



Ertuğruloğlu, O. (2024). Management's perceptions towards the vision and mission in secondary education schools in north Cyprus. *International Online Journal of Education and Teaching (IOJET)*, 11(2). 464-481.

Received : 01.11.2023
Revised version received : 11.03.2024
Accepted : 13.03.2024

MANAGEMENT'S PERCEPTIONS TOWARDS THE VISION AND MISSION IN SECONDARY EDUCATION SCHOOLS IN NORTH CYPRUS

(Research Article)

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Abstract

The basis of effective management requires that the objectives be clearly stated and determined correctly. From an organizational perspective, goals form the basis of the activities of organizations and therefore their existence. While the framework determined by national education systems gains importance in determining the vision and mission studies of schools, the structure of administrators and school organizations, the goals they set, and strategic plans gain importance in the implementation phase. The purpose of this research is to reveal the vision and mission perceptions of administrators working in secondary schools in Northern Cyprus. The research was designed using a case study, one of the qualitative research methods, involving 20 school administrators working in public and private schools across different regions. The data obtained within the scope of the research were analyzed using content analysis, resulting in the identification of 2 main themes and 5 sub-themes. Within the framework of the anecdotes and codes obtained within the scope of these themes, the findings regarding the vision and mission perception of school administrators were accessed, shedding light on the process of planning and implementing goals and strategies.

Key Words: Vision and mission, school administrators, achieving goals, strategic plan

1. Introduction

While examining the structures of organizations in management theories put forward over the years, efficiency in the success of organizations has been emphasized, and the human factor, which is the most important element in the organization, has generally been ignored. The formations in management science began in the 1900s with the introduction of the scientific management approach by Taylor; bureaucratic-structuralist approaches continued until the 1930s; the human relations paradigm emerged in the 1930s-1960s, and then the systems theory took effect in the 1960s-1980s (Aypay, 2001). Especially since the 1980s, an approach called "Total Quality Management" began to be emphasized. The basic philosophy of this approach is based on the principle of "no one is perfect, but one should seek perfection." According to this approach, the goals of the organization should be continuous. "Goals should maintain their functionality in the face of changing conditions and should be changed to respond to changing needs" (Erdoğan, 2006).

In this context, in our age of rapid change, it has become important for organizations to first recognize their own structures. In order to keep up with this rapid change, to compete with their rivals, and to produce quality and modern products, organizations need to survive by

improving themselves. In this case, it has become inevitable for organizations to first reveal their structural weaknesses and strengths, determine the situation they are in, make strategic planning, and implement it by taking environmental conditions into account. Strategic management helps to determine future goals and objectives in the private sector, public sector, and other operating sectors, especially in schools that continue their educational activities, and to determine the necessary actions to achieve these goals. It is an enabling management style. There are four elements in this management style: vision, mission, strategy, and action (Aktan, 2005).

All schools are organizations, and setting goals in organizations means setting your compass to the position of the pole star; in this context, it is possible and easy to return to it if you stray from your route (Özgen et al., 2005: 18). The basis of effective management requires that the objectives be clearly stated and determined correctly. From an organizational perspective, goals form the basis of the activities of organizations and therefore their existence. Organizational goal is a desired situation that the organization as a whole wants to achieve in the future (Erol, 1997: 67). The goals of organizations are the goals determined by their management, but these goals can only be realized if they are adopted by all employees, as in the mission, vision, and strategies (Dinçer, 1998: 137). Mission is a common value shared by all employees, regardless of their status within the organization. Goals may differ depending on the positions, and even the goals of those working in the same position may differ. The important thing here is that the difference in goals should not constitute an obstacle to realizing a common vision (Dinçer, 1998: 142).

Vision and mission in the management mechanism, which is an important element of education, are very important in determining educational goals. The process of internalizing change and transformation and making it applicable in secondary education institutions affiliated with the Ministry of National Education in the Turkish Republic of Northern Cyprus has been a matter of curiosity. The management approach of secondary schools is discussed within the framework of mission and vision. The measures and initiatives taken by administrations to achieve the visions determined in educational organizations also constitute the subject of this research. For this purpose, the main problem of the research is "What are the perceptions of the management towards the vision and mission in secondary schools in Northern Cyprus?" It was determined as. Sub-problems of the research:

- What is the impact of school administrators on the vision and mission determination process?
- What is the support and influence of teachers towards the organization's goals and strategies?
- What is the impact of environmental factors on mission and vision?
- What are the goal and strategy determination processes of the educational institution?

1.1. Education in the Turkish Republic of Northern Cyprus

In the Turkish Republic of Northern Cyprus, the education system is generally based on and traditional method practices have been continuing for years. Making changes in education systems is a difficult and long process. While the change process cannot happen quickly, it must be planned by accurately analyzing the needs of the society in which it is located. The Turkish Republic of Northern Cyprus, being an island country and having a smaller student

population than the Republic of Turkey, is a place that must have different needs and different solutions in the education system. Decisions of central units should become malleable in line with educational goals.

Primary and secondary education in TRNC is carried out with a central system. At one point, the central system frames the fields of activity of schools. As a result of the restructuring and reform movements in the TRNC education system in recent years, the continuity of the central system has been in question, and the expected independent system has not been realized. In general, the change that has been made and is desired to be made in the field of education in the world is reflected in approaches such as school development, effective school, total quality management, learning school, participatory management in schools, school-based/school-centered management, and self-managed schools (Hesapçioğlu, 2003).

The success of the reforms desired to be carried out in the field of education largely depends on school-centered initiatives and school leaders. For this reason, more support and autonomy should be provided to principals in the process of school development, and opportunities should be created for school principals to use their leadership qualities. Restructuring activities not only include the school itself but also affect the school's relationship with society (Şişman, 2002; Alberg, 2000). According to Peterson (1995), directing successful change and development requires the development and management of six components of a school. These are as follows (Helvacı, 2005):

- Developing a strong collaborative educational vision and institutional mission,
- Establishing a strong commitment to the expert community within the school,
- Establishing good relationships with educational communities that will help ensure high standards for student success,
- To improve professional and education,
- Establishing successful partnerships with parents and other education stakeholders,
- They are systematic planning and implementation processes for the institutionalization of necessary changes.

Stoll and Fink (1996) state that a school must have the following qualities to continue its development (Helvacı, 2005):

- Increasing student success,
- A clear focus on the critical tasks of Teaching and Learning,
- Building the capacity to manage change,
- Determining your own direction
- Constantly evaluating one's own culture,
- Working to develop positive cultural norms,
- Having a strategy to achieve your goals,
- Paying attention to internal conditions that will increase change,
- Creating conditions that can sustain the pace of development,
- Checking and evaluating developments, progress, and achievements.

In line with this information, administrators who have the task of determining and managing an effective vision and mission must coordinate and assign organizational employees related to the change process in education. Managers may need to implement a participation strategy

so that organizational employees focus on the change in education and accept this change process. It is necessary to value organizational employees as human beings, institutionalize teamwork within the organization, delegate authority and responsibility, and activate their participation by creating team spirit. In this context, starting the change from the employees of the organization is an effective strategy (Aktan, 2005).

1.2. Teacher in Total Quality Management, Leadership and Change Process

Leadership plays a crucial role in Total Quality Management, with leaders having specific duties and responsibilities within quality management, which can be summarized as follows:

- Believing in and supporting group work,
- Acting decisively in problem-solving and utilizing scientific solutions,
- Consulting employees before making important decisions,
- Establishing respect and trust among employees,
- Focusing on customer satisfaction and making quality a mission,
- Investigating whether problems arise from the system before taking action,
- Avoiding power-oriented decision-making,
- Encouraging creativity and risk-taking to foster innovation.

Leaders who support employees and foster an open communication atmosphere should be promoted within the organization (Aktan, 2005).

When crafting a vision and mission for schools, teachers are the primary individuals from whom administrators can seek assistance. The rapid changes brought about by globalization increase the duties and responsibilities of teachers, compelling them to continuously enhance their skills to keep pace with ongoing transformations. These changes also necessitate adjustments to educational programs. Therefore, in order to fully comprehend and impart these changes to future generations, teachers must collaborate in teams and exhibit flexible individual traits that allow for the application of diverse communication and teaching techniques (Güven, 2001; Keser, 2000).

Research indicates that teachers play a central role in the success of changes implemented in educational programs and that their involvement in decision-making processes regarding change significantly contributes to organizational success (Özdemir and Cemaloğlu, 2003).

In this context, administrators must seek the necessary assistance and support from teachers during change processes in schools. Additionally, they must ensure that their employees play an active role in the change process by embodying leadership characteristics.

1.3. Change and Vision

Vision is the ideal, shared picture, and thought of a prediction or image that illuminates where the school aims to reach in the future (Aytaç, 2000; Özdemir, 2000; Özden, 1999; Çelik, 2000). Vision can also be understood as the capacity to envision events, issues, and future-related situations that influence the beliefs and commitment of organizational members, and to develop and communicate relevant approaches (Elma and Demir, 2003). Vision constitutes the fundamental expression of an organization's values, goals, and objectives. It appeals to the emotions and thoughts of its members by clearly articulating the organization's present state and indicating its desired future, thereby providing a roadmap for achieving it. The foundation

of vision lies in values, purpose (mission), and goals (Quigly, 1998). According to Nanus, vision has a positive impact on the organization and strengthens it (Lashway, 1997):

- Vision energizes people and fosters their connection to the organization.
- Vision gives meaning to employees' lives.
- Vision sets a benchmark of perfection.
- Vision establishes a bridge between today and the future.

A Vision Statement is a written document outlining the goals and objectives of the school. The Mission Statement encompasses the purpose for the school's existence and the principles and shared values necessary to realize the vision. In some organizations, vision and mission are combined into a single statement (Aktan, 2005). In the modern world, amid changing environmental conditions and developments in education, school principals must assume leadership roles in managing schools to keep pace with the era of change. Implementing restructuring and reforms from central administration is increasingly challenging. This underscores the need for school principals to operate more autonomously within their organizational structures and play a pivotal role in advancing developments in education by aligning them with the existing values of their school culture.

Although the education system in TRNC maintains a central structure, it's important to recognize the influence of education stakeholders within the system. Hence, while achieving this goal within the education structure can be daunting, we observe that some of our principals, as leaders in schools, aspire to and strive for change and development. The steps taken towards this endeavor should prioritize recognizing the organizational culture, understanding the organization's values, motivating and engaging employees, fostering an environment conducive to innovation and learning, encouraging participation, and realizing the school's vision by fostering teamwork within the school. In essence, when determining the school's vision, the crucial element is to garner the support of school teachers at every stage of implementation and strive to achieve it through collective participation.

1.4. The Role of the School Principal in Managing Change

Research conducted in schools indicates that the principal plays a pioneering role in restructuring and reforms. Carlin (1992) asserted that "the role of the school principal is particularly important because it represents the shortest route to school reform." Research demonstrates a direct correlation between the principal's role and the success of school reforms (Blase, 1993; Hallinger and Heck, 1996; Leithwood, 1992; cited in Spitulnik, 2001). Studies conducted over the years on effective principals reveal that schools succeed when principals, who are open to change and innovation, actively participate in and lead changes within schools. Principals must personally embrace change, initiate change from within themselves, and create opportunities in their environment. As a leadership trait, managers must take proactive steps, encourage those around them, demonstrate change through actions rather than words, and overcome institutional inertia (Fullan, 1992).

Even if all individuals in the school are receptive to restructuring and reforms, the principal, as the school leader, plays a pivotal role in transforming school culture and directing the change process (Dwyer, 1986; Smith and Andrew, 1989; cited in Alberg, 2000).

The priorities for school administrators in England and America to effect change include encouraging the use of computers, facilitating internal and external information flow, enhancing relations with education stakeholders, defining job descriptions for teachers and staff, initiating personnel performance evaluations, developing pedagogical skills among staff, cultivating industry relations, striving for public school status, promoting multicultural education, establishing close ties with youth services, refining school policy, and enhancing school management and leadership (Bakioğlu, 1994). McLaughlin (2000), in his research conducted using qualitative techniques titled "school principal as change expert," arrived at the following conclusions:

- a) The principal is perceived as a significant change expert (agent) by all participants in the change process. In other words, the individual playing the key role in the change process is the principal.
- b) The school principal actively shapes the content (context) of change.
- c) Considering the findings of this study, the needs of both the school and the individuals should be comprehensively addressed during the change process.

2. METHOD

The research employed a case design, one of the qualitative research methods. Qualitative research encompasses processes aimed at examining a situation or issue in depth, dealing with events instantaneously, on-site, and holistically. Techniques such as observation, interviews, and document analysis are widely used alone or in combination (Yıldırım & Şimşek, 2013).

The study group comprised 20 school administrators in secondary education institutions in TRNC during the 2023-2024 academic year. Participants were selected randomly by region, with permission from the Ministry of National Education and based on the voluntariness of the participants. Participant identity information was kept confidential in accordance with ethical rules.

For data collection, interviews were conducted within the scope of this research, utilizing a semi-structured interview format. Research questions were developed following a literature review, incorporating findings from qualitative and quantitative studies in the relevant literature. These questions were reviewed by two qualitative researchers and finalized through a pilot study involving two participants. Responses from the pilot study were excluded from analysis and research. The audio-recorded data obtained during the analysis phase of the research were transcribed. To enhance consistency and confirmability, the data were analyzed collaboratively with two qualitative research experts, and codes were extracted. Efforts were made to ensure consistency among the extracted codes. The data underwent content analysis, leading to the creation of themes based on the anecdotes and codes obtained. Within the scope of these themes, managers' perceptions of mission and vision were discussed.

Appointments were scheduled with participants for interviews within the scope of the research, conducted at their offices during working hours. On average, the interviews lasted approximately 20-25 minutes. The interviews were audio-recorded with participants' information and permission, resulting in 430 minutes of data collection.



3. FINDINGS AND INTERPRETATION

In the content analysis conducted after transcribing the qualitative data from the research, two main themes and five sub-themes emerged, aligning with the three sub-problems of the study related to qualitative research. The sub-problems, themes, sub-problems, and codes are presented in Table 1. In this section, the findings resulting from the content analysis are presented separately with an interpretive approach. While transcribing the anecdotes obtained from the managers, the language was edited to remain faithful to the original ideas and words used.

Table 1. The sub-problems, themes, sub-problems, and codes

| Sub Problems | Theme-Sub Themes | Codes |
|--|--|---|
| <ul style="list-style-type: none"> • What is the impact of school administrators on the vision and mission determination process? • What is the impact of environmental factors on mission and vision? | <p>Theme 1. Determining Vision and Mission</p> <p>1.1. The Effect of Intra-Organizational Dynamics</p> <p>1.2. Role of the Manager</p> <p>1.3. Environmental Factors</p> | <ul style="list-style-type: none"> • always further • contemporary education • good morals • it will be good • me but we language • school that values students • education quality • professional skill • critical thinking • set rules • senior education • low income • Lack of education • a low rate |
| <ul style="list-style-type: none"> • What are the goal and strategy determination processes of the educational institution? • What is the support and influence of teachers towards the organization's goals and strategies? | <p>Theme 2. Determining Goals and Strategies</p> <p>2.1. Impact of Regulations</p> <p>2.2. The Role of the Teacher</p> | <ul style="list-style-type: none"> • planned teacher • conscious student • development activities • sports training • implementation difficulties • intermediate goals • conscious teacher • relevant teacher • active work • team work • productivity |

Theme 1. Determining Vision and Mission

In line with the data obtained, opinions have been expressed that the task of determining the vision and mission is under the influence and responsibility of the Ministry of National Education and that this situation cannot be intervened.

1.1. The Effect of Intra-Organizational Dynamics

Administrators emphasized that teachers participated in school vision determination studies and appreciated their work. In addition, an environment has been created in which department heads, employees and student councils have a say in vision studies. The codes determined

within the scope of this sub-theme; It was determined as "always further", "contemporary education", "good morals", "good future", "we language, not me", "school that values students". Considering the codes in this context, it becomes clear that the greatest care of the administrators is focused on making a good future plan for the students.

Y4: Everyone is ready to contribute to vision studies in our school. We have formed a council with our particularly enthusiastic teachers and we work with these people in line with specific needs.

Teachers' contributions to vision studies have been determined especially on a voluntary basis. Administrators make the final decision and approval in line with the opinions expressed by teachers within a certain framework.

A7: Not all teachers have to take part in every subject. Volunteering is essential for us. Since there are many communities and councils involved, we take care to make mixed groups of teachers who are experienced in vision studies and are at the beginning of their profession. While experienced teachers provide guidance on complying with traditions and some rules, teachers at the beginning of their career can provide guidance regarding developing technology, keeping up with the times, and current goals.

A19: We determine such studies as a result of meetings with administration officials and department heads. In line with the decisions made, the studies carried out in the teachers' board and group meetings are implemented.

A17: Since our school is a private school, we make decisions by finalizing the ideas determined during meetings with school directors, administrators and department heads during the vision determination processes.

Managers also stated that they may experience some difficulties in the implementation phase as a result of the determined decisions and that there are times when the determined decisions need to be changed. The best example of this can be stated with the following anecdote.

A14: We set visual education as a goal, but rapid change forced us. Visual education was to appeal to the eyes and ears in the classroom, and the aim was to provide multimedia lectures. However, with the student-centered education introduced by the Ministry of National Education with the restructuring, it was aimed to use software programs on the computer because it meant that the student actually participated in the teaching activity. This software has been prepared based on student-centered education. It has been reported that the software in question, this system that motivates students and provides learning in a computer environment, can be used by students at home, that they can reach their teacher whenever they want, and that learning will continue not only at school but also at home.

Administrators stated that all decisions taken in their schools are a joint decision and that all groups contribute equally to each other and that one is no different from the other; "As much as science and mathematics teachers contribute, sociology, history and philosophy teachers also contribute the same."



Some of the public school principals in rural areas stated that there may be problems in terms of integrity and continuity in schools because school principals and teachers change frequently and are transferred to other schools.

Private school principals and assistant principals stated that an innovation or a decision was asked to the administrators (board of directors) in advance and the decisions were made jointly, but the guidance was made by the principal. He also added that they do not have a specific slogan regarding the vision, the school's successes are followed through the media and they do not need this.

1.2. Role of the Manager

In this part of the research, the codes most used by school administrators were revealed as follows; “quality of education”, “vocational skills”, “critical thinking”, “set rules”, “high-level education”. The obtained codes show that; Administrators are making efforts and concerns about improving the quality of education. Administrators stated that they pay attention to the most efficient practices without going beyond the vision and mission established within the framework of the rules of the Ministry of National Education.

A1: Our school is one of the most established schools in TRNC. We are a school that has always demonstrated compatibility and full merit within the framework of our changing vision and mission. I took over this responsibility from the previous school administrators.

Y5: Our aim is to create awareness that will take our school to the best places within the framework of the mission and vision determined for us. We do our best to increase the success of our students.

A12: As administrators, what we can do is to raise students who are hungry and curious for scientific knowledge and to contribute to them becoming useful individuals for the country. Our work in this direction continues intensively. School teachers are also aware of this issue.

At the end of the interviews, school administrators stated that their most important vision is to take their schools to the highest level in their region. In addition to this view, administrators stated that they aim to raise individuals with a high level of education and to raise exemplary individuals with strong scientific skills that are beneficial to humanity.

A2: The region we are in is a region that receives a lot of immigration, especially from various parts of Turkey, so we take care to ensure that our students receive their education in harmony. Since our educational mission and vision are generally compatible with the Ministry of National Education of the Republic of Turkey, no negative situation has arisen in this regard.

A8: Although our school is located in a rural area far from the city center, we believe that by adhering to the vision and mission that are valid all over the country, the needs of our students in the rural area are best met and that they will overcome this disadvantage with their knowledge.

He stated that even though school administrators in each region of Northern Cyprus encounter different situations and disadvantages, they take various initiatives to ensure that students receive the best education within the framework of the determined mission and vision, and that they want to be leading in terms of education and success in their region.

A9: One of the issues we attach most importance to is educating students with advanced professional skills. We attach importance to their ability to have manual dexterity and knowledge in the professions that are called "intermediate personnel" today, but known in Turkish history as Ahi, professional and craftsmanship. Students' orientation towards professions needed around the world should be in line with their skills and desires.

Some of the administrators also emphasized that they attach importance to young people gaining professional skills and that they are trained in line with the needs of the country, and stated that they are trying to raise their students with this awareness and the importance of these professions.

A16: Our school is located in a region where foreign students are generally present and visited by tourists. For this reason, we think that the foreign language education of the students should be increased with reinforcements in line with the needs of the region. We are planning various events on this subject.

A18: Our school has made a name for itself through social and cultural activities. We aim to raise world citizens. We plan our school's activities in this direction in order to raise young people who have high self-confidence, use technologies consciously, and are sensitive and able to take initiative.

The vision and mission of schools within a certain framework are enriched by school administrators with various activities according to the region and the needs of the target group of students. In order to plan development-oriented activities in this way, administrators need to know the region and the students well.

In line with the findings obtained, it was especially emphasized that "Atatürk's principles and reforms were adhered to". Administrators stated that they prepare students to inspire them to maximize their potential and to make them responsible members of society. They stated that they have not yet developed a vision other than the vision and mission of the Ministry of National Education. They also stated that they were preparing to develop a vision. At this stage, a school has shared its mission and vision in writing.

Y10: "A VISION

Until 2015, computer and communication technology was used professionally at all levels of the school (in administrative affairs, teacher development, in and out of the classroom, in education and training and student development), instilled the desire to learn, the student actively participated in the learning activity, based on student-centered teaching and learning took place in the classroom. It will be a school where students continue their education outside of their environment.

B. MISSION

- a) To achieve and maintain excellence in all areas of education and training activities,
- b) To continue and develop its position as a world-class secondary education institution since its establishment,
- c) To train qualified students for international, national and regional higher education institutions and
- d) While fulfilling (a), (b) and (c), it aims to raise students as individuals who have moral values and are sensitive to social, cultural, scientific, social and universal values."



While the majority of the participants expressed their opinions, "Every step taken within the framework of the answer to the question of what type of student should be to meet the needs of the TRNC constitutes our vision and mission." He stated that they made a plan based on the principle.

1.3. Environmental Factors

The codes that emerged for this sub-theme of the research are "low income", "lack of education", "a low rate". These codes emerged based on the students' parents' curiosity about the school's mission and vision, which can be considered as an environmental factor, and their desire to have information about this issue. Ultimately, these codes and the supporting anecdotes are explained by the fact that parents are not curious or interested in the mission and vision of the schools. The parent profile who is interested in the mission and vision generally consists of people with higher education. Although not asked, some administrators stated that they tried to inform parents about the school's mission and vision during the registration and meeting periods.

A3: We convey our current decisions regarding the vision and mission of our school at parent meetings at the beginning of the term. We see this as information.

Y5: When we provide information about the vision and mission during the registration phase, some parents ask questions. They are especially careful to get information about substances and issues that they think will affect their children's future. Parents of children who are successful in sports are curious about the details by asking questions to learn the school's mission on this subject.

Administrators specifically stated that there are situations in which parents need to be made aware, and stated that, in addition to raising awareness among their own parents, there should also be initiatives within the framework of the Ministry of National Education. Additionally, there are administrators who state that they establish a connection between conscious parents and socio- economic well-being.

Y7: Parents with better socio- economic status are more interested in both their children and the school. As a result of my professional experience and observations, I can say that those who are not in a good economic situation are not very interested in school or their children. There is no participation in meetings held to raise awareness.

Some of the participating administrators stated that parents obtain information about the school before coming to school, follow the success of the school, the success of its education and success in achieving goals, and among these, they research the university placement rate. They state that the situation among all schools is of great concern to parents and that these are the reasons for choosing their school. Some of the administrators state that although they are preferred, the parents who prefer them cannot enroll in the school due to the coverage area application. Some administrators also stated that the student's happiness at school and commitment to the school are among the reasons for preference, and that this situation is related to the mission of the school. In this regard, a link has been established between being preferred and the school mission.

In line with the findings, it was stated that parents actively follow schools and school administrators on social media and easily ask questions on social media. Vision and mission activities have also become more accessible and visible on social media.

Theme 2. Determining Goals and Strategies

Within this theme, two sub-themes were determined. Striking findings regarding the determination, development process and implementation of goals and strategies are included.

2.1. Impact of Regulations

In this sub-theme, focusing on the effects of regulations and managers on goals and strategies, the codes "planned teacher", "conscious student", "development activities", "sports activities", "implementation difficulties", "intermediate goals" emerged as findings as a result of the analysis.

Administrators overwhelmingly stated that their goals were organized and developed in parallel, in line with the goals of the Ministry of National Education. He stated that in line with the Ministry's goals, they also did the situations they wanted to do and improve in a controlled manner and that the results were effective.

A7: There are regulations in our school in line with the goals and strategies of the Ministry of National Education. We aim for the ideal, but we also make some additional activities and contributions for our school. For example, in addition to these , we attach importance to English education and do extra work to ensure that students speak fluently.

Some of the administrators stated that the targets determined by the Ministry of National Education remained very general and that within this generalization they followed the most important and effective way for their schools in special cases. Principals working in private schools stated that they were flexible within the scope of the determined targets and acted in parallel with the curriculum. Private school administrators stated that in addition to the specified books, different textbooks are used, sports training is given importance, different sports fields are diversified and options are offered, and the aim is to raise good athletes. In addition, he stated that the goals and strategies of private schools are presented in an improved form, as well as laboratory and project activities compared to the facilities in public schools.

School administrators are aware of the importance of strategic planning and take care to carry out conscious work. In line with the data obtained, he expressed his opinion about the strategic plan as follows;

A4: At our school, we take care to make daily, weekly and long-term plans. By including all special days in these plans, we take into account the values and special situations that should be kept alive.

A8: In our school, strategic planning is carried out and decided upon as a team by involving school administrators, coordinators and the parent-teacher association.

A9: A team consisting of the teachers' board and administrators determines a strategy with short and long-term goals at the beginning of the semester and makes evaluations. Afterwards, it is implemented.

When goals and strategic plans are no longer just an obligation and a workload to be done, very important and effective results emerge. Some of the administrators took care to ensure that these plans created an area that would benefit students and provide them with the opportunity to learn while having fun. None of the participating managers expressed a negative opinion about the strategic plan. In addition, the majority are managers who achieve positive results and provide permanent learning experiences.

A12: While determining our intermediate goals, we take care to direct students to social projects such as nature, environment and food aid. We aim to raise students with citizenship and environmental awareness . The planning made at this stage enables students to learn by doing and experiencing, providing a permanent educational experience. Students take part in projects on a voluntary basis.

A14: As managers, we make various plans in line with our duties and targets. In these plans, we take into account the needs and interests of the school and the students and take care to ensure that they are better equipped. We determine our work through brainstorming.

Administrators also added that the determined target and strategic plan were evaluated at certain times of the semester, teachers' opinions were taken and inspections were carried out. During this process, administrators of schools in rural areas stated that problems arose during the implementation phase of the plans and targets set for various reasons, and that some targets and strategies could not be implemented at the desired level. These reasons are directly related to the change of administrators and teachers.

Administrators working in private schools stated that there is an audit system in which a study is carried out to determine whether the targets have been achieved at the end of the estimated period determined to achieve the targets, and the reasons for the targets not being achieved are questioned. Some private school administrators stated that they frequently develop strategic plans in line with curricula and programs.

A15: Every year in June and August, when the exam results come out, we evaluate ourselves and try to reveal our positive and negative aspects according to the exam results. As a result, we make changes and additions to our programs if necessary.

While determining goals and strategies, the issue of intermediate goals has also become a prominent issue. According to the research findings, managers generally stated that intermediate goals are needed in planning and that these intermediate goals are brought to the agenda in group meetings and attached to various decisions.

A20: Group meetings are held weekly. In these meetings, the needs of the departments and the situation of the students are taken into consideration and deficiencies in the goals and strategies are conveyed. Various activities and situations are determined when necessary. These event requests are notified to the school administration and, if deemed appropriate, are placed in the program specified in the academic calendar. In order to

carry out the training programs simultaneously, the needs and priorities of each group on the academic calendar are taken into consideration.

The decisions taken at group meetings and the success of the activities are reported through internal and external audits at regular intervals. While some administrators manage intermediate goals through groups, administrators of schools in rural areas manage this process with the help of guidance counselors. These meetings are managed by administrators in schools with few teachers.

Principals and assistant principals of private schools stated that multi-faceted committees have been formed, and in addition to the preparation of school curricula and programs, social activities such as performances and observation trips are programmed and organized by these committees in order to complete the cultural development of the student.

Y20: We take care to follow the activities and practices held in different parts of the world and adapt these activities to our own students and include them in our strategic plans. There are four factors that we emphasize to achieve our goals; teachers (including administrators), students, equipment and families (parents)

Stating that they deal with more emerging social problems as an intermediate goal, the director stated that these include studies on the emergence of problems such as substance addiction and drugs and ways to cope with them.

2.2. The Role of the Teacher

Within the scope of this sub-theme, the codes "conscious teacher", "caring teacher", "active work", "group work" and "productivity" emerged. When the roles of teachers in determining goals and strategies are examined in line with these codes, it can be interpreted that conscious and interested teachers are more prone to group work and their productivity within these groups increases. These codes were used very frequently by managers.

It was stated by the administrators that the teacher supports and contributes to the production and activities at the school due to his organizational commitment and belonging. Administrators in regions where teacher turnover is high and teacher turnover is frequent in schools have emphasized that this situation reduces commitment and therefore triggers reluctance towards goals and behaviors. Administrators report that the teacher is the most effective organizational member in determining goals and strategies.

Y8: There are periods when our teachers change very frequently, usually teachers want to transfer to different schools for personal reasons. In our school , around 40% of the teachers have been working for many years.

A11: Our teachers do not hesitate to take on duties and responsibilities in determining goals and strategies and other matters. Our teachers and coordinators work very well and in harmony. They do their best in group work and do not hesitate to contribute. For these reasons, we are satisfied with them and all our work yields positive results.

Administrators stated that teachers generally do not hesitate to take on duties and responsibilities, and that they take into account the current educational situation, educational needs and the generation of students in their contributions.

CONCLUSION AND RECOMMENDATIONS

The qualitative research conducted in schools reveals several key insights. Despite the presence of a central administration in education, each school possesses a unique organizational culture, and principals wield considerable influence within this structure. The findings indicate that school leaders with broad vision and foresight tend to foster environments that are more receptive to innovation and change. This aligns with the research conducted by Gurley, Peters, Collins and Fifolt (2014), which emphasized the importance of initiatives taken by school leaders to promote organizational development through the establishment of common missions and visions.

However, it was observed that most participating schools lack a specific vision definition, with only one public school providing a written statement outlining its vision and mission. This underscores the need for greater emphasis on developing clear and articulated visions and missions within schools. Furthermore, the research highlights the significant influence of school principals within their organizations. As principals' knowledge and capabilities increase, so do their expectations and successes within the constraints of limited resources. Despite the educational structure being managed by a central system, the findings suggest that a student-centered approach emerges, particularly when principals possess broader visions.

Additional research conducted by Subramanian and Narayanamurthy (2014) in India also supports these findings, indicating that successful school administrators prioritize academic excellence and foster creative, critical, and independent thinking among students. Similarly, private school administrators in Turkey reported engaging in various practices beyond mission and vision development, including the formulation of additional goals and strategic plans.

Contrastingly, the study conducted by Allen et al. (2018) emphasized academic success as a prominent factor in determining mission and vision, overlooking other crucial aspects such as improving students' mental health and fostering a sense of belonging. This disparity underscores the need for comprehensive approaches to mission and vision development that encompass diverse student needs and well-being.

Additionally, the research conducted by Izgar (2020) in Turkey revealed that some teachers and school administrators lacked a clear understanding of strategic plans, vision, and mission concepts. Conversely, the findings from Northern Cyprus indicate a deeper understanding and implementation of these concepts among managers. School principals in the region are noted for their emphasis on group work, problem-solving, scientific inquiry, and trust-building among employees, indicating their role as innovators and guides within their schools. Furthermore, challenges such as parental disengagement with school vision and mission, particularly in rural areas, highlight the need for additional support and motivation from the Ministry of National Education to address socio-economic barriers and enhance teacher morale and school performance.

In conclusion, schools must intensify efforts to improve quality and sustain innovations, necessitating clearer articulation of vision and mission statements. Principals play a crucial role in driving schools toward these objectives, but they require support and resources to realize their visions effectively.

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