0422	22 2.50 10 -4.0422	22 2.44 10 -5.0741	22 2.25 15 -5.1825	22 2.45 05 -4.9021	22 2.48 08 -4.3862	22 2.31 09 -4.2143	22 2.41 01 -5.5809	22 2.32 08 -4.3862	22 2.56 16 -3.0106	22 2.72 32 -2.592
2	22 2.50 00 -5.7619	22 2.50 00 -5.7619	22 2.44 16 -4.7301	22 2.25 25 -1.4629	22 2.45 05 -4.9021	22 2.48 02 -5.4180	22 2.31 19 -2.4947	22 2.41 09 -4.2143	22 2.32 18 -2.6666	22 2.56 06 -4.7301	22 2.72 22 -1.9700
3	22 2.44 06 -2.59	22 2.50 06 -4.7301	22 2.44 10 -5.7619	22 2.25 19 -2.4947	22 2.45 01 -5.5899	22 2.48 04 -5.0741	22 2.31 13 -3.5264	22 2.41 03 -5.2460	22 2.32 12 -3.6984	22 2.56 12 -3.6984	22 2.72 28 -0.9470
4	22 2.25 25 -1.4629	22 2.50 25 -1.4629	22 2.44 19 -2.4947	22 2.25 00 -5.7619	22 2.45 20 -2.3227	22 2.48 23 -1.8068	22 2.31 06 -4.7301	22 2.41 16 -3.0106	22 2.32 07 -4.5582	22 2.56 31 -4.312	22 2.72 47 2.3201
5	22 2.45 05 -4.9021	22 2.50 05 -4.9021	22 2.44 11 -5.5899	22 2.25 20 -2.5227	22 2.45 00 -5.7619	22 2.48 03 -5.2460	22 2.31 14 -3.3545	22 2.41 04 -5.0741	22 2.32 13 -3.5264	22 2.56 11 -3.8703	22 2.72 27 -1.1190
6	22 2.48 24 -2.40	22 2.50 02 -5.4180	22 2.44 04 -5.0741	22 2.25 23 -1.8068	22 2.45 03 -5.2460	22 2.48 00 -5.7619	22 2.31 17 -2.8386	22 2.41 07 -4.5582	22 2.32 16 -3.0106	22 2.56 08 -4.3862	22 2.72 24 -1.6349
7	22 2.31 19 -2.4947	22 2.50 19 -2.4947	22 2.44 13 -3.5264	22 2.25 06 -4.7301	22 2.45 14 -3.3545	22 2.48 17 -2.8386	22 2.31 00 -5.7619	22 2.41 10 -4.0423	22 2.32 01 -5.5899	22 2.56 25 -1.4629	22 2.72 41 1.2883
8	22 2.41 09 -2.31	22 2.50 09 -4.2143	22 2.44 13 -5.2460	22 2.25 16 -3.0106	22 2.45 04 -5.0741	22 2.48 07 -4.5582	22 2.31 10 -4.0423	22 2.41 00 -5.7619	22 2.32 09 -4.2143	22 2.56 15 -3.1825	22 2.72 31 -4.312
9	22 2.32 23 -2.31	22 2.50 18 -2.6666	22 2.44 12 -3.6984	22 2.25 07 -4.5582	22 2.45 13 -3.5264	22 2.48 16 -3.0106	22 2.31 01 -5.5899	22 2.41 09 -4.2143	22 2.32 00 -5.7619	22 2.56 24 -1.6349	22 2.72 40 1.1164
10	22 2.56 06 -4.7301	22 2.50 06 -4.7301	22 2.44 17 -3.6984	22 2.25 31 -4.312	22 2.45 11 -3.8703	22 2.48 08 -4.3862	22 2.31 25 -1.4629	22 2.41 15 -3.1825	22 2.32 24 -1.6349	22 2.56 00 -5.7619	22 2.72 16 -3.0106

APPENDIX IV - 61

**Importance of Problems by Governors
(Third Group of Provinces)**

[illegible]

APPENDIX IV - 62

Importance of Problems by Directors

(Third Group of Provinces)

[illegible]

APPENDIX IV - 63

Importance of Problems by Assistant Directors
(Third Group of Provinces)

[illegible]

APPENDIX IV - 65

Importance of Problems Between Groups

Input Matrix of Weighted Means for Analysis of Variance

Position of Person	1	2	3	4	5	6	7	8	9	10	11
Governor	1.62	1.50	1.62	2.12	2.37	2.00	1.87	2.25	2.25	2.25	2.62
Director	2.12	2.62	2.75	2.75	2.75	2.75	2.50	2.62	2.75	2.75	3.00
Assistant Director	2.84	2.46	2.61	2.53	2.46	2.84	2.61	2.92	2.69	2.76	2.92
Total	2.31	2.24	2.37	2.48	2.51	2.58	2.37	2.65	2.58	2.62	2.86

APPENDIX IV - 66

Importance of Problems--ANOVA for Between Groups

(Third Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
*BETWEEN * * * *
* GROUPS* 2.86* 2 * 1.43* 21.637*
*****
*WITHIN * * * *
* GROUPS* 1.98* 30 * .06*
*****
*TOTALS * 4.85* 32 * *
*****
*****

```


APPENDIX IV - 67
Importance of Problems--S Table for Between Groups
(Third Group of Provinces)

G R U P	2		3		4		5		6		7		8		9		10		11	
	N	ORT.	N	ORT.	N	ORT.	N	ORT.	N	ORT.	N	ORT.	N	ORT.	N	ORT.	N	ORT.	N	ORT.
1	29	2.031	29	2.024	29	2.037	29	2.048	29	2.051	29	2.058	29	2.065	29	2.058	29	2.062	29	2.066
		.07		.17		.06		.17		.20		.04		.34		.27		.51		.55
		-4.7390		-3.2774		-4.8851		-3.2774		-4.8392		-4.8441		-7.034		-1.8163		-1.2318		2.2753
2	29	2.024	29	2.024	29	2.037	29	2.048	29	2.051	29	2.058	29	2.065	29	2.058	29	2.062	29	2.066
		0.00		.24		.13		.24		.27		.13		.41		.34		.38		.62
		-5.7619		-2.2547		-3.0622		-2.2547		-1.8163		-3.8622		.2205		-7.934		-2.088		3.2983
3	29	2.037	29	2.024	29	2.037	29	2.048	29	2.051	29	2.058	29	2.065	29	2.058	29	2.062	29	2.066
		.13		.11		.00		.11		.14		0.00		.20		.21		.25		.49
		-3.8622		-4.1544		-5.7619		-4.1544		-3.7160		-5.7619		-1.6702		-2.6931		-2.1086		1.3985
4	29	2.048	29	2.024	29	2.037	29	2.048	29	2.051	29	2.058	29	2.065	29	2.058	29	2.062	29	2.066
		.24		0.00		.11		0.00		.03		.10		.17		.10		.14		.38
		-2.2547		-5.7619		-4.1544		-5.7619		-4.3006		-4.1544		-3.2774		-6.3004		-3.7160		-2.088
5	29	2.051	29	2.024	29	2.037	29	2.048	29	2.051	29	2.058	29	2.065	29	2.058	29	2.062	29	2.066
		.27		.03		.14		.03		0.00		.07		.14		.07		.11		.35
		-1.8163		-5.7619		-3.7160		-5.7619		-5.7619		-4.7390		-3.7160		-4.7390		-4.1544		-6.472
6	29	2.058	29	2.024	29	2.037	29	2.048	29	2.051	29	2.058	29	2.065	29	2.058	29	2.062	29	2.066
		.34		.10		.21		.10		.07		.20		.07		0.00		.04		.25
		-7.934		-4.3006		-2.6931		-4.3006		-4.7390		-5.7619		-4.7390		-5.7619		-5.1774		-1.6702
7	29	2.037	29	2.024	29	2.037	29	2.048	29	2.051	29	2.058	29	2.065	29	2.058	29	2.062	29	2.066
		.13		.11		.00		.11		.14		0.00		.28		.21		.25		.49
		-3.8622		-4.1544		-5.7619		-4.1544		-3.7160		-5.7619		-1.6702		-2.6931		-2.1086		1.3985
8	29	2.065	29	2.024	29	2.037	29	2.048	29	2.051	29	2.058	29	2.065	29	2.058	29	2.062	29	2.066
		.41		.17		.23		.17		.14		.07		0.00		.07		.03		.21
		.2295		-3.2774		-1.6702		-3.2774		-3.7160		-4.7390		-5.7619		-4.7390		-5.3235		-2.6931
9	29	2.058	29	2.024	29	2.037	29	2.048	29	2.051	29	2.058	29	2.065	29	2.058	29	2.062	29	2.066
		.34		.10		.21		.10		.07		.20		.07		0.00		.04		.25
		-7.934		-4.3006		-2.6931		-4.3006		-4.7390		-5.7619		-4.7390		-5.7619		-5.1774		-1.6702
10	29	2.062	29	2.024	29	2.037	29	2.048	29	2.051	29	2.058	29	2.065	29	2.058	29	2.062	29	2.066
		.38		.14		.25		.14		.11		.04		.03		.04		0.00		.38
		-2.088		-3.7160		-3.0622		-3.7160		-4.1544		-5.1774		-5.3235		-5.1774		-5.7619		-2.6931

APPENDIX IV - 68

Importance of Problems--ANOVA Table for Governors
(Third Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 26.84* 10 * 2.68* .113*
*****
* WITHIN * * * *
* GROUPS* 521.33* 22 * 23.69*
*****
*TOTALS * 548.18* 32 * *
*****

```

APPENDIX IV - 69

Importance of Problems--ANOVA Table for Directors
(Third Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 10.18* 10 * 1.01* .011*
*****
* WITHIN * * * *
* GROUPS* 1885.33* 22 * 85.69*
*****
*TOTALS * 1895.51* 32 * *
*****

```

APPENDIX IV - 70

Importance of Problems--ANOVA Table for Assistant Directors
(Third Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 16.96* 10 * 1.69* .007*
*****
* WITHIN * * * *
* GROUPS* 5242.00* 22 * 238.27*
*****
* TOTALS * 5258.96* 32 * *
*****

```

APPENDIX IV -71

Importance of Problems--ANOVA Table for Total Groups
(Third Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 88.54* 10 * 8.85* .012*
*****
* WITHIN * * * *
* GROUPS* 15526.00* 22 * 705.72*
*****
* TOTALS * 15614.54* 32 * *
*****

```

Importance of Problems by Governors (Fourth Group of Provinces)

[illegible]

APPENDIX IV - 74

Importance of Problems by Assistant Directors
(Fourth Group of Provinces)

<u>D. of Imp.</u>	<u>F</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
<u>Very Imp.</u>	<u>F</u> <u>%</u>	5 83,3	5 83,3	6 100,0	3 50	2 33,3	6 1000	2 33,3	1 16,7	0 00	2 33,3	2 33,3
<u>Imp.</u>	<u>F</u> <u>%</u>	1 16,7	0 00	0 00	3 50	2 33,3	0 00	4 66,7	3 50,0	5 83,3	4 66,7	4 66,7
<u>Not a Prob.</u>	<u>F</u> <u>%</u>	0 00	1 16,7	0 00	0 00	2 33,3	0 00	0 00	2 33,3	1 16,7	0 00	0 00
<u>Total</u>	<u>F</u> <u>%</u>	6 100,0	6 100,0	6 100,0	6 100,0	6 100	6 1000	6 1000	6 1000	6 1000	6 1000	6 1000

APPENDIX IV - 76

Importance of Problems--ANOVA Table for Governors
(Fourth Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 2.72* 10 * .27* .022*
*****
* WITHIN * * * *
* GROUPS* 272.00* 22 * 12.36*
*****
*TOTALS * 274.72* 32 * *
*****
*****

```

APPENDIX IV - 77

Importance of Problems--ANOVA Table for Directors
(Fourth Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 4.84* 10 * .48* .028*
*****
* WITHIN * * * *
* GROUPS* 378.66* 22 * 17.21*
*****
*TOTALS * 383.51* 32 * *
*****
*****

```


APPENDIX IV - 78

Importance of Problems--ANOVA Table for Assistant Directors
(Fourth Group of Provinces)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio
Between Groups	21	10	2.157	.055
Within Groups	928	22	42.221	
Totals	950	32		

APPENDIX IV - 79

Importance of Problems--ANOVA Table for Total Groups
(Fourth Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 36.30* 10 * 3.63* .021*
*****
* WITHIN * * * *
* GROUPS* 3746.66* 22 * 170.30*
*****
* TOTALS * 3782.96* 32 * *
*****

```

APPENDIX IV - 80

Importance of Problems Between Groups (Fourth Group of Provinces)

Input Matrix of Weighted Means for Analysis of Variance

Position of Person	1	2	3	4	5	6	7	8	9	10	11
Governor	2.25	2.25	2.50	2.50	2.50	2.50	2.00	2.50	3.00	3.00	2.50
Director	2.75	2.50	3.00	2.25	2.75	2.50	3.00	2.50	2.50	3.00	3.00
Assistant Director	2.83	2.66	3.00	2.50	2.00	3.00	2.33	1.83	1.83	2.33	2.33
Total	2.64	2.50	2.85	2.42	2.35	2.71	2.42	2.21	2.35	2.71	2.57

APPENDIX IV - 81

Importance of Problems--ANOVA for Between Groups
(Fourth Group of Provinces)

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
*BETWEEN *
* GROUPS* .46* 2 * .23* 2.066*
*****
*WITHIN *
* GROUPS* 3.40* 30 * .11*
*****
*TOTALS * 3.87* 32 *
*****

```


APPENDIX IV - 83

Importance of Problems--ANOVA for Graduates of Institutes of Education

```

*****
*SOURCE OF* SUM OF *DEG. OF* MEAN *
*VARIATION* SQUARES *FREEDOM* SQUARE *F-RATIO*
*****
* BETWEEN * * * *
* GROUPS* 355.87* 10 * 35.58* .006*
*****
* WITHIN * * * *
* GROUPS* 123212.68* 22 * 5600.57*
*****
* TOTALS * 123568.55* 32 *
*****

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