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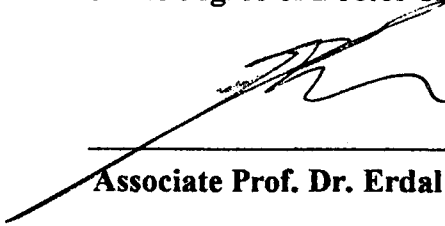
**" THE MOST EXCITING BREAKTHROUGHS of the 21st CENTURY WILL
OCCUR NOT BECAUSE of TECHNOLOGY BUT BECAUSE of AN
EXPANDING CONCEPT of WHAT IT MEANS TO BE HUMAN."**

NAISBITT&ABURDUNE, Megatrends p.16.

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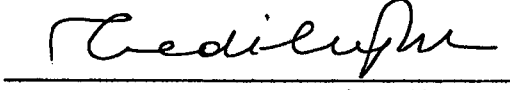
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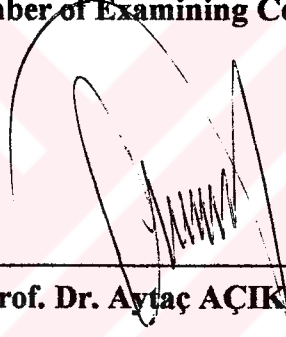
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AN ANALYSIS of ACADEMIC STAFF MEMBERS' PERCEPTIONS
of the PROBLEM-SOLVING PROCESSES, GENERAL
ADMINISTRATIVE PROBLEMS and the ACADEMIC RIGHTS and
FREEDOMS at TURKISH PUBLIC UNIVERSITIES

A Dissertation Presented

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**TC. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ**

ABSTRACT

AN ANALYSIS of the ACADEMIC STAFF MEMBERS' PERCEPTIONS of the PROBLEM SOLVING PROCESSES, GENERAL ADMINISTRATIVE PROBLEMS and the ACADEMIC RIGHTS and FREEDOMS at the TURKISH PUBLIC UNIVERSITIES

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Since the emergence of contemporary higher education in Turkey, governance models, institutional autonomy , academic freedom and the administrative problems of the academe have been discussed widely. From time to time these issues have been the dividing force both between governments and academic intellectuals, faculty and administration. Academic staff members working at the universities have never had a proportionate weight in shaping the so-called reform acts introduced successively for the reorganization of higher education institutions in Turkey. As the developmental phase has revealed during the Republican Period, political unrest and democratic inconveniences, experienced nationwide, have driven academics out of the inner circles of decision making processes at all levels. This background gave rise to the research problems.

This study attempts to gauge the academics' perceptions of the administrative problems and the problem solving processes at the public universities through analyses of first hand data gathered from 11 public universities. Therefore, this study aims at investigating three major issues of university governance, namely; academics' perceptions of the operation of problem-solving mechanisms; academics' attitudes toward the commonly voiced administrative problems, and their perceptions of the academic rights and freedoms available at the public universities. The objectives have been achieved via administering a questionnaire for an extensive coverage of the targeted problem areas.

The 761 subjects were academic teaching staff members at all levels of the hierarchical pyramid and the administrative posts.

Throughout the study, statistically significant difference was sought between the academics of differing titles and administrative post and their perceptions of the problems posed in the survey. The ultimate goal of the whole study would be to obtain concrete data whether academics, in general, have a consensus concerning the administrative problems they face. Furthermore, the subjects' were asked to choose a solution, among three possible alternatives, which they thought to be the best remedy for each given problem.

Analysis of the data revealed that academic staff members, regardless of their titles and administrative responsibilities, have agreed both on the administrative problems and their solutions suggested in the survey. Another significant finding has been the subjects' perception of their academic administrators behaviour that they were not sensitive in the identification and solution of the administrative problems. The means and ways that the academic administrators employed in their executions were not found to be participative. As for the academic freedoms and rights, there was not much remarkable dissatisfaction, however, the results indicated the existence of some inconveniences among the academics, as regards to the lack of freedom in joining legal associations and unions. The overall awareness of the academic freedoms and rights seemed to be relatively low among the subjects who actually joined the survey.

Science Code : ES 699

ÖZET

AKADEMİSYENLERİN TÜRK DEVLET ÜNİVERSİTELERİNDEKİ SORUN ÇÖZME SÜREÇLERİ, GENEL YÖNETSEL SORUNLAR ve AKADEMİK HAKLAR ve ÖZGÜRLÜKLERE İLİŞKİN TUTUMLARININ İNCELENMESİ

M.Semih SUMMAK

Eğitim Bilimleri Doktora Derecesi

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Türkiyede modern yükseköğretimin ortaya çıkışından bu yana yönetim modelleri, kurumsal özerklik, akademik özgürlük ve yönetim sorunları tartışılmalıdır. Bu gibi konular, zaman zaman hükümetlerle üniversite camiası arasında kamplaşmalara sebep olmuştur. Üniversitelerde her türlü sorunla, birinci elden yüz yüze gelen öğretim elemanları, yükseköğretim reformlarına şekil veren karar alma mekanizmalarında gereken ağırlıkta yer almamışlardır. Cumhuriyet dönemindeki gelişme sürecinde ise politik istikrarsızlıklar, demokrasinin kesintiye uğraması gibi ülke çapındaki çalkantılar, akademisyenleri söz konusu karar alma süreçlerinin tamamen dışına itmiştir. Üniversitelerdeki sorunları bizzat yaşayan akademisyenlerin görüşleri alınmadan yasalar düzenlenmiş ve hiç bir zaman birikimleri değerlendirilmemiştir. Bu tarihsel arkaplan araştırmanın problemlerine kaynaklık etmiştir.

Betimsel bir araştırma olarak tasarlanan çalışma, *grupça* örnekleme yöntemi kullanılarak belirlenen, 11 devlet üniversitesindeki her düzeyden rastgele örnekleme alınan 761 akademisyenin yukarıda verilen sorunlara ve süreçlere ilişkin tutumlarını ölçmeyi amaçlamıştır. Ancak dönen anketlerin toplam sayısı 260 kadar olduğundan araştırmanın bulguları ve genellemeleri bu sayı esas alınarak yapılmıştır. Akademisyenleri bu kadar yakından ilgilendiren bir konuda düşük cevaplama yüzdesi de ayrıca araştırılması gereken bir sorun olarak karşımıza çıkmaktadır. Veri toplama aracı olarak kullanılan araştırma anketi, incelenen

problemler paralelinde, üç ana başlık altında 178 madde içerecek kapsamda düzenlenmiş ve her bölümde cevaplar Likert tarzı tutum ölçekleriyle alınmıştır. Araştırmada süreksiz değişkenler olarak deneklerin akademik dereceleri ve yönetsel görev durumları dikkate alınmıştır. Sürekli değişkenlerle süreksiz değişkenler arasındaki istatistiksel ilişki " *Pearson ki- kare* " çözümlemesiyle, SPSS (Sosyal Bilimlerde İstatistiksel İşlemler Paketi) yazılımının 6.0 sürümü Windows 3.1 altında kullanılarak uygulama yapılmıştır. Araştırmanın tümleşik olabilmesi amacıyla uygulanan ankette verilen sorunlara ilişkin çözümler de tutum ölçer içinde önerilmiş ve verilen her bir soruna uygun olan birinin (en fazla üç tane arasından) seçilmesi istenmiştir. Böylece deneklerin varlığı üzerinde anlaştıkları sorunların çözümleri konusunda ortak görüşlerinin olup olmadığı da belirlenmeye çalışılmıştır.Çözüm önerilerine ilişkin veriler yüzde dağılımları dikkate alınarak yargısal sonuçlara ulaşılmaya çalışılmıştır.

Araştırma sonuçları göstermiştir ki, araştırmaya katılan akademisyenler akademik dereceleri ve yönetsel görevleri ne olursa olsun, çoğunlukla problemlerin varlığı ve çözümleri konusunda fikir birliği içinde olduklarını göstermişlerdir. Sorun çözme süreçlerine ilişkin olarak da, kullanılan yöntemlerin katılımcı olmadığını ve akademik yöneticilerini sorunlarına karşı duyarsız bulduklarını ifade etmişlerdir. Bundan öte yöneticilerin devamlı üstlerinin hoşuna gidecek kararlar alma eğiliminde oldukları deneklerin genel görüşü olarak belirginleşmiştir. Akademik haklar ve özgürlükler konusunda ise pek fazla bilinçli olmadıkları, belki de bu nedenle aşırı rahatsızlık duymadıkları görülmüştür. Ancak araştırmaya katılan akademisyenlerin örgütlenme ve legal oluşumlara katılma konusunda kısıtlamaların kaldırılarak, daha fazla özgürlük verilmesi istekleri belirgin bir şekilde görülmüştür.

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TABLE of CONTENTS

CHAPTER I INTRODUCTION	1
1.0 Presentation	1
1.1 The Rationale for the Problem Studied	2
1.2 Purpose of the Study	4
1.3 Problem	5
1.4 Scope of the Study	8
1.5 Assumptions	8
1.6 Limitations	9
1.7 Definition of Terms	9
CHAPTER II REVIEW OF THE LITERATURE	11
2.0 Presentation	11
2.1 What is University in the Context of Higher Education?	11
2.2 Functions of Higher Education and Universities in a Changing World	12
2.3 What are the motives behind the great transformation ?	15
2.3.1 Transition from industrial to information society	16
2.3.2 From centralization to decentralization	17
2.3.3 From representative democracy to participative democracy	18
2.4 Historical Roots of the Turkish Higher Education System	19
2.5 Emergence and Development of Contemporary Turkish Universities	21
2.5.1 Introduction	21
2.5.2 University Reforms in the Republican Period 1933-1981	23
2.5.2.1 Philosophical background of the Turkish university governance	23
2.6 Universal Recognition of Academic Freedom	24
2.6.1 Academic freedom from a global perspective	25
2.7 Republican Period Reforms and the Academic Freedoms in Turkey	27
2.7.1 Accountability and academic freedom	32
2.8 Changing Paradigms and the Higher Education	34
CHAPTER III ADMINISTRATIVE THEORIES and UNIVERSITY GOVERNANCE	36
3.0 Presentation	36

3.1 Organization Theories	37
3.1.1 Classical Organizational Theory	37
3.1.2 Human Relations Approach	39
3.1.3 Behavioural Science Approach	41
3.2 Systems Approaches	43
3.2.1 Rational System Views	43
3.2.2 Natural Systems	44
3.2.3 Open Systems	44
3.3 University As a Social System	47
3.4 Bureaucracy as a Form of Administrative Organization	48
3.4.1 Shortcomings of the Bureaucratic Model	50
3.5 The Conflict Between Bureaucracy and the University	51
3.6 Total Quality Management: An Eclectic Model	53
3.6.1 Basic Premises of Total Quality Management (TQM)	53
3.7 Can TQM Concept Be Applied to Education ?	55
3.8 Current Models of University Administration	57
3.8.1 Rational Management	58
3.8.2 Bureaucratic Management	59
3.8.3 Collegial Management	60
3.8.4 Political Management	60
3.9 Restrictions of the Traditional Management Models	61
3.10 Leadership Theories and Their Relation to Higher Education	61
3.10.1 Theoretical Framework of Leadership	62
3.10.2 Leadership in Higher Education	65
3.11 Management Processes and Decision-Making	68
3.11.1 Decision-Making	68
3.11.2 Shared Decision-Making	70
3.12 Some Related Studies	71
3.12.1 In the World	71
3.12.2 In Turkey	73
3.13 Current Higher Education System in Turkey and the 1981 Univ. Act	75
3.13.1 Major objectives of the 1981 Reform Act and the Law 2547	75
3.13.2 Administrative organs of higher education under Law 2547	76
3.13.3 Higher Education Inspection Board	78
3.13.4 Interuniversity Board	78
3.13.5 Student Selection and Placement center	79

3.14 Structure of the Universities under the Law 2547	79
3.14.1 Faculties	79
3.14.2 Institutes of Graduate Studies	79
3.15 Academic and Administrative Structure of the Universities i	80
 CHAPTER IV DATA COLLECTION AND METHODOLOGY	 82
4.0 Presentation	82
4.1 Research Method	82
4.2 Research Population and Sampling Procedures	85
4.3 The Methods and Instruments Employed in Data Collection	 87
4.4 Development and Evaluation of the Questionnaire	87
4.4.1 Development of the first section	88
4.4.2 Development of the second section	89
4.4.3 Development of the third section	90
4.4.4 Content validity	90
4.4.5 Face validity	91
4.4.6 Construct validity	92
4.4.7 Reliability	92
4.5 Procedure for the Analysis of Collected Data	92
4.6 Design of the Study	93
 CHAPTER V DATA ANALYSIS and COMMENTS	 95
5.0 Presentation	96
5.1 Analysis of the Academic Staff Members' Perceptions of the Problem Solving Processes at the Academic Units of the Turkish Public Universities with Respect to Their Academic Status	 97
5.2 Analysis of Academic Staff Members' Attitudes Towards Administrative Problems in Their Academic Environment with Respect to Their Academic Status	 128
5.3 Analysis of the Subjects' Perception of Academic Freedom at the Turkish Public Universities with Respect to Their Academic Status	 163

5.4 Analysis of the Academic Staff Members' Perceptions of the Problem -Solving Processes in Relation to Their Administrative Responsibility	172
5.5 Analysis of the Academic Administrators' and Academic Teaching Staff Members' Perceptions of the General Administrative Problems Posed in the Survey	202
5.6 Comparative Analysis of the Subjects' (Academic Administrators versus Teaching Staff) Attitudes Towards Academic Rights and Freedoms at the Turkish Public Universities	237

CHAPTER VI ANALYSIS of the ANSWERS for the ALTERNATIVE SOLUTIONS

6.0 Presentation	246

CHAPTER VII SUMMARY, DISCUSSION of the RESULTS and CONCLUSIONS

7.0 Presentation	269
7.1 Summary	269
7.2 Academic Staff Members' Perceptions of the Administrative Problems	270
7.2.1 Subjects' attitudes towards problem-solving mechanisms at the public universities	270
7.2.2 Academic staff members' perceptions of an inventory of general problems with respect to their academic status	274
7.2.3 Academic staff members' perceptions of the academic freedoms and rights, in relation to their academic status	275
7.3 Academic Staff Members' Perceptions of the Operation of Problem-Solving Mechanisms in Relation to Their Administrative Responsibility	277
7.4 Academic Staff Members' Perceptions of the General Administrative Problems with Respect to Their Administrative Responsibility	284

7.4.1 Academic staff members' perceptions of the academic freedoms and rights regarding presence or absence of their administrative responsibility	289
7.4.2 Academic staff members' attitudes towards the solutions suggested for the general administrative problems of the public universities	291
7.5 Conclusions	291
7.6 Further Recommendations	294
7.7 Implications	296
REFERENCES	297
APPENDICES	322
Appendix A Official Letters of Application	323
Appendix B English Version of the Questionnaire	326
Appendix C Illustrations for Higher Education Statistics	368
Appendix D Academic and Administrative Profiles of the Subjects in Graphs	369

LIST of CHI SQUARE TABLES

Analysis of the Academic Staff Members' Perceptions of the Problem-Solving Processes at the Academic Units of the Turkish Public Universities with Respect to Their Academic Status (Tables 1-29) 97

Table 1	99
Table 2.	100
Table 3.	101
Table 4.	102
Table 5.	103
Table 6	104
Table 7.	105
Table 8.	116
Table 9.	107
Table 10.	108
Table 11.	109
Table 12.	110
Table 13	111
Table 14	112
Table 15	113
Table 16	114
Table 17.	115
Table 18.	116
Table 19.	117
Table 20.	118
Table 21.	119
Table 22.	120
Table 23.	121
Table 24	122
Table 25	123
Table 26.	124
Table 27	125
Table 28.	126
Table 29	127

**Analysis of Academic Staff Members' Attitudes Towards
Administrative Problems in Their Academic Environment with Respect
to Their Academic Status (Tables 30-63) 128**

Table 30.	129
Table 31.	130
Table 32.	131
Table 33.	132
Table 34.	133
Table 35.	134
Table 36.	135
Table 37.	136
Table 38.	137
Table 39.	138
Table 40.	139
Table 41.	140
Table 42.	141
Table 43.	142
Table 44.	143
Table 45.	144
Table 46.	145
Table 47.	146
Table 48.	147
Table 49.	148
Table 50.	149
Table 51.	150
Table 52.	151
Table 53.	152
Table 54.	153
Table 55.	154
Table 56.	155
Table 57.	156
Table 58.	157
Table 59.	158
Table 60.	159
Table 61.	160
Table 62.	161
Table 63.	162

**Analysis of the Subjects' Perception of Academic Freedom at the
Turkish Public Universities with Respect to Their Academic Status 163
(Tables 64-71)**

Table 64.	164
Table 65.	165
Table 66.	166
Table 67.	167
Table 68.	168
Table 69.	169
Table 70.	170
Table 71.	171

**Analysis of the Academic Staff Members' Perceptions of the
Problem -Solving Processes in Relation to Their Administrative
Responsibility (Tables 72-100) 172**

Table 72.	173
Table 73.	174
Table 74.	175
Table 75.	176
Table 76.	177
Table 77.	178
Table 78.	179
Table 79.	180
Table 80.	181
Table 81.	182
Table 82.	183
Table 83.	184
Table 84.	185
Table 85.	186
Table 86.	187
Table 87.	188
Table 88.	189
Table 89.	190
Table 90.	191
Table 91.	192

Table 92.	193
Table 93.	194
Table 94.	195
Table 95.	196
Table 96.	197
Table 97.	198
Table 98.	199
Table 99.	200
Table 100.	201

**Analysis of the Academic Administrators' and Academic
Teaching Staff Members' Perceptions of the General Administrative
Problems Posed in the Survey (Tables 101-134) 202**

Table 101.	203
Table 102.	204
Table 103.	205
Table 104.	206
Table 105.	207
Table 106.	208
Table 107.	209
Table 108.	210
Table 109.	211
Table 110.	212
Table 111.	213
Table 112.	214
Table 113.	215
Table 114.	216
Table 115.	217
Table 116.	218
Table 117.	219
Table 118.	220
Table 119.	221
Table 120.	222
Table 121.	223
Table 122.	224
Table 123.	225
Table 124.	226
Table 125.	227
Table 126.	228

Table 127.	229
Table 128.	230
Table 129.	231
Table 130.	232
Table 131.	233
Table 132.	234
Table 133.	235
Table 134.	236

**Comparative Analysis of the Subjects' (Academic Administrators
versus Teaching Staff) Attitudes Towards Academic Rights and
Freedoms at the Turkish Public Universities (Tables 135-142) 237**

Table 135.	238
Table 136.	239
Table 137.	240
Table 138.	241
Table 139.	242
Table 140.	243
Table 141.	244
Table 142.	245

LIST OF PERCENTILE DISTRIBUTION TABLES
ANALYSIS of the SUBJECTS' ATTITUDES TOWARD the SOLUTIONS
SUGGESTED for the GIVEN ADMINISTRATIVE PROBLEMS

Table 143. Problem 1 # and the Solution	247
Table 144. Problem 2 # and the Solution	247
Table 145. Problem 3 # and the Solution	248
Table 146. Problem 4 # and the Solution	249
Table 147. Problem 5 # and the Solution	249
Table 148. Problem 6 # and the Solution	250
Table 149. Problem 7 # and the Solution	251
Table 150. Problem 8 # and the Solution	251
Table 151. Problem 9 # and the Solution	252
Table 152. Problem 10 # and the Solution	253
Table 153. Problem 11 # and the Solution	253
Table 154. Problem 12 # and the Solution	254
Table 155. Problem 13 # and the Solution	255
Table 156. Problem 14 # and the Solution	255
Table 157. Problem 15 # and the Solution	256
Table 158. Problem 16 # and the Solution	257
Table 159. Problem 17 # and the Solution	257
Table 160. Problem 18 # and the Solution	258
Table 161. Problem 19 # and the Solution	259
Table 162. Problem 20 # and the Solution	260
Table 163. Problem 21 # and the Solution	260
Table 164. Problem 22 # and the Solution	261
Table 165. Problem 23 # and the Solution	261
Table 166. Problem 24 # and the Solution	262
Table 167. Problem 25 # and the Solution	262
Table 168. Problem 26 # and the Solution	263
Table 169. Problem 27 # and the Solution	264
Table 170. Problem 28 # and the Solution	264
Table 171. Problem 29 # and the Solution	265
Table 172. Problem 30 # and the Solution	266
Table 173. Problem 31 # and the Solution	266
Table 174. Problem 32 # and the Solution	267
Table 175. Problem 33 # and the Solution	267
Table 176. Problem 34 # and the Solution	268

LIST of ILLUSTRATIONS

Figure 1 Leadership Traits Under Different Management Models	64
Figure 2 Structure of Higher Education in Turkey	81
Figure 3 Universities Which Fell into the Sample	83
Figure 4 List of Faculties/ Academic Units Selected Randomly	84



CHAPTER I

INTRODUCTION

1.0 Presentation

This chapter contains background information related to the rationale for the problem in hand, the purpose of the study, the *problem, subproblems* and *the hypotheses* to be tested in the process of answering *research questions*. Scope of the study, assumptions, limitations, the definition of terms are also included in this chapter.

Universities and other higher education institutions are, in many respects considered non-standard bureaucracies and called **organized anarchies** (Cohen and March, 1974). Because, their technologies are complex and goals are rather ambiguous. Furthermore professionals dominate the workforce and decision-making processes. On the other hand, they are not mainly established for making profit over '*the products*', although they seem to be charging quite a bit of money (with respect to the average income level in Turkey).

It is a widely accepted truth that universities are not standard bureaucracies and the way they are governed must be quite different from the so called '*standard*' bureaucratic bodies. Universities are goal-oriented organizations exhibiting some critical characteristics which distinguish them from all the other organizations. These are, **goal ambiguity, technology and professionalism** (Riley and Baldrige, 1977). Colleges and universities have been described usually as *organic organizations* and *clans* (Weick, 1984: 27). Some have described them as "*amiable, anarchic, self-correcting collectives of scholars with a small contingent of dignified caretakers at the unavoidable business edge*" (Keller, 1983: viii-ix). However, organizations of higher education and governance models are closely related to the political systems and maturity of democratic institutions in which the fabric of society and traditions of institutions are woven.

In the countries where political disorders and chaos dominate the political structure, universities, in the same way, are somewhat, in chaos and far from fulfilling

their missions (Keeney, 1967). In short, universities are micro models of the social texture mainly shaped by democratic traditions, state-citizen relations and above all, **responsiveness of the regime to the demands of citizens as responsible individuals**. In this sense, both the democratic institutions and the universities in Turkey have a long way to go.

1.1 The Rationale for the Problem Studied

Higher education systems and universities lie in the heart of all the national developments, holding the fate of a nation in the hands of younger generations, which make up the 100% percent of a country's future. This fact has become even clearer and gained a worldwide acceptance of the scholars, politicians and intellectuals during the past decades much more than ever before.

Higher education, being the source of expectation for those seeking social mobility, better living conditions, welfare, social recognition and respect, has become a focal point of societies both in developed and developing countries. Because it brings about changes via contributing toward the advancement of knowledge as it renders a number of other public services. It is the 'bread' for the poor and the 'jewelry' for the rich. Therefore, it is bound to have broad social consequences and should consider both societal needs and the individual expectations.

The past three decades have witnessed some extraordinary changes in the system of higher education in all the developed and developing countries, due to the challenges brought by the new era; democratization and the need for highly trained personnel for industrial and military competition. These changes in the governance and organization of higher education were characterized largely by the nature of decision-making mechanisms, policy formation systems and the intra-organizational dependencies of the countries they came into existence in. Such changes usually came under the title of 'reform' in several countries, for example in Turkey. As Drenth J.D.(1987) pointed out :

each country ,each historical period, each political system is expected to generate and nurture its own type of university and as a result it is hardly possible to use 'the university' as a generic term encompassing a reasonably homogeneous class of

organizational systems about which sufficiently universal and general statements can be made (p.61).

The Turkish higher education system has never been able to 'nurture' its own type of university by digesting the transferred models, fitting them into the body for flourishing scientific and academic atmosphere. 'What is the proof for this claim? 'You may ask. The answer is quite simple: in spite of the world famous scientists and scholars of Turkish origin, carrying out research studies in distinguished universities and laboratories all around the world, the current status of Turkey with respect to scientific and technological productivity and the quality and quantity of scientific publications in the international arena is not promising. This is also evidenced by the Turkey's rank in the 37th place, following Greece, (former) Yugoslavia and Egypt in SCI Indices (Onat, 1994:41). And the need for radical changes in the higher education system every now and then, is another signal of an unsettled model.

So why are these scientists and higher education students so successful in other systems (countries) but not in their own country with a system almost directly borrowed from these countries? The underlying reasons for such a failure may be sought in the general administrative tendencies which have had profound traces in the whole Turkish governing systems and reflections of these 'attitudes' on the higher education governance models. Therefore, it can be concluded that administrative and organizational problems of the Turkish universities can not be separated from that of Turkish administrative systems and institutional structures in general. Yet, universities especially after the proclamation of the Republic, have always been assigned the role of supporting the regime, rather than making contributions to the advancement of knowledge (Heper, 1994: 249).

As can be understood from Drenth's statements (quoted above), each country gives shape to its higher education system, adding its own tastes of historical, cultural and administrative traditions based on the contemporary expectations of the society and the conditions required by the competitive outer world. First of all, Turkish State has accepted the sovereignty represented by a single-centered power model. We have one Parliament issuing laws nation-wide, regardless of the local and cultural differences of such a large country. The governments are formed according to the bases of the parliamentary system within the Parliament and controlled by the same Parliament. Execution and administration are both given to the same government. The worst of all, the members of Parliament do not reflect the 'will' of citizens voting for a candidate nominated by a political party, but

exactly the ‘ will ‘ of **a few delegates** nominating those candidates as prospective members of the Parliament, (Karatepe, 1995: 165). The administrative model currently in use at the Turkish higher education system can be compared to the whole system of the country. Because, almost all the administrative processes are executed at the universities, more or less, in the same way as they are done in the nationwide administration.

This descriptive study **on the administrative problems of academic units at the Turkish public universities** has been a necessity; on the one hand to shed some light on the **causes of these problems, where they stem from** ,while on the other hand, questioning the **problem solving mechanisms** which thought to have negative impact on the way problems are handled at the academic units. Yet, the primary objective of the study would be to discover the **commonly accepted** administrative problems of the universities by asking for the **opinions of all the academic members** whose opinions have never been referred to, on this matter before. As a an intellectual once said if you are determined to solve a problem, you should *start thinking from the right end*. And Burton (1986 b:25) puts it very clearly; *‘those who enunciate purpose and otherwise attempt to characterize higher education in a global fashion typically start, start twice over, from the wrong end. They start from the top of the system, whereas the better end in higher education is the bottom.’* One of the weak points in the Turkish higher education administration has been the *starting point*, in seeking solutions for the problems, thought to have existed in the system. Because especially since the 1981 ‘Reform Act’, solutions have always been sought by asking the opinions of those ‘ few’ who happened to occupy top-level administrative positions to enjoy the advantages of being appointed by a central body or a single authority. This study is, at least among, the first to *start from the bottom* while uncovering commonly accepted administrative problems of the existing higher education structure in Turkey. On the other hand, identification of the degree of academic freedom at the Turkish universities, with a global perspective, has been another remarkable intention of this research study.

1.2 Purpose of the Study

In broad terms the purpose of this research study is to gain insights into the academic staff members’ perceptions of the administrative problems of the public universities, and to gauge their level of preparedness in assessing such problems and solutions. Furthermore, what makes this study a pioneer in its field is that, academic staff’s

opinion, at all levels, has been referred to for the first time on a relatively broader scale at 11 different universities nationwide. Unfortunately, all the changes in 'the University Law', at least up to now, have been made by a few high level authorities in a top-down manner. In brief, one of the by products of this study would be *to involve academics, who are affected by the top-down prescribed laws, in 'the game' by asking their opinions*. This will create a kind of awareness.

Independent variables such as subjects' academic background, administrative position, and academic degree have all been taken into consideration during the process of answering research questions which are clearly stated in the ' Problem ' section.

1.3 Problem

'What sort of changes should be introduced both in the way universities are governed and in the administrative structure, at macro and micro levels, to achieve democratic processes, participative management approaches, institutional autonomy, academic freedom and accountability at Turkish universities?' has been a curicial research question which occupied the educators' mind, specializing in the field of higher education management, for a long time. Before making any suggestions in this matter, administrative problems of the universities need to be studied thoroughly by asking those who are indeed working very close to these problems.

Thus, our major research problem for this particular study is : ' **What are the administrative problems of the academic units that academics (both teaching and administrative staff at all levels) of the Turkish public universities agree on, in general ?** ' While seeking solution to this **major problem** the following sub-problems, together with their hypotheses, will also be sought as the complement to the problem in question.

Subproblems :

1. Are the problem-solving mechanisms, at public universities, working as required by the scientific approach ?

Hypotheses for the first subproblem:

It is hypothesized that;

- a.** Academic staff members believe that administrators, at their academic units, are not wilful in identifying any problems,
- b.** Academic staff members tend to believe that their superiors (administrators at any level) do not favour participative understanding when collecting information prior to the solution of a particular problem,
- c.** Academics have a feeling that their administrators are inclined to generate solutions according to the wishes of the superiors by whom they were appointed,
- d.** Academic staff members of the public universities have a common belief that their administrators try to consider interests of the superiors first, when making decisions,
- e.** Academics agree that their administrators do not encourage them for the exchange of ideas, moreover they usually avoid having a clash of different opinions and ideas even in the process of solving a problem,
- f.** Academics think that their superiors (at any level) do not get feedback from the subordinates when evaluating the outcomes of a particular decision,
- g.** There is no statistically significant difference between the academic staff members' academic status and their perceptions of the operation of the problem solving mechanisms at their academic units.

2. How do academic staff members perceive the general administrative problems of the universities in relation to their academic status ?

Hypotheses for the second subproblem:

It is hypothesized that;

a. There is a wide consensus among the academic staff members of the public universities, concerning the general administrative problems of the universities,

b. There is no statistically significant difference between the academic staff members' (rank in the hierarchical pyramid) academic title, and their perceptions of the general administrative problems at the public universities,

c. There is no statistically significant difference among the academic staff members of different academic backgrounds; taken as *doctoral*, *masters'* and *no degree* in the survey, and their perceptions of the academic rights and freedoms at the public universities.

3. How do academic administrators and academic teaching staff members of the public universities, perceive general administrative problems, problem solving mechanisms and the currently available academic freedoms and rights at the public universities ?

Hypotheses for the third subproblem:

It is hypothesized that;

a. There is no statistically significant difference between the perceptions of the administrative and the teaching staff members concerning the problem solving mechanisms in use at the public universities,

b. There is no statistically significant difference between the attitudes of *administrative* and *teaching staff* members in their evaluation of the public universities' general administrative problems given,

c. There is no statistically significant difference between the perceptions of the administrative and teaching staff members of the academic rights and freedoms available at the public universities,

4. Do academics (in any rank with any academic title) have an acceptable agreement on the possible solutions suggested for the given administrative (general) problems in the survey ?

Hypothesis for the fourth subproblem:

It is hypothesed that;

a. Academic staff members, regardless of their academic titles and backgrounds and administrative responsibilities, display agreement concerning the solutions proposed for the inventory of general administrative problems.

During the literature survey it has become apparent that some specific aspects of the general administrative structure of the public universities have been criticized and severely questioned by some scholars (Noyanalpan, 1995; Akcasu, 1995; Baloglu, 1990; Kaymakci, 1995; Inonu, 1995). Taking such criticism as the theoretical base, the above-given hypotheses have been developed as a complement to the sub-problems.

1.4 Scope of the Study

Actually all the universities with their **43103** (YÖK 1996a: 9) teaching staff (academics) in Turkey, fall in the scope of this study. But due to physical and financial constraints the whole population had to be represented by cluster sampling. Thus, eleven universities, *(2 big city campus universities, 9 provincial universities)* and *761 randomly selected academics have been represented proportionately with respect to their academic titles*, constituted the subject population in the process of search for the answers to the problems.

1.5 Assumptions

In this research it is assumed that :

2. Answers given to the questionnaire, by the subjects, are sincere.
3. Sampling represents the population that the research is carried on

1.6 Limitations

The study aims at analyzing the academic staff members' attitudes towards the administrative problems of the public universities, with a primary intention of discovering their level of agreement. Vocational high schools, higher institutes of technology and the private universities were not taken into consideration. Therefore, findings that will be obtained from this study will not be generalizable for the above-mentioned higher education institutions.

The study is also restricted with the data gathered from 11 eleven public universities, randomly selected from the whole research population. In spite of some limitations, the questionnaire method has been considered to be the most effective data collection tool for this particular study, due to the scale of the study and the research population scattered in diverse geographical locations.

Another important limitation to be considered would be that the subjects' hesitations in responding some touchy questionnaire items, questioning some administrative mechanisms, with the fear of being traced by their superiors by whom the questionnaire booklets were collected for despatch to the researcher. Yet, administrative problems considered in the study are restricted with *problem solving mechanisms and the way they are utilized, academic staff members' perception of an inventory of problems and academic freedoms and rights* at the public universities.

1.7 Definition of Terms

Medrese : Equivalent of university in the Seljuck and the Ottoman Empires.

Academic administrators : are those who are in charge of departments/faculties/ at the public universities.

Academic background : Academic titles awarded by universities to the academic staff members at the Turkish public universities.

HEC : Higher Education Council, a central body responsible for the coordination of universities in Turkey.

Darülfunun (House of Sciences) : An early form of university established (at the beginning of the 20th century) during the transition from Ottoman Empire to Republic of Turkey.



CHAPTER I I

REVIEW OF THE LITERATURE

2.0 Presentation

This chapter is intended to introduce the historical development of the Turkish higher education institutions, referring to some of the deep going roots such as the Seljuck and the Ottoman period '*Medreses*' (higher learning institutions of that time) then coming up to the Republican Period. In addition, milestones of higher learning, and the major reform acts that influenced both the structure and the philosophy of these institutions, throughout the recent history, will also be discussed in an objective manner under the light of the great transformation in university structures that has taken place in the world. While doing this, our attention will be focused on the changes brought by the 1981 ' University Reform Act' which is still in effect with enormous changes and to a greater extent, controls the universities through a central unit namely the Higher Education Council.

2.1 What is University in the Context of Higher Education?

Higher education, simply, is the post-secondary education directed to a degree for the pursuit of a profession which is gained by the mastery of sciences (courses) in a particular field. Therefore higher education institutions have important missions to fulfil in building a nation's fate. Higher education embraces all the academic units that produce both the high level trained specialists and the intermediate manpower needed for the overall development of a country (Weinstein, 1975: 409-428).

However, the distinction between a higher learning institution and a university is that the university has three, major, traditional activities, these are; (a) preparation of highly qualified (specialist and strategic) manpower (b) carrying out research studies applying scientific methods (c) pursuing services to the community and contributing to the national culture (Higgins, 1989: 358). By most of the scholars , increasing the financial support, raising the teaching member-student ratios, modernization of buildings and equipment are regarded as intermediate or enabling objectives whereas the goals are related to the three main functions of higher education: education, research, and public

service (Bowen, 1980: 33). These three functions can further be studied in two separate channels, as individual and societal objectives of higher education.

2.2 Functions of Higher Education and Universities in a Changing World

In every developed and developing society the problems that universities facing are usually associated with growth and expansion. These problems can be felt in every aspect of higher education from recruitment of personnel to the setting of standards. The missions of contemporary universities can be understood better if a cluster of problems, brought by the transition from one phase to another, is studied as a whole and carefully. This transition has been underway since 1960s, from elite to mass higher education and nowadays proceeding into another phase; the universal access, as result of advanced communication technologies.

‘The functions of university have always been more or less complex and never simple as some have supposed. The historical trend has shown that these functions are becoming even more complex, leaving the simplicity far behind forever.’ says Kerr (1991a : 47). Universities and other higher education institutions are, in many respects, considered non-standard bureaucracies and called organized anarchies (Cohen and March, 1974). Because, their technologies are complex and goals are rather ambiguous. Furthermore, professionals dominate the workforce and decision-making processes. On the other hand, they are not mainly established for making profit over ‘*the products*’, although they seem to be charging quite a bit of money with respect to the average income level in Turkey.

It is a widely accepted truth that universities are not standard bureaucracies and the way they are governed must be quite different from the so called ‘*standard*’ bureaucratic bodies. Universities are goal-oriented organizations exhibiting some critical characteristics which distinguish them from all the other organizations. These are, goal ambiguity, technology and professionalism (Riley and Baldrige, 1977a). However, organizations of higher education and governance models are closely related to the political systems and maturity of democratic institutions in which the fabric of society and traditions of institutions are woven (Meray, 1971: 13-60).

In the countries where political disorders and chaos dominate the political structure, universities, in the same way , are somewhat, in chaos and far from fulfilling

their missions. In short, universities are micro models of the social texture mainly shaped by democratic traditions, state-citizen relations and above all, **responsiveness of the regime to the demands of citizens as responsible individuals**. In this sense, both the democratic institutions and the universities in Turkey have a long way to go. This is a reality for all the universities who hold the responsibility of running ahead of the societies by which they were grown up. However, there is a group of politicians who say the university should keep away from the society and serve only one force. This should be the force that they favour.

The functions and missions of the universities have been controversial since they existed, so they are not under severe discussion for the first time. Within the context of above-mentioned three traditional functions of universities, they are expected to perform a series of services related to production, to consumption, and to citizenship. These functions are well explained by Kerr (1991b) as follows:

1. Higher education acts like a sorting machine by selecting, guiding, rating, and placing students for their prospective careers. This one of the most controversial and widely discussed functions of the Turkish higher education system. Because a division of the HEC (Higher Education Council) namely Centre for the Selection and Placement of Students(OSYM) is in charge of this task as a single, central body serving all the universities.

2. Training in vocational, technical, preprofessional, and professional skills. These functions are performed at different levels, such as vocational education offered by junior colleges, in Turkey the name for such institutions is 'the vocational higher education schools' ; programmes leading to a degree after two years' training. Four year faculty programmes offering Bachelor's degree and further graduate studies for Master's and Doctor's degree. Post graduate programmes are also offered at the higher education institutions.

3. General education is another facet of the higher education services. This gives students a thorough understanding of their cultural heritages in a comparative manner with other (foreign) cultures. This, in turn, gives them insight in understanding themselves and their relationships with others.

4. The citizenship functions of higher education can be summarized as performance of students, alumni, and faculty members in relation to their civic responsibilities (pp.58-60). These functions can be further examined under three categories:

Socialization- This category requires injecting the student a basic understanding of the nature of and the rules governing political, economic, and community life. In brief it may be called 'indoctrination'

Evaluation- This involves critical analysis of the purposes and conduct of established society. Opening doors to voice objections, and making proposals are the major targets of this function. This is, in a sense, taking part in social actions directly.

Remedial- Students coming from different backgrounds and geographical regions, with diverse cultural, heritage come to the same campus to share a common life and values. Here the concept of equality of opportunity requires that a kind of provision has to be made to make up the deficiencies, so that subsequent competition should be put on a more equal platform.

A worldwide consensus has been reached on the idea that traditional higher education systems are not, any longer, capable of meeting the educational needs of a more rapidly evolving society (Toynbee, 1968). Another scholar who also sensed the early signals of this rapid change and its multilateral impact on the higher education system, was Daniel BELL. In his book *The Coming of Post-Industrial Society: A Venture in Social Forecasting* (1973), he pointed out that the most significant aspect of the Post-Industrial era would be its requirement for highly trained manpower. This can be interpreted as *the new era (namely, information society) will be built upon a very highly educated human capital possessing specialized knowledge* (p. 507). How can we produce such a *capital* in the desired quantity and quality ? The answer would be, the higher education as an autonomous subsystem of society, drawing its material resources in order to add to the same society, more than it draws out.

This is quite surprising when we look back the educational services at the beginning of the 20th century. At this time a great majority of people, even in European countries, was offered the elementary level education only . The secondary education was a privilege for a small group of citizens. Now this situation has been changed greatly. A

substantial number of students are attending universities and further continuing graduate studies for specialization.

2.3 What are the motives behind the great transformation ?

When talking about rapid changes and the incredible outcomes shaping both our present and future lives, we should have a look at the driving forces behind these changes. This will give us a deeper insight into the nature of change and about the responsibilities for a smooth transition from one phase to another. Naisbitt and Aburdene (1990) forecasting future, point out : ‘For centuries that monumental, symbolic date has stood for the future and what we shall make of it. In a few short years that future will be here’ (p.11). And they describe the major trends that were shaping the 1980's. These **Megatrends** have been the guidelines for the major shift that the world has undergone so far. They will continue giving rise to new **trends** that will lead us throughout the new millennium, 2000's, believe Naisbitt and Aburdene. And they describe the shift as follows:

1. **Industrial - to Information Society**
2. Forced Technology - to High Tech/ High Touch
3. National Economy - to World Economy
4. Short Term - to Long Term
5. **Centralization - to Decentralization**
6. Institutional Help - to Self Help
7. **Representative Democracy - to Participatory Democracy**
8. **Hierarchies - to Networking**
9. North - to South
10. **Either/Or - to Multiple Option** (Naisbitt and Aburdene, 1990b: 12).

As foreseen by such futurists our cultural, political, and economic environment is shifting at such a breathtaking pace that it is difficult, even for the most careful observers, to bring things into some kind of useful focus. Under such circumstances, what will be the future role and responsibilities of higher education ? The answers to these questions depend on society's aspirations and the preparedness for the challenges that it will face. First of all some of the 'trends' that we can draw out of the list showing major shifts, in 1980s, as the most remarkable ones triggering the ' transformation process' in higher education on a global scale.

2.3.1 Transition from industrial to information society

Before the turn of the Century, the industrial society is being replaced by the information society. In the bases of this information society, lies the production of knowledge, its organization and presentation to the end users. Thus, the social structure of this society will be arranged according to the 'possession of theoretical knowledge'. Political power will also be controlled and managed by information (Dura, 1990: 40). This development is obvious and voiced by distinguished scholars. As this is the case and a challenge for developing nations, the first thing to be done is the adaptation of the higher education system as the *pioneering agents for the prospective changes*. But not the passive follower.

'The information explosion, the communications revolution, the electronic global village, automated production, computerized administration and the threat of high technology have all been generated in the laboratories of universities and research institutes' (Perkin 1983a:128). In such a society the higher education and its institutions will become the axial of the whole system, not only producing elite, but also feeding the community with knowledge. So there is an ever increasing demand for higher education from all the age groups. In addition to traditional student age group, continuing education is offered to mature students who wish to attend university either for vocational purposes or for the intrinsic value of the education. This demand from different social age groups, although it creates pressure on the limited resources of higher education, is a good opportunity to extend the social function of university to the majority of the community.

In short, post-industrial society needs higher education fulfilling its all functions to a possible full extent. University, being the axial of information society, should have an evolutionary advantage over the other standardized *bureaucratic dinosaurs*. And as a corporate body, is badly in need of serving the society in the light of objective study, not the short-sighted perspectives of the politicians. But the universities can do this **if they start studying themselves at first**. This has become an undeniable truth especially for the Turkish universities before they set off, for such a demanding **role that the new age has already referred to all higher education institutions**. Because the Turkish higher education institutions are under the 'executorship' of bureaucratic oligarchy which has paralyzed these institutions causing them to fall behind the international agenda of the developments, although some quantitative improvements were achieved after the '1981 Reform Act'. This matter will be taken up in depth in the following sections, since it

constitutes the bulk of our research problem stated above.

2.3.2 From centralization to decentralization

An important aspect of the change has been observed in the shift from centralization to decentralization both at macro and micro levels. An impressive example is the tearing of the 'iron curtain' and the liberation movement, still underway, in the former imperialist regimes. Now more and more people are questioning their political leaders, internal and external policies of their governments, taxation, the way, funds and sums of money allocated from the national budget and a number of other issues that they are informed about. Even though they are not directly participating in the decision-making processes, they have a voice over their fate, through several channels enabling them to reach to the policy-makers or keeping them under pressure for reviewing their decisions. In its simplest form this is a good example of decentralization movement the impact of which can be seen in several other governing bodies as well in subsystems.

“The university came to birth in a civilization which was politically, spiritually and intellectually divided and decentralized. Medieval Europe was a fragmented and decentralized civilization. At the heart of its political and intellectual consciousness was a dualism; papal and imperial. This dualism split medieval society from top to bottom, setting two forms of law, lay and canon...” (Perkin 1983: 119). Since there was no single authority and power in the Medieval Europe, universities flourished during this period. The pioneers Bologna, Paris, and Oxford, were so successful that they had grown to 58 all over Europe by 1500 (Denley, 1983: 52-56). These early models with a decentralized understanding, set a good example to be followed by other institutions. But this situation can not be generalized over, all the university administration models even in the democratic and developing countries. Turkey is a good example with its highly centralized system which is consistent with the strong bureaucratic governmental mechanisms allowing a very limited institutional autonomy.

The reflection of this decentralization tradition has been maintained in today's university and faculty administration units. Both in the Continental European and Anglo-Saxon governance models. For example, in the Continental European model, there is a president **elected** for a short term service in the **office** with a rather limited authority. But a **board of trustees**, or **board of governors** are the **intermediary** administrative bodies, composed of a number of distinguished members coming from different social

environments, holding the executive power in its hands. Similarly, in the Anglo-Saxon system of university governance there are **courts** or **councils** acting as the intermediary body delegating power to the presidents when needed. These councils are formed with the participation of non-university members from the community, representing a social profile of the society (Taylor, 1991: 246-256).

Universities must remain as '*open systems*' where groups, with shifting interests, develop goals by negotiation. Universities are the entities where grouping of tasks and workers are made by fields of knowledge, and the hierarchy of work arrangements is usually *flat* and loosely joined (Burton 1986: 17). Negotiation is possible with a decentralized administrative structure only. This is inevitable for universities, because *meritocracy* is the only approach where *knowledgeable academics* have a stronger voice over the others.

2.3.3 From representative democracy to participative democracy

Universities are complex organizations with their objectives, clients, individualistic and societal missions. Traditionally higher education has two major phases; elite and mass. A third phase is now underway with the rapid expansion of university-age population and making access, to these institutions, available for the vast majority of the candidates. So, the system must create new forms of education as it moves toward a *universal access*. Naturally, these different phases have different functions both for the individuals and the society at large. For instance elite education is mainly concerned with shaping the *ruling class* both in mind and character, as it prepares them for *the elite roles*. On the other hand, mass higher education concentrates on preparing large numbers of people for life in advanced industrial society. Its chief characteristic is to increase the adaptability of *these people* to a rapidly changing social and technological environment.

In industrialized societies the distinction between the elite and mass higher education institutions is clear and, naturally, they differ in institutional administration as well. Whereas in developing countries there is not such a differentiation among the higher education institutions, as in the case of Turkish universities. They are all controlled by a central governing body, the HEC (Higher Education Council) and universities' administration is strictly bound with 'one-fits-all' type of decisions imposed from above.

The rationalization of university administration is only possible through systematic collection and analysis of quantitative data. This is especially important for the decision-making processes in a rapidly growing size and cost of higher education and growing demand for public accountability on its *efficiency*. The modern managerial techniques, due to their heavy reliance on quantified data, have created a powerful independent force working against the *representative democracy* in the administration of universities. (Draper and Groningen, 1990b: 12) Now subordinates' opinion must be channelled into the data pool via keeping the bottom-up communication channels open. Because, the universities in this coming age have to be and remain highly competitive institutions if they want to continue getting support both from the government and industrial world. Simply they have to apply the principles of management whose success have been proven in other profit organizations (such as industry). While following such managerial models for the sake of efficiency, universities, first of all, are in a position to shift their decision-making processes from **representative to participative** approaches. Although this may seem difficult in mass education institutions having a large physical size and a crowded staff to participate, *flat* structure of the sub-units, loosely tied to each other, at the operating level, may enable this to a greater extent.

In a recent survey, reported by Sadiklar (1995), a distinguished Turkish scholar concluded that “21st Century will be dominated by a **participation revolution** on a world wide scale.” He further points out that both the global and the national problems could only be solved by participation of all the interested parties who are affected by these problems either directly or indirectly. Another remarkable finding has been the emerging importance of civic organizations, having almost an equal weight of a government, in providing solutions to these problems (pp.158-161).

2.4 Historical Roots of the Turkish Higher Education System and Its Development

The Turkish system of higher education is an interesting example with its unique characteristics. First of all, it is a new and ever changing system not yet firmly settled down and still undergoing a process of ‘*top-down-prescribed*’ arrangements which have been common since 1773. Nevertheless, higher education learning in Turkey has a deep going root and is a natural outcome of an old tradition. Although secular higher education can be traced back to 1773 with the foundation of the “Mekteb-i Hendese” (the Military Engineering School) and to 1863 with the establishment of the “Darülfunun”, the

institution from which the Istanbul University descended, an integrated secular education system has been the fruit of the Turkish Republic, proclaimed in 1923 by Ataturk and the first Grand National Assembly (UNESCO, 1990 : v).

Although a consensus has not been reached on the point when and where Turkish higher education started first, it had its roots in the Nizamiye ‘medrese’ of Seljuks of the 11th century before the Ottoman period (Baltaci, 1976: 10-11). Thus, medrese can well be taken as the *ancestor* of higher learning institutions in Turkey. An educational representation of Turkish-Islamic tradition the Nizamiye offered courses in religion, canon law and rhetoric besides philosophy, mathematics, astronomy, logic, geometry and medicine. At that time medrese gave birth to world famous scholars such as Ibni Sina, Gazali, Farabi, Katip Celebi, and Evliya Celebi whose contributions to science are quite remarkable and still receiving scholarly appreciation (Akyuz, 1989a : 53-54).

During the Ottoman period, the first higher education institution emerged in Iznik, again, under the name of ‘*medrese*’ soon after the Ottoman Empire’s foundations were laid down by Orhan Gazi. So, Iznik became the science and education center in the early 1330s. As the political center of the Empire shifted from Iznik to Bursa, some other ‘medreses’ were also founded in this new capital. This tradition was maintained when Edirne was made into capital as well. One of the most remarkable higher education institutions was established by Fatih Sultan Mehmed the Conqueror, the VIIIth Ottoman Sultan. It was like a multi-campus, integrated complex of facilities designed to meet several educational needs and therefore called the *kulliye* (*all-in-one*). The ‘*Kulliye*’ was composed of 8 ‘medreses’ each handling a different field of study ranging from theology to law, and from mathematics to medicine. The faculty of medicine of *the Kulliye* used to have 70 cells for conducting individual studies in (Kocer, 1991a : 10-11).

A number of the historians agree that the developmental period of the Ottoman Empire strictly coincides with the glorious times of the higher education institutions, namely the *medreses* (Bilsel, 1943a: 6-8. Akyol, 1997: 34-35). These higher education institutions played a very crucial role in the expansion and development of Ottoman Empire (Tekeli and Ilkin 1993a: 22). However, towards the end of the 16th century the *medrese* began to spoil, since they were not capable of producing quality personnel both for the The Palace and the bureaucracy. This was mainly due to rote learning, recitation and interpretation of limited knowledge instead of stimulating intellectual curiosity (Heper, 1994b: 249).

Therefore, *medrese* lacked capacity to induce change and eventually became a source of hindrance to the modernization attempts of the Empire at the turn of the 19th century. This spoilage, naturally, did come into existence overnight. The major causes can be studied in three categories. Above all, domination of religious subjects in the curricula, almost at all the *medrese*, was the end of rational, scientific research and stimulation of individual's intellectual capacity. Once rationalist traditions were exiled from the *medrese*, dogmatic thinking gained power and became the major driving force in decision-making circles (Halacoglu, 1995: 143). The second important factor could be the changes in the selection and appointment of the university professors. Instead of a meritocratic approach, professors (*muderris*) were chosen among the children of the high-rank statesmen or the professors' children were appointed as '*prospective professors*' even when they were babies in the cradle. These were called '*the cradle professors*'. Yet another reason was the general situation of the other institutions which also displayed lower standards in performance in parallel with the overall recession in the Empire (Uzuncarsili, 1965b : 67-71).

Until the proclamation of Republic in 1920s, there was no secular education institution in the Ottoman Empire, but the *Enderun* (the Palace School). This school had somewhat a secular structure since admissions were made based on the ability and successful completion of the courses offered. The Palace School had become the second higher education path ,first, founded by Murat IIInd in 1365 (Terzioglu, 1994).

2.5 Emergence and Development of Contemporary Turkish Universities in the Republican Period

2.5.1 Introduction

In the ideology of **Atatürk** (founder of the Republic of Turkey) education had a unique place and it was closely related to political, economic and cultural independence which would lead to the breaking of shackles of misbeliefs and superstition of the past. Therefore, education was seen as the only means of nourishing national aspirations, creating the consensus for a free national state, training new Turkish leaders, making the way towards a dynamic and contemporary society. After the proclamation of the Republic in 1920, Atatürk made several statements concerning the important role that he assigned to education. In one of the speeches he delivered, he said: "...our national system of

Therefore, *medrese* lacked capacity to induce change and eventually became a source of hindrance to the modernization attempts of the Empire at the turn of the 19th century. This spoilage, naturally, did come into existence overnight. The major causes can be studied in three categories. Above all, domination of religious subjects in the curricula, almost at all the *medrese*, was the end of rational, scientific research and stimulation of individual's intellectual capacity. Once rationalist traditions were exiled from the *medrese*, dogmatic thinking gained power and became the major driving force in decision-making circles (Halacoglu, 1995: 143). The second important factor could be the changes in the selection and appointment of the university professors. Instead of a meritocratic approach, professors (*muderris*) were chosen among the children of the high-rank statesmen or the professors' children were appointed as '*prospective professors*' even when they were babies in the cradle. These were called '*the cradle professors*'. Yet another reason was the general situation of the other institutions which also displayed lower standards in performance in parallel with the overall recession in the Empire (Uzuncarsili, 1965b : 67-71).

Until the proclamation of Republic in 1920s, there was no secular education institution in the Ottoman Empire, but the *Enderun* (the Palace School). This school had somewhat a secular structure since admissions were made based on the ability and successful completion of the courses offered. The Palace School had become the second higher education path ,first, founded by Murat II in 1365 (Terzioglu, 1994).

2.5 Emergence and Development of Contemporary Turkish Universities in the Republican Period

2.5.1 Introduction

In the ideology of **Atatürk** (founder of the Republic of Turkey) education had a unique place and it was closely related to political, economic and cultural independence which would lead to the breaking of shackles of misbeliefs and superstition of the past. Therefore, education was seen as the only means of nourishing national aspirations, creating the consensus for a free national state, training new Turkish leaders, making the way towards a dynamic and contemporary society. After the proclamation of the Republic in 1920, Atatürk made several statements concerning the important role that he assigned to education. In one of the speeches he delivered, he said: "...our national system of

education should be different from that of the traditional old, but something that originates from our own values...and national genius can only be developed through our national culture. " Yet on other occasions, Atatürk emphasized the vitality of education with such words : "... education makes a nation either free, dignified and enlightened, or poor and slave under the domination of others " (Karal, 1969: 77).

At the time of proclamation of the Republic, the pioneering characters of the new and modern society, had confronted an immense undertaking. The *Medrese* was in a pitiful state ; and the illiteracy rate exceeded 90 %. For the elimination of this incredible illiteracy rate and to open a new path for a contemporary nation, it was seen inevitable to transform the entire system along the western lines. Another fundamental step taken, was the handover of the supervision of curricula to the hands of the State. This would, on the other hand, lead to the unification of instruction and educational institutions as well (Americana, 1970 : 271). The newly born Republic found the existing legal and administrative structure of educational system fairly organized ; excluding the *Medrese*. The organization, curricula and the type of schools were all determined according to the Provisory Primary Education Law of 1913. The supreme authority in educational affairs was the minister of education. The minister exercised his authority through three educational subdivisions. These were: divisions of primary; secondary and higher education. Furthermore, there was a Higher Education Council having two subcommittees: the *Permanent* and the *Annual*. This council functioned like an advisory board on the issues ranging from general educational policy, selection of books and to the curricula. The minister was also granted the right to decide on certification criteria, salaries and promotion of the teachers (Yucel, 1938b: 34-37).

Soon after the introduction of the Republic, efforts were concentrated on the centralization of the system even further. To eliminate the dual control and organization of schools and switch to a unified and graded system of public education, *the Law of Unification of Instruction* was introduced in 1924 by Atatürk and his cabinet (Demirel, 1991: 4).

As mentioned earlier, early Islamic *Mederses* and their successors in the Ottoman Empire were leading institutions in the society. Until the end of 16th century these higher learning institutions played an important role in the development and territorial expansion of the Empire. However after the 16th century the culture and tradition in these establishments were degenerated to a greater extent. This degradation eventually led to a

full spoilage in spite of the successive attempts made to rehabilitate them towards the end of the 19th century. The last sample which was to perform its functions within a republican realm, also failed to comply with the objectives and goals of the new regime. Therefore, Atatürk and the distinguished intellectuals showed reaction to *Darülfünun*. The reason for this came from the belief that it fell short to meet the challenges of the new society and contemporary developments taking place in the country brought by the Republican transition. Furthermore, *the Darülfünun* had become a resistance center against the newly introduced reforms (Karhan, 1986 : 15).

In 1932 Ministry of Education decided to abolish the last *Darülfünun*, for the inconveniences it caused in the society and its incapability in meeting the demands of westernized and progressive mode of the new system. Thus, the first university reform of the rebuclican period was underway.

2.5.2 University Reforms in the Republican Period 1933-1981

2.5.2.1 Philosophical background of the Turkish university governance

‘ Each country, each historical period, each political system is expected to generate and nurture its own type of university, as a result it is *hardly* possible to use the university as generic term.’ says Drenth (1987a: 61). To comply with this idea, Turkish higher education system has never been able to ‘ nurture ‘ its tradition, with its own style and taste. The reason for this may be various. Above all, Turkish State has accepted the sovereignty represented by a single-centered power model. We have one Parliament issuing laws nation-wide, regardless of the local and cultural differences of such a large country. The governments are formed according to the bases of the parliamentary system within the Parliament and controlled by the same Parliament. Execution and administration are both given to the same government. Naturally the reflections of this ‘ single-centered ‘ model are observed in the governance and organization of other institutions where governmental role is needed. Yet another reason may be that Turkish universities have never enjoyed the fruits of academic freedom and autonomy, except for a few years, due to political instability and military interventions suspending democratic rights and freedoms from time to time throughout the Republican period (beginning from 1923 up to now). Tozlu (1989a) reports from Baltacıoğlu, a noted sociologist, who emphasizes the importance of overall political atmosphere and its relation to the

universities as : ‘ ... the source from which the university originates has a dominant role as to what the universities will look like. ‘ According to him this source is *political*, therefore university has been dealt with for the sake and good of politics (p.101). Similarly, Inan (1995) argues that ‘ ...academic freedom can not be obtained by the universities’ initiative only or via changes made in some written documents like the Higher Education Law; first of all academic freedom arises from the overall distribution of the freedom of thought nation-wide (p.24). As a distinguished educator, Ziyaeddin Fahri Findkoglu classifies nations into two categories with respect to the processes they employ to introduce educational changes and innovations. These are reformist and revolutionist societies. And he puts Turkish society in the second group where there are controversies and conflicts between the norms and values imposed by educational system and that of the families and other social institutions (Güngör, 1991: 123). Because of the radical changes introduced every now and then, like other subsystems, Turkish Higher education has failed to ‘nurture ‘ its own style and a firmly established tradition to cope up with its western counterparts

2.6 Universal Recognition of Academic Freedom and Institutional Autonomy

The right to education is generally considered as a cultural right and the freedom to engage in scientific research, the right to creative activity and the right to intellectual property are the detachable components of this right. In international legal practice it embraces three basic elements: **the right to teach, the right to receive education, and the freedom of choice of education**. As for the *higher education*, international documents point out that it shall be *equally available and accessible to all on the basis of merit* (Daniel et.al, 1995: xi).

The *Lima Declaration (1988)* sees academic freedom as an essential precondition for those education, research, administrative and service functions with which universities and other institutions of higher education are entrusted. And defines it as: the freedom of members of the academic community, individually or collectively, in the pursuit, development and transmission of knowledge, through research, study, discussion, documentation, production, creation, teaching, and publishing. In the Articles 18 and 19, the Declaration requires the autonomy of higher education institutions to be exercised by *democratic means of self-government with active participation of all members of the respective academic communities*. And further emphasizes that ‘... *all members of the*

academic community shall have the right and opportunity, without discrimination of any kind, to take part in the conduct of academic and administrative affairs.'

Although the Lima Declaration sets the guiding principles for the exercise of academic freedom and institutional autonomy, universally, the past experiences have shown that monitoring the implementation of such rights is a bit problematic. Despite the availability of reporting channels little monitoring to these issues occurring. The question is that, Who (this may be a watching committee) will be in charge of watching and reporting violations of academic freedoms, locally, other than the governments ? There is a growing concern that non-governmental organizations can play a curicial role in the pursuit of this mission. However exercise of rights depends on knowledge of their existence and commitment to and protection of the rights by relevant governments. First of all educational curriculum should bear components about human rights and academic freedoms as well. In brief, to promote and monitor the implementation of any right requires its recognition both by governments, public and then by the non-governmental organizations

2.6.1 Academic freedom from a global perspective

Academic freedom, in simple terms, is the globally accepted concept which blows the **spirit of academy** into higher learning institutions, for the pursuit of ever changing versatile functions regardless of time and place. " This freedom arises from a situation in which authority cannot prevent the academics from following the academic path as far as his/her intellectual interest and capabilities can stretch " (Shils 1991: 1). The meaning of academic freedom, on the other hand, has changed over time and from country to country. The most important difference in various definitions is the changing relative weight given to the personal freedom of academic individuals and to the collective freedom of academic bodies or institutions (The Encyclopedia of Education, 1971: 6). Missions and the variety of functions that the contemporary universities are challanged by, now reveal the fact that these higher learning institutions should primarily focus on research to study their own structure operation and the organization.(Adem & Akaslan, 1990:55). This is also one of the indispensable freedoms on the way to the overall use of academic rights and freedoms at the academe. Otherwise, a university not allowed to carry out research to unearth its weaknesses, shortcomings and structural deficiencies would not possibly survive in a

rapidly changing and a demanding environment.

First of all, collective freedom of academic bodies is usually linked to academic freedom and seen as an integral part of individual academic freedom. At this point it would be wise to have a look at the definitions of these two intersecting concepts. Individual academic freedom means the opportunity for the teacher (professors in various ranks, readers, lecturers, and instructors, research scholars, assistants in teaching or research) and the students to study without coercion, censorship, or other forms of restrictive interference (Carter, 1973: 251). A broader definition of academic freedom in The Encyclopaedia of education (1971) reads as : "...absence of restraints, penalties, and intimidation regarding academic man's traditional pursuits, particularly regarding his studies and inquiries, *the oral presentation of his views, and publication of his findings as opinions, however old-fashioned or subversive , wise or foolish.*" (p.6).

To clarify the distinction between *autonomy* (the freedom of university as a corporate body) and the *individual freedom* further, we may deduce from the above-given discussion that the **collective freedom** of academic bodies or institutions would be their autonomy or independence from outside influences and freedom in the determination of its policies and practices, through the process of collective decision-making. The **individual academic freedom(s)**, on the other hand, may involve the intellectual freedom; the absence of restraints or arbitrary limitations on the exercise of the intellectual capacities; the exercise of thought without restrictions; freedom of inquiry, which means exemption from interference by authorities both internal and external.

While discussing individual academic freedoms, the right to participate in decisions can not be ignored anyway. Because, on the way to the institutional autonomy, this stands as one of the mile stones. Where decision-making is largely centralized, as in the case of Turkish universities, some sections of the university may be left out of the process with insufficient autonomy and deficient individual freedom, where the majority's rights are handed over to a minority. Since collective decisions tend to affect individual's functions and responsibilities his/her participation may be considered vital with reference to individuals' academic freedom. However, anybody regardless of his/her competence must participate in decisions, on the matters beyond his understanding or perception, is not a genuine issue of academic freedom.

2.7 Republican Period Reforms and the Academic Freedoms in Turkey

The steps in the systematization of Turkish higher education are marked by succeeding higher education laws passed in 1933, 1946, 1973, and finally 1981 which has been in operation with some '*arrangements*' up to the present time. The most recent law, that of 1981, reaffirmed by the 1982 Constitution has confirmed the marked trend in favour of the tight centralized control of the higher education system with regard to finances; selection; assignment and promotion of academic staff members; the recruitment and selection of students, all within the context of *academic freedom*.

Turkish higher education system has undergone several 'reform' movements since the beginning of this century. Each reform brought about changes in the way universities governed, sometimes wiping out the 'old' completely or by introducing radical arrangements in accordance with general understanding of *the ruling power* of that particular time. Thus issues of academic freedom and university autonomy has changed enormously from reform to reform.

Universities have always considered the ideas of freedom and autonomy to be indispensable values and have tried to protect them since the beginning of *contemporary university concept*. Turkish universities have also tried to do the same thing, in their struggle for an autonomous university. However this was rarely possible due to academics' being kept out of the **inner circles of political decision-making**. Because, such issues have always been dealt with beyond the reach and control of academics. This is also evident in Baltacıoğlu's views as he claimed that "the origin of *Darülfünun* has always been political. The government established the university to cope up with westernization movement only, and tried to make this a social reality in spite of the scholastic tradition and the very existence of Medrese" (Baltacıoğlu, 1919: 65). And he further draws attention to why the new university was not a success: "... universities are usually fed from two main sources; professional and political. Since it was not originated from the professional (and scientific) source, it will never serve the welfare of science and professionalism. Thus, a university whose tradition and ethics have not been established, and not capable of governing itself, will never gain a true identity to serve both itself and the country. Under such circumstances, universities cannot contribute to our ideological, emotional and national values. Establishing a new university in a very short period of time has been a frustration" (Tozlu, 1989b : 102). Ziya Gökalp, another distinguished character in the field of sociology, gave special attention to academic freedom and autonomy of the

university. He especially emphasized the freedom of learning and selfgovernance in higher education institutions (Celkan 1989: 134).

The period of 1933-1946 : This period has been the turning point in the history of Turkish universities as regards to the *academic freedom* and *institutional autonomy* together with *accountability* (Malche, 1930a: 25). And the term “university” first began to circulate in the Turkish higher education terminology as a substitute for the former “*Darülfünun*” of the Ottoman period. Atatürk, the founder of the contemporary Turkish Republic, believed that revolutionary changes had to be brought into the field of higher learning, for an over all westernization and modernization movement (Hatipoglu, 1995: 97).

For this revolutionary change to be implemented, the existing system had to be examined thoroughly to uncover the weaknesses and strengths in an objective manner. Thus, Atatürk called Prof. Dr. Albert MALCHE of Geneve University from Switzerland, for an expertise report on the “*Darülfünun*.” The document prepared by Professor Malche was submitted to Atatürk, the first President of the young republic, in 1932. This comprehensive report, known as the ‘Malche Report’, was examined by Atatürk personally and gave rise to the 1933 University Reform based on the findings that this report highlighted.

Professor Malche based on his personal ‘on-the-site’ observations and thorough examinations, suggested, among other things, that “ ***Autonomy is the right and responsibility of selfgovernment*** “. However, he further proposed the following aspects among the essentials for *the Law*, to be issued. His proposal on this matter reads as: “ **In the draft of the Law, it should be explicitly and clearly stated that the ‘ Ministry of Education’ would be supervising and controlling both general and internal administration of the university (Darülfünun)** “ (Malche, 1930b: 25). Nevertheless, he suggested a relatively free budget for the University.

The ‘Malche Report’ was an objective criticism of the university at that time, however, it was not free from controversial ideas as exemplified above. Such contradicting views, unfortunately, influenced the authorities and as a result the ‘1933 Reform’ has been the pioneer to divert from the international standards in the provision of autonomy and other individual academic freedoms. With this Reform Act, the University fell behind the level of freedom and autonomy once existed between 1908-1919.

The period of 1946-1973: During the years following 1933 University Reform, a great deal of effort has been exerted for the betterment of the higher education system. Most of the studies were undertaken, partly, by *the General Directorate of Higher Learning*, which focused its attention on the issues like, lawful status of the academic staff and university autonomy. In the meantime, some of the reports submitted to the *National Education Assembly* frequently referred to ‘autonomy’ among the most remarkable problems of the University. In fact, 1st National Education Assembly, gathered in 1939, devoted much of its attention to the problem of higher learning in general (Guler 1994b: 111). These developments and growing concern in higher education, led to a formation of a commission in 1945, with an agenda on higher education problems. And another report was prepared by Hirsch upon the request of Ministry of National Education. As a result of the hard work maintained by the Commissions, at the Ministry of National Education, foundations of another reform act were laid. In the meantime, the transition from authoritarianism to competitive politics in Turkey coincided with this rearrangement trend at the universities. It is highly exceptional in the political history of Turkey that democratization process was not accompanied by a *rupture* in this period (Ozbudun et.al 1988: 14). Above all, the opposition; Democratic Party, in its party program announced ‘university autonomy’ as one of the priorities to be achieved while they are in power.

These attempts finally, gave rise to the Law, 4936 in 1946. It included clear definitions both for ‘university autonomy’ and ‘individual academic freedoms’. Juridical identity of the University was also emphasized by this Law. This reform act of 1946 has been one of the most favourable ones as regards to the academic freedom and autonomy handed back over to the University. Again this Reform Act, for the first time, recognized the importance of *administration*, mainly, *driven by the faculty councils* where decision could be made with the involvement of academics at all levels (Karayalcin, 1994: 9).

The Period of 1973-1981: After the military intervention of 1960, a new constitution was issued by the Military Government. This constitution of the 1961, has been the first to bear an item, number 120, related to university (Constitution of Republic of Turkey, 1978: 82). This item, referring to both corporate, administrative and autonomy in scientific studies and individual academic freedoms, mandated a governance mostly backed up by faculty councils formed by freely elected academic members. Such faculty councils were given the executive power in administration and evaluation processes (Akyuz, 1989b: 226).

The political unrest, however, experienced in 1971 (settled down after the Armed Forces' ultimatum to the Government leading to its withdrawal from power) resulted in reorganization of the universities by introducing new amendments in 1973. With the new arrangements in higher education, autonomy and academic freedoms came first to take the big share from the erosion of academic rights recognized by the 1961 Constitution. The new University Law of 1750, opened a new era in the organization and administration of the Turkish universities. With this Law universities were handed, once again, over their selfgovernance right, in observation and supervision except for the internal operation of the administration. Another remarkable issue which came with the Law 1750, was a *central body* for the supervision and coordination of higher education institutions. But this was not realized until 1981 when another Reform Act was introduced.

The Period Marked by 1981 University Reform : From the moment they took over the government suspending the General National Assembly of the Turkish Republic, ruling Generals of the Turkish Armed Forces made it clear that they aimed at major restructuring of Turkish Democracy to prevent a return to the political violence and crisis that shook the country in the late 1970s. The 1981 University 'Reform Act' arose while the country was ruled by National Security Council. The whole system was under the close scrutiny of the 'ruling power' equipped with some extra ordinary strengths. There was no opposition in the real sense. The so called '1981 Reform' came into existence under such circumstances.

On November 6, 1981 a new law (of 2547) introducing a comprehensive university system to which all higher educations would be attached was published in the Official Gazette. The focal point of the new system has been the creation of two ***central national bodies***. One is the Inter-University Board, composed of all university rectors and one professor from each university. The other is the Council of Higher Education, functioning like a national supervision and coordination organ to execute central control over the universities.

The Law 2547, defines universities as corporate bodies having scientific autonomy *without any administrative independence from external forces*. Thus juridical identity of the universities has been abolished with this Law. This movement indeed emerged as a reaction law to eliminate "... *the abuse of the autonomy and academic freedoms which thought to have occurred during the political unrest experienced in the late 1970s*" (

Kaya, 1994: 25). However no concrete proof has been found to support this claim yet. This 'Reform Act' has been mainly, based on the *fallacy* that violence and student activism at universities before the 1980 Military Takeover, were *caused by the administrators who came to power by democratic and participative elections*. As the implementation has shown for the past 15 years, the focal point of the Law has been '*the centralization and accumulation of power in one hand*'. One of the most controversial judgements that professor **Malche**, in his report prior to 1933 Reform, made was on the use of executive power concerning the promotion and/or dismissal of academics. Malche's opinions on this curicial matter created discussions and misled the policy makers in higher education especially in 1981. The reason for this, came from the **deliberate** abuse of his original statements by taking a small portion out of the context. Actually Malche severely criticized the way that professors were appointed by other professors in the same or adjacent disciplines. He showed his strong disagreement on this matter by saying "**... those who have interests in any particular matter are the worst of all judges over that matter. Their opinions should be asked for, but not to be taken into consideration in making the final decision**" (Ozbenli et. al.1980: 76). In this way, what he actually referred to has been distorted and used as an excuse for keeping the academics out of selfgovernance processes by some authorities favouring a central and tight control. For example, Dogramacı, being the first President of Higher Education Council which was introduced in 1981 as a central coordination body, has claimed that "*It would be hard indeed to argue that universities, as consumers of public funds, should enjoy an unlimited right to decide for themselves how large a share they should consume*" (Dogramaci, 1984: 77). First of all, such an '*unlimited*' *freedom* has never been demanded by the public universities neither in the allocation of public funds nor in any other facet of governance. This may have been, merely the assumption of those who actually needed an excuse for their anti-democratic implementations pretended as life saving essentials in the eye of public. Furthermore, professor Dogramaci, during his service in the HEC as President, established the first private university; BILKENT in 1986 partially funded by public revenues, yet having its own *autonomous* governance offering academic freedoms to both teachers and students. It is clear that he did not followed the public universities' governance model for the university he himself established. This is the proof that even the top authorities who took active role in the implementation of 1981 Reform Act and its anti-democratic provisions, did not believe in what they seem to have defended officially. This is an undeniable *double standard that the power holders have always displayed, to keep public universities under tight control while they were in search of more power and democratic rights for themselves and for their opponents* (Spitz, 1962: 23-24).

2.7.1 Accountability and academic freedom

Accountability in broad terms means “ requirement to demonstrate responsible actions to one or more external constituencies “ (Vught 1991: 43). However, this definition may not be comprehensive enough to cover the accountability to groups inside the institutions or to the canons of the disciplines. If institutions of higher education wish to have or increase their corporate autonomy and the individual academic freedoms, they will either have to prove their worthiness to the financier or find others ways and means of self-funding. In either case, in no way authorities can avoid from being accountable to the public, to their superiors and subordinates. So, the question of responsibility without power, or power without responsibility, is a controversial issue usually leading to confusion and disorder.

As we have already noted that universities are now challenged by a lot more functions to be fulfilled than they used to. Therefore, their responsibility towards society has been increasing and the are expected to be more sensitive and flexible to the changing world around them. Under such circumstances nobody can expect that governments and other related bodies will decrease the restrictions imposed on higher education with their own will. However, most of the governments have learned a lesson that “ *their strategy of central planning and control did not bring about the economic and social role expected from the higher education* ” (Ginkel 1994: 61-66). The best thing to be done would be to strengthen the accountability of universities to their internal institutions and bodies to make the system more sensitive and dynamic. This will, in turn, enable them to generate their own global vision, since our terms of reference no longer limited to our *localities* where the world is becoming a *locality* for the mankind.

What are the prerequisites for a strong accountability system? First of all access to information has a vital importance. In an open system this is the key to achieve effective accountability. Important data should be distributed to all the sectors of university, allowing its flow through the communication channels in two ways; upward and downward. Groups not included in the information access loop can not be held accountable for decisions that are made. Another important aspect of developing effective accountability process is the leadership qualities. These may the questions to be posed by effective leaders in developing a sensible accountability vision: **Who is responsible for what ? What is to be accomplished ? What necessary resources will be made**

available ? What are the possible constraints to overcome ? How will the institution know if goals have been met ?

But distinctions between tight control and accountability should be made clear; external forces usually tend to control universities in the name of “accountability”. Each level is accountable to the level above but not vice versa, the higher level has responsibilities with regard to any wrong doing of the subordinates. Therefore, being responsible does not necessarily mean being accountable. Thus, accountability requires autonomy at least in decision making (Caglar 1992: 155).

As a widely accepted truth, between the years 1946-1981 governance at the Turkish universities were characterized by *participative decision making at the department and faculty levels* with a rather comprehensive autonomy brought by the Constitution of 1961. The Law 2547, therefore, introduced some sanctions to eliminate the disadvantages arising from this collective approach in administration, which, in some cases said to have given rise to *collective irresponsibilities* at some universities (Ataünal, 1993: 115). Nevertheless, the arbitrary and despotic disposals of the *appointed administrators* have soon revealed that “ *universities have been caught by a hail storm while escaping from rain.* ” This situation has been apparent even to outsiders that it has been severely criticized by intellectuals, columnists and academics since then. To exemplify this, a pile of literature can be taken here but for the sake of practicality, we can only have look at a few of them. For example, a former HEC member voiced his complaints concerning the laws being issued hastily; having no reasonable and scientific base to support them (Kaya, 1994: 25) Similarly, another scholar criticized the lack of collective governance and its dangerous outcomes, since **the ultimate power accumulated** in the hands of appointed administrators, served the egoistic desires to make the *subordinates* academic slaves who are always expected to be grateful to their *superiors* (Kayan, 1992: 16). Worst of all, accountability, which was claimed to have brought by the Law 2547, has never worked in its real sense. Because *the appointed administrators* would only be responsible to the *authority* that they were appointed by and they were and, still are, *in no way accountable*, concerning their academic disposals and *deliberate* wrong doings in the recruitment and promotion of the academics. A good example of this was publicized by a columnist, telling, sarcastically, the story of a young assistant professor who applied for a vacant position at a university, after his successful service abroad. However, this young academician had been rewarded by a letter of refusal due to his failure in an *imaginary examination!* (Çölasan, 1992: 5). As a response to the President of the HEC,

Selim (1992) argued in his column that; “ Universities are captives under a steel armour fitted on them by the Law 2547. They are like remote controlled robots having no autonomy at all ” (p.2). Summak (1997) explains the reform adventures of the Turkish universities in brief as follows:

Having experienced several interruptions in its democracy, and the reform movements coinciding with those politically extraordinary times, universities, in Turkey have faced laws that were shaped according to the will of those who happened to hold the power. If a law proposed a relatively flexible and autonomous university, the following one usually introduced a very tight and rigid one. The history of Turkish higher education is indeed full of such shuttling back and forth between the extremes (p. 39).

These examples ,once more, illustrate that academic freedom autonomy and accountability are all essentials for the growth and sound functioning of the universities if they are well established and directed to the pursuit of the defined goals.

2.8 Changing Paradigms and the Higher Education

Higher education and the universities are indeed organic structures interacting with their immediate and remote environments. Thus, they are open systems. They can never be treated as mechanical systems where subsystems are easily replaced with new ones in case of a failure. Because, all the (open) systems are composed of subsystems changing in a chaotic order (Prigogine and Stengers, 1996 :14). Therefore classical and centralized university governance systems are apt to fail in the next millenium, in one way or another, the review of the literature presented on the management models also provides a serious evidence for this estimate. Turkish higher education system, then, should be reorganized along the lines of changing new paradigms. As discussed by Şimşek (1997), under general considerations for reforming Turkish education, the reflections of these new paradigms to the university governance can be summarized as follows:

1. Military-oriented educational philosophies should be abandoned, and replaced

by decentralized flexible systems.

2. Decision-making processes must involve " lower layers " of the hierarchical pyramid.

3. Educational institutions should be designed just like a laboratory where different methodologies are competing with each other, for the betterment of learning and teaching.

4. Human resources are the most valuable asset in education and development. Thus, human capital at the universities, both academic and nonacademic, should be equipped with critical knowledge and competencies of the coming age, immediately.

5. Universities must become *learning organizations* with their flexible structures aligned to improvement and change without any external force urging them to do so. This will be the key element for quality assurance at all levels (pp.100-107).

CHAPTER III

ADMINISTRATIVE THEORIES and UNIVERSITY GOVERNANCE

3.0 Presentation

It is a reality that education and its management has to operate in a social setting which exists within an organization structure (Watson, 1992:15-17). Management both involves art and science. The science of management deals with principles. The art of management, on the other hand, consists of the personal skills that managers/administrators are expected to display by applying scientific approaches in their work (Kazmier, 1974).

Here at this point of the study, a distinction over the concepts of management and administration has to be made to eliminate a probable confusion. These two terms are frequently used interchangeably (Hodgkinson, 1978). Administration generally refers to the way in which a system or institution is run in accordance with agreed procedures. Thus, keeping the system running is the task of administration (Gray, 1982: 3). Although the term administration is generally preferred by the Americans; and management by the British, in neither country the terms seem to be exclusive or consistent.

Science is the most dependable tool to bring developments into existence through experimentation and careful observation of interconnected set of principles that in turn gives rise to further experiments and observation (Conant, 1951: 23-25). Therefore, administrative processes, regardless of the context are no longer led by trial-error kind of problem-solving mechanisms; rather they are mainly steered by scientific management and organizational theories, distilled through research studies in the field. When studying management theories, it is a prerequisite to have a closer look at the organizational theory and its impact on the dynamics of administration. This is also essential before going into our major focus of educational administration.

3.1 Organization Theories

Understanding how social systems work and human interactions occur within an organization, have been the major focus for social scientists throughout the past century. As Douglas Mc Gregor (1957) puts it “... it is obvious that the most meaningful developments, within the next quarter of the century, will take place in the field of social sciences, not in the pure sciences...” (qtd. in Davis & Scott, 1957: 3). Theory and practice are the two important concepts on the way to shed light on any problem via scientific method. Therefore, theorists and researchers both use the scientific approach more rigorously than practitioners. Theorists usually define their work conditions with the phrase “...other things being equal “, and the researchers , on the other hand, control all other variables except those under study. In brief, administrative theories, in one way or another, do have great influence on practice.

Over the last ninety years administration science has shown remarkable developments and this evolution period can be divided into four general phases: (1) classical organizational theory (1900s); (2) human relations approach; (3) behavioural science approach (1950s) and an eclectic approach; (4) total quality management thought which indeed grounds itself in the pursuit of quality through a process of continuous improvement (Wolverton, 1993a :7).

3.1.1 Classical Organizational Theory

Classical theory has been the pioneer in this field, making way for the subsequent theories. Theories are by nature general and abstract; they can not be considered neither true nor false but rather useful or not. When evaluating theories the context values and beliefs of its time must be viewed thoroughly. The most sensible criterion for whether a particular theory is successful or not could be its capacity on being internally consistent and its capability to generate accurate predictions about events.

Organizations characterized by the classical organization thought can be traced back to thousands of years. Such organizations are believed to have existed in ancient civilizations such as Egypt, China, and Roman Empire (Greth and Mills, 1958 : 204). However, it has become customary to trace the line of orgnizational theories to Adam Smith, founder of the capitalism. His “ of the division of labour “ has been the most

influential guideline for the rationalization of production in the factory system.

Approximately a hundred years after Adam Smith, who forcefully claimed that factory is the best place and means of mass production, Frederick W. Taylor proposed “scientific management.” He believed that factory workers could be much more productive if their work was designed scientifically. Taylorist approach has been based on the premise that workers motivated by economic rewards but limited by their physiology, are in need of a guide to lead them. He later formulated his ideas in *Principles of Scientific Management* (Barnes, 1949 : 556-567). Despite its ignorance of the psychological and sociological aspects of the human nature, Taylor’s ideas have proved that work efficiency could be achieved focusing on physiological tenets only (Drucker, 1968: 272).

Henry Fayol, a French mining engineer and executive, similarly favoured a scientific approach to administration. He identified five functions as the backbone of the administrative behaviour these are; planning, organizing, giving commands, coordinating, and controlling. Fayol, on the other hand, has been the first scholar to theorize about all the elements needed to organize management. In his book *General and Industrial Management* (1949), Fayol declared fourteen general principles of management (19-42).

Another distinguished character in the classical organizational thought movement has been Luther Gulick, who described the work of the chief executive as planning, organizing, staffing, directing, coordinating, reporting and budgeting (POSDCORB), (Gulick & Urwick, 1937a:6). In the Classical Organizational thought, administrative managers (or human engineers) favoured formal (bureaucratic) organization. This approach mainly dealt with the division of labour, the allocation of executive power, and the specifications for each position; however, it failed to figure out individual idiosyncrasies, and the over all social dynamics of a person at work. That is why this perspective has been termed a “ machine model “ (Gaelic & Earwax, 1937b: 119). The basic features of the traditional or classical administrative models can be summarized as follows:

1. Time and Motion Studies
2. Division of Labour and Specialization
3. Standardization of Tasks
4. Unity of Command
5. Span of Control

6. Uniqueness of Function

7. Formal Organization (Hoy & Miskel, 1978a: 11).

As mentioned earlier “ classical organizational thought “ neglected the “ human “ side of organization and work, moreover it lacked flexibility. This rigidity has been the distinguishing characteristic of this thought, despite F.W. Taylor’s view of “scientific management “ suggested a revolutionary change in mind rather than a simple betterment of mechanical capacities of man (Baransel, 1979: 125).

3.1.2 Human Relations Approach

This approach is also called the *Neoclassical Theory of Organization*. One of the advantages that this theory brought was the introduction of behavioural sciences in an integrated fashion into the theory of organization. According to Mary Parker Follet, a distinguished opponent, classical methods of administration did not make room for developing and maintaining dynamic and harmonious relationship as the essence of the whole administrative processes. Follet also believed that conflict was not a wasteful outbreak of incompatibilities, on the contrary, a normal process by which social differences are converted into valuable contributions to the achievement of all the concerned (Follet, 1941).

Besides Follet’s works Chicago based *Hawthorne Western Electric Company* served as a laboratory where findings on “ informal groups “ emerged as outcome of the studies carried out with a number of variables between 1927-1932. These studies are still basic to the *human relations* approach literature (Rothlisberger & Dickson, 1939). The experiments at the Hawthorne, challenged the Classical Organizational theory and revealed the following findings.

1. Everything taking place in an organization can not be recorded in the form of written documents.
2. Economic incentives are not the only motivational tools for workers at work. In fact, noneconomic social sanctions may limit the effects of economic ones.

3. Workers tend to respond to management as members of an informal group, not as individuals.

4. Productivity is limited more by the social norms of the informal organization than by physiological capacities.

5. *Division of Labour* does not necessarily create the most efficient organization of the work group.

6. Individuals are active human beings, not passive cogs in a machine.

7. Workers use informal organization to protect themselves against arbitrary management (Kaya, 1993: 68-69 & Kaynak, 1995:24).

Another remarkable experimental study contributed to the so called *human relations approach* was Harwood studies. These studies were conducted at a pyjamas factory where Lester Coch and John R.D. attempted to test the most effective tool to alter the existing work patterns. Three different styles were tested; in the first one, a new production pattern was announced to the workers; in the second, a group of representatives who took part in the decision-making process on behalf of the total workers was used to implement the changes; in the third method, all the workers participated in the decision-making process which would bring about the changes in the way the production is made (Aydin, 1994: 108-109). The following conclusions were drawn based on the findings of these series of experiments:

1. Workers do not react to any change introduced by their managers, but the way it is usually introduced (i.e without being referred to as real performers). They do display reaction to any change, no matter how vital the change is, if it is imposed by their superiors in a top-down manner.

2. Subordinates tend to accept changes as an opportunity, in proportionate to their involvement in the process of planning and decision-making. It has become clear that subordinates' experience can be utilized in achieving a more effective work environment.

These ideas laid the foundations of *Human Relations Approach* and focused the attention of managers on the individual variations of workers and rejected the "*machine*"

man “ understanding of the *Classical Organizational Theory* (Lipsten & Reed, 1965: 24-31).

3.1.3 Behavioural Science Approach

Since, the classical and human relations approaches failed to consider the role of social relations and formal structures of an organization, the Behavioural Science Approach incorporated both perspectives and used theories from psychology, sociology, political science, and economics. Thus this new breed of management approach mainly focused on the work behaviour in formal organizations (Simon, 1968: 74-79). Findings of the experiment conducted at Hawthorne Electric Company, between 1927-1932, under the supervision of Elton Mayo, gave inspiration to Mayo (Mayo, 1933a & Mayo, 1945b), Roethlisberger and Dickinson (1939) to pioneer “ *Behavioural Approach* “ in management.

Chester I. Barnard, Mary Parker Follet, and Herbert Simon all placed *man* in the middle of organizational studies. They believed the ultimate goal in management would be the “ human factor “ rather than maximization of production and profit. Chester I. Barnard, during his service as the president of Bell Telephone Company analyzed organizational life and tried to formulate a comprehensive theory of cooperative behaviour in formal organizations. In his book *The Functions of the Executive* (1966) Barnard claims that economic incentives can not be the primary motivation tools and the integration of individual with his/her organization is possible ,only if some certain psychological conditions are provided within the organization. Thus, the structural concepts he considered most important were the individual, the complexity of formal organization, the cooperative system, and the informal organization. The dynamic concepts he emphasized were; free will, cooperation, communication, the source of authority, the decision process and the dynamic equilibrium. Barnard’s genuine views on *authority* is quite different from those of classical theorists. In classical theory, authority and position are the two concepts in close interaction whereas, Barnard emphasizes the importance of some preliminary conditions, independent of the position from which *orders* originate. These conditions are, all, dependent on the psychological situation of the individual through which communication operates. It is this *psychological mood* of the receiver that enables communication possible between the two ends-sender and receiver (Barnard: 161-284).

Mary Parker Follet was one of the forerunners of the Behavioural Approach, who for the first time transferred findings of the social sciences and the psychological realities into the field of management. She contributed to this field, particularly, by adding her own perspective. After a long study to discover how organizational principles could be implemented to give rise to the development and prosperity of the individual working for the pursuit of common objectives in a particular organization (Mecalf & Earwax, 1942).

Follet sees organizations as living organisms and emphasizes the importance of *three principles* in identifying any problems arising from the interaction of human and the organization on the way to the pursuit of organizational goals. These three principles are :

1. Problems in an organization usually originates from the human side of the system.
2. Although every individual is different from others, they as a group show common characteristics in their reaction under certain circumstances.
3. Management principles implemented must be capable of satisfying the *commonly targeted objectives* (Kaya, 1993b: 71-72).

According to Follet *giving orders* has a special place among the other aspects of managerial processes, in that it should be directed to the coordination of all the other expertise powers. As known by many business executives and educational administrators, issuing of orders is not a simple task, on the contrary, it involves a number of difficulties. First of all, getting people to do things with full obedience at a satisfactory level can not be guaranteed even you convince them intellectually, with an acceptable reasoning. Mary Parker Follet's views on this curicial matter finds support on the psychological ground that for all our past life, our early years of training, and all the experience we gained, our emotions, attitudes, expectations and beliefs all together have formed certain habits of mind. This is called *habit-pattern* by psychologists.

Therefore, now, it has become obvious that giving orders or even getting intellectual agreement won't do any good unless you attempt to change the so-called habit patterns of people.

3.2 Systems Approaches

A system can be defined as a set of independent elements forming an organized whole. March & Simon (1958) for the first time attempted to analyze organizations with an integrated view which considered human organizations a *social system*. And they also stressed that organizations not only were influenced by their environments but also dependent upon them. So greater attention was devoted to the impact of environmental or outside forces on internal organizational behaviour. As a result of this, behavioural scientists shifted their attention from a closed-system to an open-system. Because organizational analysis was not possible insisting on the closed-system approaches behavioural scientists have come to an agreement on the side of openness (Marshall, 1978: 18).

Many organizational behaviourists have attempted to formulate a working definition for social organizations, more or less emphasizing the same aspect in their definitions. To comply with the objectives of this section, it would be necessary to start with three different , still overlapping, definitions of organizations. These are *Rational* , *Natural* and *the Open Systems*.

3.2.1 Rational System Views

Formal organization is a kind of cooperation among men that is conscious, deliberate and purposeful (Barnard, 1938b: 4). Rationality is the extent to which a set of actions is organized and implemented to achieve predetermined goals with maximum efficiency. The concerns and concepts of rational-systems theorists are conveyed by such terms as information, efficiency, effectiveness, optimization, implementation, rationality and design (Hoy & Miskel, 1978b: 17). To achieve rationality in any organization, goal specificity and formalization appear to be the most critical elements. Because ambiguous goals and vague objectives may easily hinder rational executions; this is especially common in educational institutions (organizations). Formalization, on the other hand can be defined as the means that make behaviour predictable by standardization and regulation. It also helps organizations function rationally by displaying the organizational relationships, thus set of behaviours to be performed by each individual, with reference to others' behaviour within the same organization. In brief, the rational-systems perspective focuses on the importance of goals and formal structure in determining organizational behaviour. Fayol,

(1949) Gaelic and Earwax (1937) were early proponents of this perspective. Weber and Simon also agree with the idea of formal structure and rationality, however, they also stressed the importance of interplay and the satisfaction of the group members.

3.2.2 Natural Systems

The natural systems perspective emerged as an alternative model to the rational-system. This view can be traced back to the human relations approach of the 1930s.

Natural systems consider organizations as organic systems driven by a strong desire to survive and maintain themselves as a system. The development of informal structures is seen as an important means to attain this end. Informal structures are believed to arise from the natural abilities and interests of group members in an organization. Thus the natural systems focus on similarities and dependence of members on one another towards a collective survival to achieve a desired end. Rational system supporters view organizations as structural arrangements formed to achieve specific goals whereas natural-system advocates consider organizations as social groups exerting much of its effort for the maintenance and adaptation in their particular situation (Etzioni, 1961:71-72).

In brief, both rational-system and natural-system views of organizations, all emphasize the mechanisms to achieve the specific needs and the behaviours of individuals within organizations. Nevertheless, these views are not concerned with the influence of the environment which has a great impact on an organization. Thus their views may fall into the closed-system (Scott, 1981: 56-130).

3.2.3 Open Systems

The open-systems appeared as an alternative perspective to the incomplete assumptions that organizational behaviour had nothing to do with external forces.

However, organizations are not isolated from their environment. The open-systems model views organizations as not only influenced by environments but also dependent on them. In this perspective organizations take inputs from the environment, transform them, and produce outputs (Nadler & Tushman, 1983a: 113-114).

For example universities, as organizations take resources such as students, teachers, financial aid and they are directed by the community's desires and interests. Such inputs are processed to produce educated individuals. Then, open system organizations can be described as follows: an organization is a collection of shifting interest groups that develop goals by negotiation; the structure of the coalition, its activities and its outcomes are strongly influenced by environmental factor.. What are the distinguishing characteristics of open systems ? Before answering this question we had better have a quick look at the basic assumptions for all the social systems. Because schools and universities are good examples of social systems, the following statements are true for them as well. The assumptions on the social systems can be found in the works of Getzel & Guba, 1957., Bidwell, 1965., and Litterer, 1969. The following could be a brief summary taken from these sources.

1. Social systems are goal-oriented and sometimes they seek means and ways of achieving multiple goals (as in the example of universities; the goal ambiguity situation). On a university campus, teaching and carrying out research are the two of several goals to be accomplished.

2. Social systems are open systems. They take input from the environment. Social systems are affected by the values of the community, by politics, and by cultural motives.

3. Social systems are made up of interdependent parts, designed in such a manner that they perform activities to contribute and receive from the whole.

4. Social systems are maintained with people. People take the roles of administrators, students academic staff members and so forth.

5. Social systems are normative. Each individual within them is required to behave in a particular manner prescribed by the norms of that system. Formal rules and regulations guide the *appropriate* behaviour.

6. Social systems are *conceptual* and *relative*. The concept of social systems is a general one that can be applied to social organizations regardless of size or purpose. All formal organizations fall in the category of social systems, but all social systems are not formal organizations.

7. Social systems are sanction imposing structures. The norms for the *appropriate* behaviour are enforced with reward and punishment. Formal mechanisms operate expulsion, suspension, termination, and promotion systems.

8. Social systems are structural. Different components are needed to carry out specific functions and allocate resources, thus, universities (and schools) in general are to some extent considered bureaucratic structures (Getzel & Guba, 1957: 423-441, Bidwell, 1965: 972-1015 and Litterer, 1969: 1-120).

After studying basic assumptions for social systems, now we can answer the question, “ what are the distinguishing characteristics of the open systems ? “ The most significant properties can be outlined as follows :

- 1. Open systems are equipped with a feedback system. Feedback provides information and enables the system to correct itself via cyclic pattern of input-transformation-output.*
- 2. Systems that survive tend to move toward a steady state-equilibrium. This steady state, however, is not static. There is a continuous two-way transfer of energy from and to the environment. Any force that threatens to disrupt the system is countered by forces that seek to maintain the system. Events that throw the system out of balance are addressed by actions that are calculated to move the system toward a new state of equilibrium.*
- 3. They seek to maintain a favourable position with respect to their environments; they adapt to changing environmental demands. There is no single best way to organize; organizations can reach the same end from different initial positions and through different paths (Nadler & Tushman, 1983b: 114).*

In brief, the organization as an arrangement of roles and relationships is not static. To survive it must keep changing. Interdependence of the organization and its environment is critical. In this respect, open systems consider the environment as the source of “order” for them.

3.3 University As a Social System

It is a reality, recognized by the educators that education exists and operates within a social setting. Therefore, the management of educational institutions (universities) operates within a social mechanism. The university is made up of social interaction and it is an organized whole comprised of interacting individuals that have ties in an organic manner (Waller, 1932: 6).

The university being a social system is distinct with its interdependent parts, its staff members, characteristics that distinguish it from its environment and its unique culture, created by the network of relationships. In his definition of a social system, Marvin Olsen (1968) gives a more specific perspective; a social system is a model of organization that involves a distinctive unity and creativity far beyond its components that make up the whole (pp. 228-235). The university is composed of subsystems and elements which make up the system, and interacting within relatively stable patterns of social order. Since we are examining the university within the limits of this study, as a social system then we can examine it from the Olsen's social system perspective.

When talking about social-system analysis, the boundaries which separate it from the immediate environment gains importance. For example, a university campus and its environment; anything that affects its internal mechanism and components and is affected by the social system itself. University administration, pursuit of scientific studies, funding, teaching and the community are some of the objects that constitute the environment. When such a social system has no exchange with its environment based on the mutual interactions, it is a closed system. However as Seidel puts it, " universities today are no longer exclusive preserve of the few, but become mass institutions of highly industrialized societies " (p.19). And he also argues that " ... the help of science is becoming essential to improve living conditions and the organization of modern societies, and to cope with the complexity of work processes " (p.13). This is an undeniable manifestation of how societies have been experiencing deep changes during the last decades, and becoming a social partner of higher learning institutions.

Indeed, organizational environment usually refers to systems and mechanisms external to the organization. However, it is almost impossible to separate an organization like universities as open systems. Separate from their environment. After the recent " knowledge explosion and advancement of the means and ways of accessing this world-

wide reservoir of knowledge, universities are, now, becoming key agents of the global village. This global scale interrelations with the macro environment makes universities even more dependent on their environment, while demanding them to be more responsive not only to their immediate (micro) environment but also to the macro environment, beyond the local and national boundaries. Thus, networking gains importance in the new era. Ginkel (1996) explains this situation as "...linking universities competences to the needs of society not only means that we have to cooperate more with other universities but also participate in networks with external partners (p.97). He further argues that our universities can not maintain their traditional academic organization models, and emphasizes the importance of building *matrix* organizations, where the disciplines meet in different combinations to cope with issues like sustainable growth, the quality of human life and international harmony for the cohesion of societies (p. 98).

A biological analogy may well be an illustration for the *homeostasis* nature of systems. When an organization moves from a warm environment to a cold one, homeostatic mechanisms initiates reactions to preserve the body temperature. In the same way, in a university organization subsystems and major components are expected to function to maintain the equilibrium. If the analogy of homeostasis is translated into university as a social system, the mechanism that triggers reactions in the biological model could be substituted by a *feedback loop*. The feedback loop enables the social system (university) to intake any external behaviour coming from the environment, by adapting it to the receiving body's major characteristics. On the other hand, such a feedback loop also ascertains that any failure in the system either originating from the external environment or from the internal interactions will be revealed. Then *the equilibrium* can be maintained when the social and biological mechanisms of the system establish a consonant relationship with each other, without any change in position with respect to the others.

3.4 Bureaucracy as a Form of Administrative Organization

The term bureaucracy is an ambiguous one, since it bears connotative differences. For example, for many, bureaucracy means inefficiency originating from the very strict application of rules in an organization, in the pursuit of its objectives. In this sense, it is seen as a hindrance to the efficient operation of the processes in a social setting. However, Max Weber, a German sociologist used the same term to refer to a form of administrative

organization, capable of accomplishing the highest possible level of efficiency (Weber, 1947: 339).

Bureaucracy may be defined as the existence of a specialized administrative staff. Most of the organizations have many of the characteristics enumerated by Weber. Gerth and Wright (1958) reports these from Weber's essays as; *division of labour and specialization; hierarchy of authority; rules and regulations; career orientation; impersonal orientation and efficiency.*

Division of labour and specialization: According to Weber, division of labour and specialization are needed because, tasks and duties in most organizations are too complex to be performed by an individual. So division of labour would be essential to improve efficiency. He simply defines the rationale as:

1. The regular activities required for the purposes of the bureaucratically governed structure are distributed in a fixed way as official duties.

2. In this model of organization *units* are arranged hierarchically to enable each higher unit of administration and supervise a lower one. The authority to give commands for the discharge of duties is arranged in a stable manner and strictly controlled by rules and regulations.

3. Weber suggests that every bureaucracy must have a consistent system of quantifiable rules which have normally been established to coordinate the activities in the hierarchy. The rules and regulations involve both the rights and duties to be performed by the bureaucratic people. This is also useful when there are changes in personnel.

Career orientation: In a bureaucratic organization employment requires some sort of technical qualification. A system of promotion is established which counts on seniority, achievement or ,sometimes, both. Promotion is subject to the judgement of superiors.

Impersonal orientation: In this model Weber expected the bureaucratic employee to make decisions based on the facts emerged as a natural outcome of bureaucratic system, but not his/her personal feelings.

Efficiency: Weber believed that bureaucracy maximized rational thinking and decision making while it increased administrative efficiency. He based his views on these premises; first of all division of labour and specialization would produce experts. These experts would make decisions according to the facts originating from the bureaucratic mechanisms. In the meantime, employees would be motivated by tenure and career orientation. All these executions would be directed and coordinated by strict rules and

regulations in a disciplined manner (Weber, 1947b 330-341). This model may not be found with its all the characteristics in the real world. But it may well serve for analytic purposes.

3.4.1 Shortcomings of the Bureaucratic Model

Weber's bureaucratic model, in theory, seems applicable, but time has shown that bureaucratic principles do not always promote efficiency and encourage goal accomplishment in an organization. For instance, division labour may lead to specialization and expertise nevertheless, it may also result in boredom. Because doing the same particular job creates a kind of monotony and boredom, which in turn brings lower level of productivity. The *Hawthorne* studies set a good example to support this view.

On the other hand, hierarchy of authority enables an organization function in a disciplined manner. However, there are drawbacks also such as distortion and blockage in communication. Simply, because subordinates will be willing to communicate any piece of information no matter how vital or real it is, that might make them look bad in the eyes of superiors. This tendency will inevitably lead to communication without real content (Blau & Scott, 1962: 28-29).

Bruce (1991) in the same way discusses the dysfunctions of the bureaucratic model in a university setting and concludes that the bureaucracy of a university is usually void of qualitative criteria which can be used to objectively measure the quality of personnel performance. This circumstance permits self-oriented superiors to use *mushroom management* to camouflage administrative malpractice. As for the rules and regulations, they are useful to provide continuity, coordination, state of equilibrium and uniformity. However, employees may easily become rule-oriented in such a manner that they confuse the means and ends. Thus, formalism and rigidity of rules interfere with goal achievement (Merton, 1967: 199).

The dysfunctions produced by bureaucratic and hierarchical models in carrying out teaching research, public service and administrative functions in Turkish public universities are becoming increasingly evident. Therefore, this study has been a necessity to reveal the common problems of these universities as perceived by the academics and administrators.

3.5 The Conflict Between Bureaucracy and the University Professionals

Organizations can be classified into different categories with respect to the type of client they serve; type of technology they employ; and the different structures and coordinating styles they develop. In a bureaucratic organization, regulation of the system is based on the principle of “*legal authority*” and formalized legitimate power.

In many ways the Weberian bureaucratic model falls short of encompassing university governance. Because, goal ambiguity and professional staff, dominates universities as social organizations. These aspects are also among the distinguishing characteristics of them. These professionals employ a wide range skills to deal with complex and often unpredictable problems of the clients. As Riley & Baldrige (1977b) explains, sociologists have made a number of important general observations about professional employees, regardless of their working place. These can be quoted as follows:

- 1. Professionals demand autonomy in their work. Having acquired considerable skill and expertise in their field, they demand freedom from supervision in applying them.*
- 2. Professionals have cosmopolitan tendencies and divided loyalties. Their loyalties are usually directed to the peers.*
- 3. There are strong tensions between professional values and bureaucratic expectations in an organization.*
- 4. Professionals believe their work can be judged by their colleagues, only. They reject others evaluation of their performance, even if they are superiors in the organizational pyramid (pp.4-5)*

Similarly, Glaser and Chi (1988) made a major contribution to the elaboration of a theory of skilled and expertise performance. They came up with a substantial amount of concrete data, as a result of their cognitive psychological research, in which expertise was analyzed by comparing performance of experts and novices on a variety of domains. The following are the key characteristics of expertise revealed by this research:

- 1. Experts spend a great deal of time analyzing a problem qualitatively.*

2. *Experts have strong self-monitoring skills.*
3. *Experts are fast; they are faster than novices at performing the skills of their domain, and they quickly solve problems with little error.*
4. *Experts see and represent a problem in their domain at a deeper level than novices; novices tend to represent a problem at a superficial level.*
5. *Experts perceive meaningful patterns in their domain (pp. xv-xxviii).*

These are the generally accepted characteristics of professionals and experts. Since universities are also dominated by professional staff members, a confrontation of professional values and the bureaucratic expectations would be unavoidable at universities. Universities also have some important distinguishing characteristics as social organizations, as highlighted by Clark (1983a). A first characteristic concerns the authority of the academic professional experts. In higher education institutions many decisions can only be made by these professional experts. Only they are able to oversee their specialized fields. That is why professional autonomy is so important in higher education institutions and that is why these institutions are called professional bureaucracies (p.20). A second important characteristic is that fragmentation is abundant in these organizations. And extreme diffusion of decision-making power is another aspect worth mentioning. As a result decentralization becomes a must, in an organization where the production processes are knowledge-intensive and the decision-making power will inevitably be spread over to a large number of units and a variety of professional actors. From this perspective a higher education institution, therefore, can be considered a federal system says Clark (1983b) and he further adds: “*semi-autonomous departments and schools, chairs and faculties act like small sovereign states as they pursue distinctive self-interests and stand over against the authority of the whole*” (pp. 266-267).

However, such characteristics outlined as; the authority of the professional experts, the organizational fragmentation, and the diffusion of the decision-making power may also lead to a kind of *organized anarchy* which has close relationship with ambiguous goals and preferences, unclear technology and fluid participation by members (Cohen et. al, 1972: 1-25).

In sum, the professional life and the bureaucratic form of administration are the two conflicting organizational arrangements. Tensions between the two arise because the need for expertise is frequently incompatible with the need for discipline, originating from bureaucratic domains. Such a conflict may be resolved by means of structural changes and rehabilitation, to be implemented in the organizational culture, at higher learning institutions along with the contemporary lines. Academics should be encouraged to be committed to their professional role with a primary loyalty to the organization. At Turkish universities the problem has two different dimensions; first decision-making mechanisms are not always dominated by professional experts due to the “*spoil*” system emerged as a result of highly centralized administrative model; the second problem seems to be the strict bureaucratic structures not allowing meritocratic understanding.

3.6 Total Quality Management: An Eclectic Model to University Administration.

Guillen put forth the idea that the evolution of management models has been moving from one model to another in a circular manner. He further claimed that new breeds of managerial approaches are mainly based on the premises of the former ones (Onder, 1996: 7). Therefore, Total Quality Management (TQM) can be considered an eclectic method.

3.6.1 Basic Premises of Total Quality Management (TQM)

TQM is simply an approach to management in which a set of tools are derived from old and new ideas—from theories of human behaviour, leadership and planning. It began as a result of the desire of **W. Edwards Deming**, an American statistician to permit the economic system to maintain its edge in a growing global market. The fourteen points Deming listed as essential to TQM have recently been adapted to the field of education (Leuenberger et al. 1993).

In the years following World War II **Deming**, whose views about quality received little response in America, was attracted by Japan. Japanese people at that time were trying to make a way out in the ashes of the collapsed economy. Then, “Deming’s principles became the blueprint they needed” (Weaver, 1992:1). The Japanese success story has made Deming’s management theory (TQM) gain renewed attention throughout the

world. In this theory the focus is on customer satisfaction based on the premises that without customers, there is no business; and without business there is no organization. Consequently, it should be the primary aim of any group to keep customers satisfied by providing them with quality products (Deming, 1986). Therefore, TQM can be defined as a comprehensive philosophy of living and working in organizations that emphasizes the relentless pursuit of continuous improvement (Chaffee et al., 1992). Basics of TQM can be simplified to three ideas: defining quality, improving the organization's over all performance, and improving its administrative system, says Bonstingl (1992). And he makes a broader explanation of these three ideas under the title of *Four Pillars of Total Quality* as such:

1. The organization must focus, first and foremost, on its suppliers and customers. In a TQM organization, everyone is both a customer and a supplier.

*2. Everyone in the organization must be dedicated to continuous improvement, personally and collectively. The Japanese call this **KAIZEN**, a society wide covenant of mutual help in the process of getting better and better, day by day.*

3. The organization must be viewed as a system and the work people perform within the system must be seen as ongoing processes. Deming and others suggest that more than 85 % of all the things that go wrong in any organization are directly attribute to how the organization's system and processes are set up.

4. The success of Total Quality Management is the responsibility of top management. Without concerted, visible, and constant dedication to making TQM principles and practices part of the deep culture of the organization efforts are doomed to fail (pp.6-7).

Since quality is the word in TQM, it should be examined a bit deeper. In simple terms, quality is a combination of quality in design, quality in output, and quality in processes. For example, quality in an academic program relates to both the program that meets students' needs, and the processes such as how the curriculum, faculty equipment scheduling and other factors are arranged to affect the program. Quality output, on the other hand, means achieving the desired result via quality process in which all the steps

within the organization's functioning, from beginning to end work effectively toward the desired goals, with each step adding value to the whole.

3.7 Can TQM Concept Be Applied to Education ?

“Deming's principle of continuously striving to improve the entire system needs to be applied to education,” says Blankstein (1992a). According to him, application of Deming's principles to the educational field must start with *building in quality now* instead of imposing strict measures to assure quality at the end of the whole process. This is also obvious in Deming's principles that he takes quality as an ingredient to be added to something during the process, rather than attaching it at the end. So “*build in quality now*” could be the motto of TQM in its educational applications (pp. 71-75).

In recent years, especially in the US universities and colleges, TQM appears to be making inroads into the halls of higher education. Therefore, at the higher education institutions TQM is becoming a life saving shield against tightening fiscal resources, rising operating costs and demands for accountability by public. Thus, considerable effort has gone into translating ideas generated by TQM to education and adaptation of Deming's fourteen points seem to be going well. Most of the points such as the elimination of hierarchical barriers between departments are essentially the same in educational setting, as they are in the business world. However, some believe that transferring business applications of TQM directly to educational field may turn out to be a terrible experience, since education may not yield products immediately after a radical change (Betts, 1992: 38-41). For example, application of a different approach on nursery school children may turn out to be something positive or negative 20-25 years later. So, measuring improvement in *tiny pieces* would not be possible in education as it is in the business world.

Coming from an educational perspective, total quality thinking requires a new approach to the treatment of both students and teachers. As Olson (1992) suggests, TQM recognizes students as both customers and employees of the educational system. Administrators need to involve students in their own education by training them to question the learning process, once they have learned to question it, administrators need to take their suggestions for change into consideration (p. 8).

TQM also brings some changes on the part of teachers in education. First of all it calls for changes in teachers' relationships with both students and administrators; teachers need to view education through students' eyes and be volunteer to work and cooperate with administrators as a team. This teamwork is ,in fact, the responsibility of administrators who need to delegate some of their responsibility and executive power to teachers (Rhodes, 1992: 76-80).

As for the testing and evaluation processes, TQM tries to assess student progress regularly throughout the academic calendar, instead of using standardized tests at fixed intervals. This may be the best way to avoid bringing problems to students' attention at the end of the year, when it is too late to take care about them. The same logic is valid for the evaluation of teachers and administrators as well; instead of limiting teacher evaluation to one or two class visits, they are continuously evaluated throughout the year (Blankstein, 1992b: 71-75). Sevick (1993) gives an outline of the TQM principles that have relevance for education, as follows:

- 1. The customer come first: The interest and welfare of every student must be the primary concern of all involved in providing educational services.*
- 2. The authorative provisions of Frederic Taylor's model does not seem to serve the educational system well. It creates students who do not think for themselves but who are always looking for ready-made answers.*
- 3. Grading students according to the bell-shaped curve is inefficient, for it creates an atmosphere of fear where there are winners and losers, only. Learning can not be promoted well in such circumstances.*
- 4. Quality is improved by embedding it in the processes at the very beginning, this will be less costly than any quality control imposed at the end when the cases are irreversible. This would mean that social promotion in any grade but especially in the early grades is a major source of problems in educational quality (p. 13).*

In sum, TQM grounds itself in the pursuit of quality through a process of continuous improvement. An institution under TQM seeks to anticipate and prevent

problems at early stages, and throughout the whole processes, and search for means and ways to empower its employees accordingly. It also maintains a focus that identifies both internal and external customers. “ ... *Ultimately TQM fosters change in the organization's core values and the integration of TQM principles into its everyday way of doing business* ” (Wolverton, 1993b:3).

As for the major challenges, seem to be hindering adoption of TQM in post secondary education institutions; they are well defined by Imai (1986). Imai describes some differences between the “Kaizen” approach to quality improvement and innovation approach which has been predominant in Western manufacturing systems. He further discusses that American higher education has reflected the western innovation while a more gradual “ Kaizen ” approach fits better for the current economic and social environment. Imai, believes that the challenges mainly come from the conventional “ innovation “ methods for quality assurance. In his comparison table of the *Kaizen* and the *Innovation*, the difference can be seen explicitly how each understanding views *change* (p. 24).

3.8 Current Models of University Administration

Governance in higher education institutions has been one of the main focus both for the academe and the governments, across the countries since the very existence of universities and contemporary establishments.

Colleges and universities are, almost in any society, expected to meet the needs of society of which they are a part, at the same time, they should be free from external interventions into their internal affairs. As mentioned earlier, universities have ambiguous goals, professional staff and diverse avenues of service. Under such circumstances the curicial question would be the one voiced by the Carnegie Foundation Report of *The Control of Campus* (1982). The question can be summarized as : *How can colleges and universities that are increasingly in the nation's service sustain their traditions of self-control, while being accountable to the various constituencies they serve ?* To answer this question a typology of governance models has been introduced as a solution for the administration of academic organizations which are quite different from classical organizations in many respects (Baldridge et al., 1977: 11-27).

The study of university administration has created a wave of inspiration that a number of scholars have suggested some organizational models for application in higher education settings. We can review the literature of these models in brief as: *the university as simply structured organization, the university as a collegial organization, the university as a political organization, the university as a classical bureaucracy, the university as an organized anarchy, the university as a network, the university as a professional federation of faculties* (Drenth, 1987b: 64-69). Similarly, Sergiovanni (1989) outlined four basic models of educational administration as; *Rational, Mechanistic, Organic, and Bargaining*, all powered by scientific, bureaucratic, collegial and political theories of management, respectively (pp.12-13). Kathleen (1991), on the other hand, discusses six major models some of which overlap with the ones mentioned above, with respect to the concepts they address. These models are categorized as; bureaucratic, rational choice, decisions process, collegial, political and cultural (p.4). The academic atmosphere and professionalism creates a unique culture almost in every higher education institution. Since universities are led by leaders there are also followers. The followers, namely; faculties and departments communicate with their leaders as they pursue the organizational goals. This two way communication is mainly shaped by two major factors; (1) the leaders' decision-making processes and ; (2) the governance model in use (Hirsch, 1987). Therefore the leadership strategies and the decision-making mechanisms should also be addressed to have a complete picture of the nature of governance models. These issues will be addressed later in this chapter. But before proceeding any further into the peripheric aspects, it would be appropriate to have a base-line review of the governance as outlined by the scholars credited here.

3.8.1 Rational Management

This model assumes that organizational behaviours are directed to a purpose, and this deliberate focus to objectives is maintained throughout all the processes. Coming from the principles of scientific management, leaders administrators are potentially able to set objectives, determine the suitable ways and means of achieving those objectives, while the outcome is closely monitored by them (Marshall et al., 1996: 272). Pfeffer (1981) outlines the main difference between bureaucratic model and rational/scientific models that the former mainly rely on rules, and standard operating procedures; less time is devoted to decision-making, whereas in the latter alternatives are investigated only until a satisfactory one is discovered.

3.8.2 Bureaucratic Management

When Max Weber described the *ideal bureaucracy*, may be he was not considering universities and other educational institutions as organizations for implementation. However, application of bureaucratic principles to educational setting in an authoritarian perspective, found its way in to the universities (Henderson & Henderson, 1974).

In this model of organization (as we have noted in the previous pages) power is collected at the top of the hierachical pyramid and superiors' responsibility is delegated down to subordinates. The bulk of communication flows downward in such an organization. Administrators who are operating their organizations according to bureaucratic convictions, are oriented towards mechanistic of the organization where individuals are seen as cogs of the bureaucratic machine. The guidelines for bureaucratic model are summarized by Blau & Marshall (1971), as:

1. *Official duties are distributed in a fixed way*
2. *The authority is distributed and delegated in a stable way and limited by strict rules.*
3. *There is a division of labour.*
4. *Competence is the main criterion for appointments.*
5. *Personal and organizational property are not mixed.*
6. *Salaries are fixed.*
7. *There is no election process in the appointment.*
8. *Rank is recognized and respected (pp. 18-26).*

Naturally, planning, organizing, staffing, directing, coordinating, ordering, reporting, and budgeting (POSDCORB) are the processes used to label organizational tasks within a bureaucratic model. As noted in the *rational management* perspective, bureaucratic model falls short of meeting university governance needs, as far as decision making is concerned. Because bureaucratic models are primarily concerned with *authority* rather than *rationality* of the decisions made.

3.8.3 Collegial Management

This model simply assumes that universities and higher education institutions have a variety of goals and a professionally fractured staff. Thus, decision making can not be implemented as in the bureaucratic model. A unified support is strongly needed for the accomplishment of goals in an organization of divided professional loyalty. Therefore, the *collegium of scholars* should participate in the decision making processes. Because the key relationship among the interest groups (faculty, students, administrators, and tax payers) based not on hierarchical authority but on shared community interests. This is quite different from the top-down authority of bureaucratic models (Millett, 1962).

The university, thus, is seen as a fraternity of scholars and colleagues granting almost total autonomy to individual scientists or group of scientists, organized in departments or faculties. Sergiovanni (1984b), on the other hand, puts forward the idea that collegial model encourages shared decision making, joint planning, increased delegation of responsibility with more autonomy (pp. 1-12). However, competing interests of loosely structured professionals of different loyalties may give rise to a conflict, claims Baldrige (1971b).

3.8.4 Political Management

As a remedial alternative to collegial model, political model has been suggested which would fit better to university governance. In the political model the focus is on the “ *power sharing* ” throughout the policy-forming processes. The power held by a chairperson or a dean is distributed to the department and faculty boards where all categories of *political groups* represented. Thus, organizational policies are formulated by focusing on the relations between conflicting interests and shared power (Morgan, 1986).

The political model perceives the organization as an open system, affecting and affected by forces in the external environment. Administrators in the political model do not attempt to formulate optimal solutions, but they seek solutions that will answer a variety of demands both from inside and outside the organization (Sergiovanni, 1984c:7).

3.9 Restrictions of the Traditional Management Models

In their recent article Marshall and his colleagues (1996) give a clear perspective of the missing values of these theoretical models of management in six items as:

1. *Rational planning and decision making are top-down. Only those at the top have right to judge, command, make policy and assign tasks, orders, duties and prescriptions.*
2. *Fairness is achieved by equal application of law and policy.*
3. *Good leadership is value-neutral and apolitical.*
4. *Effective leaders are proper, serious, impersonal and detached.*
5. *Communications are formal, controlled, and unidirectional, handed from the top.*
6. *Organizational boundaries are tightly controlled; tasks are finite, predictable, and manageable; goals are short-term and outcomes are quantifiable (p. 274).*

These can be considered as guidelines for administrators. Each management model contributes to one or more issues of university governance, pure implementation of any particular model is not common. Rather an eclectic approach is observed, regardless of the leadership style employed by university administrators. Thus, Birnbaum (1988) suggests an integrated model which is called a *cybernetic model*. The model combines several aspects from different models to sustain a more flexible approach in the analysis of highly complex organizations, like universities and colleges (p. xviii).

3.10 Leadership Theories and Their Relation to Higher Education

“ Leadership is the process of influencing the activities of an organized group toward goal setting and goal achievement.”
Ralph M. Stogdill

“ Leadership takes place in groups of two or more people and most frequently involves influencing group member behaviour

*as it relates to the pursuit of group goals." Robert J. House
and Mary L. Baetz*

*" Leadership is the lighting of man's vision to higher sights,
the raising of a man's performance to a higher standard, the
building of a man's personality beyond its normal limitations."
Peter F. Drucker*

3.10.1 Theoretical Framework of Leadership

Definitions of leadership theories are indeed as many as the number of researchers engaged in studying the concept of leadership. As indicated by the above-given two simple definitions, *leadership* can be considered among the key issues in achieving organizational goals by leading and motivating group members towards the pre-defined goals. After examining traditional management approaches and their implications on the university governance, leadership patterns should also be studied under the same models which are thought to have great influence on the social fabric of academic organizations. Yet, some scholars argue that leadership theories are no longer cogent and practically feasible, because changing demands require new frameworks (Mc Call & Lombardo, 1978). The literature on higher education governance would not be complete without a brief discussion of leadership and its impact on decision-making. Leaders' decision making processes are greatly influenced by how their organizations are structured and how it emulates the leader's definition of his/her leadership role.

Bensimon and others (1989) suggest six categories of leadership theories. These are: (a) trait theories, (b) power and influence theories, (c) behavioural theories, (d) contingency theories, (d) cultural and symbolic theories, (e) cognitive theories. Another scholar, Davies (1993) studies leadership from a *Human Resources Management* (HRM) perspective and argues that leadership can not be considered a sub-set or function of management, as perceived by the Classical theories. He suggests that "... *leadership provides the context in which management takes place and that leadership is about people while management is about sources.*" And he further proposes the following leadership styles of the Blake and Mouton (1978) for an insight look into the matter. These styles can be examined under five categories:

“ 1. ‘ The impoverished manager ‘ displays low interest both for people and the tasks to be accomplished. Avoids from contact with staff.

2. ‘ The obedience manager ‘ mainly focuses his/ her attention on production (this can be student achievement in an educational institution), while almost no regard is devoted to the people.

3. ‘ The Country Club manager ‘ is mostly interested in people, neglecting the production. And maintenance of the statusquo is a high priority for such leaders.

4. ‘ The organization manager ‘ has a kind of balanced concern both for the people and production.

5. ‘ The team manager ‘ is equipped with a fairly high concern both for the people and the production within the organization. S/he tries to satisfy the individual needs of the staff while struggling for the goal achievement “ (pp.70- 71).

Baldrige and his colleagues (1977), on the other hand, have made a distinctive categorization of leadership images associated with traditional management models, indicating distinguishing characteristics of each model. The leadership characteristics under each model can be summarized in a table as:

Figure 1.

LEADERSHIP TRAITS UNDER DIFFERENT MODELS

Management Model	Leadership Characteristic (s)	Major Role	
Collegial	Listening and gathering experts' judgements, more than commanding.	Facilitator with persuasive power.	1
Political	Acting like a cabinet leader in charge of orchestration.	Mediator or negotiator between the power blocks.	2
Bureaucratic	Single, powerful authority on top of the hierarchical pyramid. Giving orders for execution.	Solving problems with the 'super power.'	3

Adapted from “ *Alternative Models of Governance in Higher Education* ” Baldrige et al. 1977, pp.21-22.

Based on this categorization we may infer that effective leaders are the ones who are able to incorporate means and ways to achieve team consciousness by improving communication and, recognize the uniqueness of individuals to promote growth and development. They are also expected to be competent in planning and allocating the material resources needed for the well being of their organization.

The concept of higher education leadership, paradigmatically, is moving toward a symbolic leadership rather than a representation of power on top of the hierarchical pyramid. This model appears to be gaining importance in the developed countries whereas in the developing ones power-based models are more popular. Lashway (1995a) also notes this shift that instructional leadership would primarily serve for “ *establishing the school's mission or creating a vision,*” rather than telling professionals what to do and when. This view finds a strong support in the words of Naisbitt and Aburdene (1990)

who believe that *the most exciting breakthroughs of the 21th century will emerge with the expanding concept of what it means to be human* (p.16).

3.10.2 Leadership in Higher Education

Higher education, throughout the world, has been experiencing difficult times. As the range and magnitude of problems grown over the past decades with ever increasing demand and diminishing financial resources, the need for stronger leaders and skilful managers has become the focal point of universities and colleges. As a general rule academic administrators of higher education institutions are not trained for administrative positions, but for academic careers in research and teaching. They traditionally develop their managerial skills through on-the-job training, though such a training could be a high cost one. Nevertheless, private programmes, extension courses, and some specially designed training courses are becoming popular among the academic administrators as they perceive the significance of professional development in their position.

The leadership in universities is problematic because of the conflicts between professionals and the bureaucratic administration (this is more oblivious in Turkish case). Rosovsky (1990), a former dean from Harvard, argues that university can not be governed by democratic processes only, because academic knowledge and participation in decision-making mechanisms vary so greatly among the members of the different constituent bodies of the academe (pp. 273-304).

Reports on the state of higher education have revealed that quality of leadership that challenge traditional notions of the organizations, has a significant impact on the over all institutional performance (Dill & Fullagar, 1987: 390-412). A survey conducted in twelve countries also suggested that there is a generalizable lack of trust in administrators and the reason for the dissatisfaction of the academics, mainly, appeared to be the poor leadership in the academic departments (Lewis & Altbach, 1996: 256-257).

Research on the educational leadership suggests that higher education leaders tend to accept a traditional and directive view when they define their leadership role. Two-way communication is not emphasized very much and directive leadership is seen more significant than facilitative leadership, moreover no attention is given to the social exchange processes of mutual influence (Dill, 1984: 66-99). Even though the individual

member's output in an organization, is not considered among the leaders' direct tasks, their effectiveness, however, judged on how well the group achieves intended tasks (Fiedler, 1967: 9). Therefore, we may reach a conclusion that effective leaders are the ones who have developed a sense of passion and pride to generate the desired willingness for the achievement of goals.

On the other hand, how educational leadership is seen from the TQM perspective has, recently, become an important issue in the field. Therefore it would be wise to have a closer look at the premises in this newly emerging concept of the leadership style. As we mentioned in the previous sections of this chapter, *Total Quality Management* is becoming a life-saving model for business and industry. Educational institutions are also affected by this new stream of management and universities and colleges are seeking to possible ways and means to switch to TQM. As in all the administrative models, leadership in TQM is seen curicial and vital for the good of organizations. To gain a better insight into the TQM principles adaptable to educational institutions, we can have a look at Sallis' (1996) descriptions on a quality leader. His list reads as follows:

A *quality* leader must have :

- (1) Have a vision of total quality for his/her institution;*
- (2) have a clear commitment to the quality improvement process;*
- (3) communicate the quality message;*
- (4) ensure that customer needs are at the centre of the institution's policies and practices;*
- (5) ensure that there are adequate channels for the voices of customers;*
- (6) lead staff development;*
- (7) be careful not to blame others when problems arise without looking at the evidence. Most problems are the result of the policies of the institution and not the failings of staff;*
- (8) lead innovation within their institutions;*
- (9) ensure that organizational structures clearly define responsibilities and provide the maximum delegation compatible with accountability;*
- (10) be committed to the removal of artificial barriers whether*

they be organizational or cultural;
(11) build effective teams;
(12) develop appropriate mechanisms for monitoring and
evaluating success (pp. 77-78).

Educational leadership is gaining some extra weight in highly bureaucratized oligarchic structures, as in the case of Turkish public universities, due to a vicious circle of politicization, and the extremely crowded lane of power. This is mainly caused by all parties trying to make a room for themselves in the limited space of the top storeys of the hierarchical tower. In current Turkish higher education system, all the critical decisions are made by a few, without any challenge by the subordinates. As mentioned in the second chapter , with the introduction of the Law 2547, the relative weight of the committees that used to steer decisions has been lowered down to almost zero.

Blanchard (1996) in his article, puts forward the idea that ***creating a vision*** and ***implementation*** are both leadership roles. He further suggests that the hierarchical pyramid in organizations should be turned upside down, because when the pyramid is right side up people (subordinates) think that they work for the person above themselves, therefore they usually assume that ***the boss*** is responsible and then, their job consists of being responsive to the boss and to his whims and wishes. However, he strongly recommends that the pyramid should stay upright when it comes to setting the vision, values, mission and major goals (pp. 84-85). This change in the organizational philosophy is urgently needed in universities, since they are led by professionals and expected to raise intellectuals to promote pluralism against the errors of monopoly power nationwide.

We may put an end to the study of leadership by referring to Drucker's four *simple things* that he observed in all the effective leaders regardless of the organization they are leading. He outlines these four qualities as: ” (1) *The only definition of a leader is someone who has followers. Some people are thinkers. Some people are prophets. Both roles are important and badly needed. But without followers, there can be no leaders;* (2) *An affective leader is not someone who is loved or admired. He or she is someone whose followers do the right things. Popularity is not leadership. Results are;* (3) *Leaders are highly visible. Therefore they set examples;* (4) *Leadership is not rank, privileges, titles or money. It is responsibility.* ” (Drucker, 1996: xii)

3.11 Management Processes and Decision-Making

As mentioned in the previous chapter Henry Fayol was a pioneer in studying management with a scientific understanding. He also categorized the management processes as; planning, organization, giving orders, coordination and control. Luther Gaelic and Earwax developed Fayol's formula of the management processes by adding further details, which is known as POSDCRB (Thompson, 1968: 56-57). Among the management processes, decision-making has a special place since it constitutes the core of any managerial process. Without any decision made, nothing can be put in force. Furthermore some scholars believe that management should be perceived as *problem solving* and much of problem solving involves decision making as the first step (Basaran, 1994). Basaran, further, outlines the problem solving stages as follows:

1. To have the will to discover problems.
2. Identification of the problem.
3. Searching for alternative solutions.
4. Deciding on the best possible solution.
5. Execution of the best possible solution.
6. Evaluation of the application (29-30).

Similarly, Cuceloglu (1997: 266-284), gives a detailed description of the decision making for daily practices by emphasizing how serious it is to decide on something through making way out of the possible alternatives.

3.11.1 Decision-Making

Decision making is a process which involves a number of steps, each to be taken seriously, also it is among the major responsibilities of all administrators. It involves not only making the decisions, but also implementation of them. Decision making is nothing specific to administrators, we all as human beings make decisions a great deal of time. But, here we are mainly interested in decision making and its relation to educational setting. An awful lot of literature is available on decision making theory derived from a wide range of disciplines in the social sciences. In this section we are going to examine major theories of decision making under *The Classical* and *The Administrative* model.

The Classical Model suggests that decisions should be made by seeking the best possible alternative to achieve rationality. Rationality denotes behaviours and decisions well adapted to the organizational goals. The Classical theory emphasizes the importance of a series of steps as:

1. A problem is identified.
 2. Attention is directed to this problem.
 3. Objectives are set.
 4. Possible alternatives, to achieve the best solution, are generated.
 5. Possible consequences are studied carefully for each course of solution.
 6. The best alternative is selected for implementation.
 7. The *rationale* decision is implemented.
 8. After a while the decision implemented is evaluated
- (Griffiths, 1959 : 113).

The Administrative Model, on the other hand, views decision making process as a cycle of events. This cycle includes the diagnosis of a difficulty, the development of a plan to tackle this difficulty, putting the plan in action, and the evaluation of its success (Litchfield, 1956 : 3-29). Decision making in educational settings is not different in nature. Again rationality is one of the significant aspects in making decisions. Unless the administrator is equipped with satisfactory information on the difficulty being faced, he/she is not capable of making sound decisions. Simon, (1993) discusses the importance of rationality in decision making and he talks about the rational, the nonrational and the irrational decisions, suggesting that; “... *rationality is the set of skills or aptitudes we use to see if we can get from here to there- to find courses of action that will lead to the accomplishment of our goals. Irrational means poorly adapted to goals. Whereas nonrational reminds us that the goals themselves have to be postulated somehow in the decision-making process.* “ (p.393). Thus, we come to a conclusion that rational decision making is one of the essential elements of management.

Benjamin and Carroll (1996) strongly argues that universities need to develop new forms of decision-making mechanisms where all the academic and nonacademic

divisions should be subjected to the same scrutiny. They also believe that "... *no single group of decision makers can set priorities for such a large, complex structure, there should be no closed administrator or faculty task forces to set priorities.*" (p. 713).

3.11.2 Shared Decision-Making

Beginning from 1980s shared decision-making began to emerge as a promising ingredient in educational reform proposals. The rationale behind the shared decision-making concept is quite simple: those who are closest to the learning and teaching processes are best to suggest solutions (Lashway, 1996b). The ultimate goal to be achieved through SDM (shared decision-making) would be improved teaching and learning. Because an educational institution run by *committees of teaching staff members* , without any dominant and visible administrative character over them, would generate *rational decisions*. Involving everybody in the *game* is expected to bring much more job satisfaction in the organization, as well. Hierarchical authority would, then, be replaced by mutual trust and understanding to be established by the overall commitment to the shared values and decisions agreed upon collectively (Lontos, 1994: 1-2).

In spite of all these positive expectations in terms of decision quality and better job satisfaction, participative decision-making may lead to frustration if information-sharing structures are not established properly within the group (Wood, 1984: 55-64). Kent and colleagues (1995), similarly, argue that educational institutions adopting SDM, should be ready to undertake a painful transition which requires a considerable amount of training to develop effective decision-making skills and structures (pp.1-7). Nevertheless such difficulties and disadvantages do not come to mean that shared decision-making has completely failed. Major changes in organizational culture do not happen overnight. This is especially evident in higher education where shifting interests of professionals and goal ambiguity dominates the social texture.

There is an awful lot of literature on the advantages of participative management, which is believed to improve overall outcomes both qualitatively and quantitatively as Harwood Studies suggested (Coch et al., 1948: 512-532).

3.12 Some Related Studies

3.12.1 In the World

Extensive examination of the literature and survey studies clearly show that insufficient time and effort have been devoted to the assessment of universities and their administrative problems. Furthermore, there is almost no research study yet conducted to unearth administrative problems of the universities by taking an inside perspective directly involving the academic staff members in the research processes.

A research study conducted by Hill (1985) attempted to examine the organizational structure and branch campus administrative problems within a multi campus university. In this study administrative problems of branch campus was found to be related to the overall multi campus organization and it was argued that administrative problems in these remote branches should be studied independent of the other campuses. Another remarkable study was carried out by Hibbard (1973) for the assessment of the administrative problems of the Eastern Kentucky University from a historical perspective between 1906-1960. In this study, the researcher tried to give a profile of the administrative problems from a historical perspective.

Mc Connell (1973), on the other hand, pointed out that the transition from elite to mass education at the universities and ever advancing communication technologies would bring a universal identity to the university education. Baldrige (1971), after examining decision-making mechanisms and organizational structure of the universities, found out that external factors are influential both on the organizational style and the decisions made within the academe. A similar study, Ussem (1974), revealed that governing bodies of the universities were dominated by the member of high income groups, white males and Protestants. Based on the findings of the same study, a majority of the academic staff members believed that decisions, at the universities, were not made by *right* people. Lawless (1983), with his study tried to contribute to the organizational development of the universities and suggested some essential units needed to form a university structure (pp.137-147).

Moran and Wolkwein (1988) after studying university and the academics' executive power, stated that in spite of the autonomy given to the academics in their research undertakings, participation in decision-making processes were far from

drawing a parallel line even with this limited autonomy (pp. 367-383). The importance of relationship between the political systems and the university governance models has been studied by Massialas (1969).

The number of studies carried out to analyze organizational structure and governance models at the universities is quite limited. And most of the research undertakings in this field have been focused on the evaluation of the university reforms, structural arrangements and examination of different governance models. In this sense, Keeney and his colleagues (1967) suggested that the governance model of the state and societies' value system will have reflections on the management models of the educational institutions in that particular country. Similarly, Krueger and Prinz (1972), suggested that a general restoration in the universities would not turn out to be a success because of the varieties and fragmented professional structures they bear. Patterson (1972), believes that a university reform should be accompanied with the reorganization of all the other related institutions that may have influence on the universities.

Gedikoglu (1985), studied the developmental phase of Turkish higher education during the Republic Period covering the years between 1923-1985. This study aimed at "... identifying the major changes that have taken place in Turkish higher education system in the Republic Period, and to arrive at conclusions concerning causes, effects, or trends of past occurrences that may help to explain present events and anticipate future events in relation to missions, organizational structure, and governance of Turkish higher education." (p.19). Gedikoglu also (1995a,b) examines the changing university governance models and missions of Turkish higher education in his two scholarly articles. Gedikoglu's studies are of special interest since he has been among the pioneers to bring Turkish higher education system into focus, abroad, with respect to its missions and governance models from the beginning of Republican Period up to the present time.

Another issue addressed by the researchers has been the collaborative or shared governance structures in higher education institutions. Draper and Van (1990) studied the California and Yosemite Community College District experience to analyze how shared governance model could be implemented and what benefits it would yield. They concluded that "... the central objective should be the creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over

governance. ” (p.8).

3.12.2 In Turkey

As mentioned before the most recent law, that of 1981, reaffirmed by the 1982 Constitution has come into existence after a military takeover, suspending the democratic institutions. Centralized control of the higher education system in its all aspects has been the major shift brought by the Law. Those who are , in the first hand, affected by the new changes in the Higher Education brought about by the Law 2547, did not have a voice over what is being done to the higher education system for the sake of “reform.” Communication channels were blocked between the authorities and the academe, because the university was accused of deliberately causing student activism and the violence that took place before 1980s. This *deadly silence* in the academic world was broken by a series of reports released by the HEC.

These were all propaganda reports’ praising the new system and showing the ‘*developments*’ both in quantity and quality of the Turkish universities in graphics and even ‘*some betterments*’ that the new system brought into the field of *academic freedom* (“YÖK” Reports: 1988, 1988, 1991). Unfortunately, none of these reports were based on a scientific research which might have been carried out by gathering data involving in all the related parties of the matter in question. However, after the 1981 University Reform Act a quantitative increase in all the facets of the academe was observed, ranging from student capacity to the number of universities. Another noteworthy development was that the university campuses began to appear almost in all the provinces besides a few big attraction centers such as Istanbul, Ankara and Izmir. But the cost was too high, because all these developments were realized at an expense of erosion in quality.

Research studies carried out to examine the universities’ problems and difficulties, putting the 1981 Reform Act in the focus, rarely appeared in the years following the Reform. Still we do have a shortage of this kind of academic studies. Dulger (1991) conducted a comprehensive study for a Ph.D degree. The study attempted to identify; the functions of the university in the eyes of the society and academic staff members in public universities; the views of the academic staff concerning the relevance of the current institutional structure in universities and their

expectations of the relevant structure as regards to the autonomy. Eralp (1987) completed a masters' thesis on the history of autonomy in the former university *the Darulfunun*, from its foundation until it became an autonomous institution. Akgunduz (1996) also studied the *Darulfunun's* structure and functions from a historic developmental perspective, during the classical period which stretches between 1300-1773. This comprehensive study thoroughly analyzes the *Medrese* System (ancient higher learning institutions in Seljuck Turks and Ottoman Empire) with respect to mission, structure and functions in relation to the other social and cultural institutions of that period and from a historical standpoint. In another study carried out on the *Darulfunun* and the introduction of modern education into Turkey, Bingol (1991) analyzes the period between 1863-1908 and discuss the changes brought into higher education. Aslan (1992), similarly, studied the transition period in Turkish higher education, marked with the foundation of the *Darulfunun* until the first university was established in 1933. Another remarkable study on the background of Turkish higher education, again, focuses on *the Darulfunun* between the years 1863-1933 (Siler, 1992).

A study was conducted by Leblebici (1989) to discover academic manpower problems of higher education in Turkey. This study closely examines the causes of academic manpower shortage and structural deficiencies of the whole system having impact on this particular problem. Baskan's (1990) study is among the pioneers to compare higher education laws of 1750 and 2547 as regards to the management processes and the structural organization models they brought into the higher education institutions. Based on the findings, the researcher concludes that the Law 1750 was more flexible than that of 2547 in many respects. Demirhan (1991) ,on the other hand, studied the factors affecting the Turkish governments' higher education policies between 1961-1989.

Karayalcin (1964) categorizes university governance models according to the inner supervision systems they have. These are; curator, centrist and committee oriented models. Autonomy, being one of the major issues in the university governance discussed by Kuban (1971) in depth giving a number of definitions on the concept. Kabasakal (1986) attempts to shed light on the background of institutional autonomy at the Turkish universities from a comparative perspective. Gucluol (1992) with his survey tries to gauge the opinions of university administrators as regards to the ways according to which they were selected. Based on the findings he concludes that

academics, occupying the administrative posts at the Turkish universities, do not favour the practices relating to the selection of university administrators (p.222).

3.13 Current Higher Education System in Turkey and the 1981 University Reform Act

In the preceding sections of the literature survey, the developmental phase of the Turkish higher education (mainly universities) has been examined with respect to administrative style which gave rise to different governance models throughout this century. However, current higher education system in Turkey would not be complete without taking a close look at the Higher Education Law of 2547 which went into effect on 6th November 1981 and has been introduced as the University Reform Act of 1981. With the introduction of this law, higher education in Turkey underwent some major reorganizations as regards to academic, institutional and administrative aspects. It has also been considered among the most significant of its kind recorded, since Ataturk's university reform of 1993.

3.13.1 Major objectives of the 1981 Reform Act and the Law 2547

A comprehensive coverage of the current higher education system has been made available by the HEC on Internet with an informative web page. The following information was retrieved from this on line web page (YÖK, 1997) and summarized as follows:

According to both the provisions of the Law and the Constitutional articles of 130 and 131, the supreme authority for higher education in the country is the Higher Education Council (HEC); a fully autonomous body and national board of trustees having no political or governmental affiliation.

Among the major objectives of the reform, was to achieve a unified system of higher education with a coherent and interrelated pattern of institutional diversity. Thus, all the academies, teacher training colleges and vocational schools were re-organized; while some of them were transformed into new faculties and affiliated to the universities in their own regions. Because, before this Reform Act, the Turkish higher education system consisted of three types of institutions:

- a. the universities;
- b. the academies;
- c. vocational schools, and teacher training colleges.

The academies, vocational schools and teacher training colleges were affiliated with the Ministry of National Education. And there was no coordination and central planning with this tripartite system of the former higher education. This reform movement also placed emphasis on extending universities to the remote sections of the country, beyond three big cities where most of the universities were situated. Therefore, with the establishment of eight more public universities in 1982 and one private university (Bilkent) in 1984, the total number the universities increased from nineteen to twenty-eight. At present there are 58 universities offering both graduate and post graduate education and research in different campuses nationwide. Eight of them are private universities and two are functioning as Institutes of Higher Technology.

3.13.2 Administrative organs of higher education under Law 2547

As mentioned before, 1981 Reform Act institutionalized HEC (Higher Education Council) as a central body for the control and coordination of universities in Turkey. This administrative organ consists of twenty four members, fourteen of whom represent the academe, while the other ten members delegate the Government. The final appointment to the Council is made by the President of the Republic for a term of four years, after the procedures for the nomination and selection of the members are lawfully completed. The term of four years is renewable. The Council is also presided over by a member after appointed by the President of the Republic.

The council is composed of two governing bodies, called the General Assembly and the Executive Committee. The General Assembly is in charge of decision and policy making. And proceedings of this Assembly can not be ratified by any other authority. All the members of the Council attends the Assembly meetings held at least three times within every half-year, either upon the president's invitation or upon a written proposal of one third of the members, however, it may also convene extraordinarily. The quorum required for the transaction is fourteen.

Executive Committee, on the other hand, is a permanent body with its eight

members and mainly deals with the execution of the policies adopted. It is also concerned with the implementation of the resolutions passed by the General Assembly. Among the members of the Committee there are two vice presidents, elected by the General Assembly from its members. The quorum needed is six.

Minister of National Education reserves the right to attend the meetings of the General Assembly, however, can not vote against the resolutions adopted by the Assembly. Thus, Higher Education Council's communication is realized with the Ministry of National Education.

HEC is mainly concerned with making proposals concerning budget , establishing new universities and amalgamation of institutes of higher education, to the Cabinet through the Minister of National Education. Because the Constitution of the Republic of Turkey requires an act of the Parliament prior to establishing any university. Provisions of the Law 2547 requires The Higher Education Council to be in cooperation with the universities and also some academic bodies, such as the *Interuniversity Board* and the *Rectors Committee of Turkish Universities*. The Council's cooperation with such academic bodies is of great importance for the development and planning of higher education policies. In this respect, the major responsibilities of the HEC outlined by the Law 2547 can be summarized as follows;

1. to prepare guidelines for the rate of growth in the universities to make it compatible with their capacity at maximum efficiency;
2. to make programs and provide facilities for the training of junior academic staff, and to make sure that the resources are used efficiently;
3. to make proposals and plans concerning the establishment of new universities to the Minister of Education for submission to the Council of Ministers; or the Parliament;
4. to submit recommendations for the annual higher education budget, after reviewing and evaluating the budget proposals to the Minister of Education, for the Council of Ministers and Parliament, made by the universities;
5. to allocate the enrollment capacity of the universities and set down general

principles related to admissions;

6. to make proposal to the President of the republic in case a vacancy in the universities occurs;

7. to appoint deans of faculties by taking the chancellors' suggestions into consideration;

8. to set the minimum requirements for the higher education curricula in different disciplines, by consulting the *Interuniversity Board*;

9. to determine the amount of tuition fees for different programs, every academic year,

10. to make and impose regulations concerning the transfer of students (if they wish so) from one university to another.

3.13.3 Higher Education Inspection Board

The Higher Education Inspection Board has five members who are all professors nominated by the HEC; three of the members are selected and appointed by the Council from among nine candidates proposed in equal numbers by the Court of Cassation, the Council of State and the Court of Accounts. The remaining two members are selected by the General Staff and by the Ministry of Education.

3.13.4 Interuniversity Board

This Board is primarily concerned with interuniversity academic matters and cooperation. All the university presidents are members of the Board. One of the members is appointed as the chairman of the Board to serve for a calendar year.

Making general regulations and laying down principles related to the research activities; publications; higher degrees; equivalence of titles and degrees earned abroad; setting the academic procedures to be followed for the promotion of senior faculty members and minimum requirements for the duration of tuition are all among the

responsibilities of the **Interuniversity Board**.

3.13.5 Student Selection and Placement center

This center was established in 1974 and it was affiliated to the Higher Education Council in 1981. Its primary concern is to select and place students in higher education programs. It also offers services to higher education institutions to administer examinations. For example, beginning from 1996, examinations are administered by this center to qualify candidates, seeking admission to graduate programmes in almost all the disciplines. The center is also responsible for collecting and processing statistical information concerning the teaching staff and the students of higher education institutions. Examinations for the recruitment and promotion of the staff in some government agencies are also held by this Center.

3.14 Structure of the Universities under the Law 2547

Turkish higher education system is made up of Universities (both private and public) and Institute of Higher Technologies (Advanced Research Centers). each university consists of faculties, institutes of graduate studies, vocational colleges and research centros.

3.14.1 Faculties

Faculties consist of departments as the smallest units. The head of the faculty is the dean and appointed by the Higher Education Council from among three full professors nominated by the president of the university concerned. Each department in the faculty has a chairperson appointed by the chancellor upon the proposal of the dean of the faculty.

3.14.2 Institutes of Graduate Studies

All the institutes are primarily concerned with the coordination and organization of graduate courses and directly affiliated with the presidential office. Thus, the directors of these institutes are appointed by the chancellor (university president)

Generally there are three types of graduate institutions, each of which is responsible for a particular graduate program. For example, Graduate Institute of Social Sciences coordinates all the graduate programmes and courses offered in the humanities, social sciences, economic and administrative sciences. Similarly, the Graduate Institute of Medical Sciences is in charge of the graduate programmes in medical sciences such as medicine, dentistry, pharmacy and veterinary. And the Graduate Institute of Basic Sciences takes care of all graduate studies in physics, chemistry, mathematics, engineering, architecture, agriculture and oceanography.

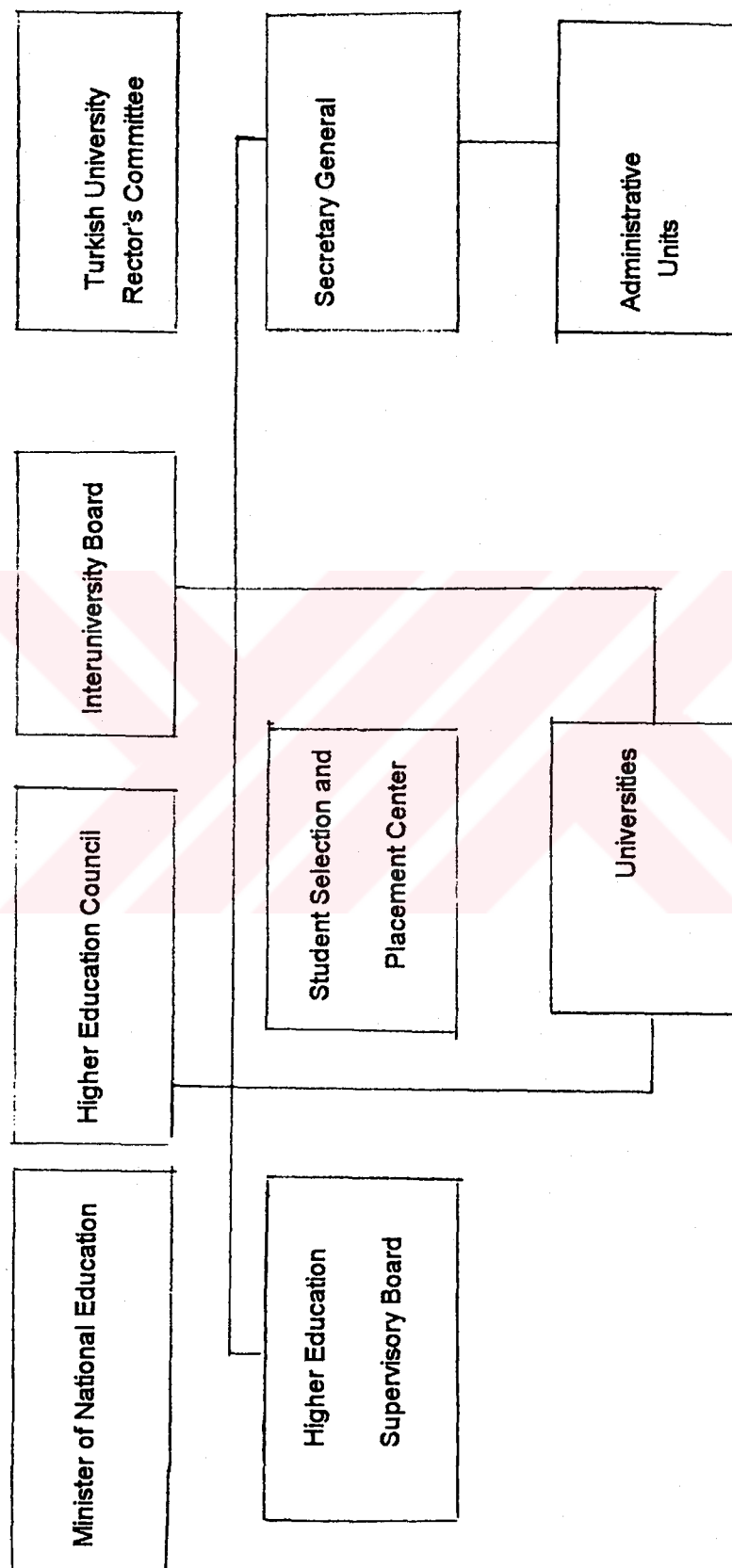
Vocational schools and colleges are also affiliated to the universities to offer two-year training in various professional fields to provide intermediary manpower needed by the country. These schools are of two kinds; most of them are two-year colleges but there are also four-year colleges also.

3.15 Academic and Administrative Structure of the Universities in Turkey

The president is both academic and executive head of the university. a president is appointed for a term of four years in the 'office.' Appointment procedure involves elections as well. President of a university is appointed by the President of the Republic of Turkey among three candidates who were nominated by the Higher Education Council, based on the elections carried out at each university. A president may be reappointed through same procedures after completing his/her term in the office.

As for the responsibilities of a university president s/he represents on all occasions, preside over the senate and university administrative board, s/he is also in charge of ratifying the by-laws and statutes passed by the senate; report to the Interuniversity Board concerning the university's performance as regards teaching, research, publications and other academic matters. Appointment of the faculty deans, is also proposed by the university president to the HEC

Figure 2. STRUCTURE of the HIGHER EDUCATION SYSTEM in TURKEY



CHAPTER IV

DATA COLLECTION AND METHODOLOGY

4.0 Presentation

This chapter has been reserved for the presentation of the research method, design of the study, research population and sampling procedures, the methods and instruments used in data collection, development and structure of the instruments and the procedures for data analysis. Procedures used to assure validity and reliability of the instrument are also included in this section.

4.1 Research Method

This research is a descriptive study in which data have been collected for the analyses in the process of seeking answers to the research questions and providing evidence to test the hypotheses. The data for the study were collected from academic staff members of the 11 Turkish public universities in different geographical locations, nationwide. *Attitudes* of the academic staff members, concerning the administrative problems thought to exist at the Turkish public universities have been explored through administration of a questionnaire *designed for this purpose, solely*. This study can be labelled as a *survey study* with respect to the setting (academic units of the universities) where it was conducted. Due to the fact that the data collection was realized by questionnaire, the interpretation of the findings will have an *appraisal* nature.

Figure 3. Universities which fell into the sample group of the study

Total Number of Academic Staff Members	Name of the University	% and the number of the subjects to be included in the study at each university	
		%	N
1352	Çukurova University	21 %	283
1050	Ondokuz Mayıs University	16.6 %	173
374	Balıkesir University	5.8 %	21
208	Kafkas University	3.2 %	7
326	Abant İzzet Baysal University	5.3 %	16
678	İnönü University	10.6 %	71
510	Celal Bayar University	8.0 %	40
337	Kirikkale University	5.4 %	18
404	Mimar Sinan University	6.3 %	25
377	Gaziantep University	6 %	22
737	Akdeniz University	11.9 %	85
Total: 6353	Total: 11	100 % =	761

Figure 4. List of Faculties /Academic Units Randomly Selected from Each Cluster (University).

Name of the University	Faculties/Depts. where questionnaires were administered	Total Number of subjects and/ the returned questionnaires
Çukurova University	Faculty of Education School of Foreign Languages Faculty of Theology	283 / 65
Ondokuz Mayıs University	Faculty of Medicine Faculty of Agriculture Faculty of Arts & Sciences	173/ 40
Balikesir University	Faculty of Education Faculty of Engineering	21/ 16
Kafkas University	Faculty of Veterinary Faculty of Arts & Sciences	7 / 7
Abant İzzet Baysal University	Faculty of Education Faculty of Forestry	16 / 14
İnönü University	Faculty of Engineering Faculty of Education	71 / 32
Celal Bayar University	Faculty of Economic and Administrative Sciences Faculty of Engineering	40 / 18
Kırıkkale University	Faculty of Arts & Sciences Faculty of Economic and Administrative Sciences	18 / 13
Mimar Sinan University	Faculty of Arts & Sciences Faculty of Architecture	25 / 17
Gaziantep University	Faculty of Medicine Faculty of Engineering Faculty of Arts & Sciences	22 / 20
Akdeniz University	Faculty of Medicine Faculty of Arts & Sciences	85 / 18

Total =761/260

4.2 Research Population and Sampling Procedures

The subjects of the study were all the academic staff members of the Turkish public universities during the academic year of 1995-1996. According to the statistical data released by the HEC (Higher Education Council), total number of academic staff members was **43103**, at the time the study was conducted (YÖK, 1996b: 9). However, academic staff members of the *vocational higher education schools* were not included in the research population because, their **goals** and **objectives** are quite different from those of the universities. And, therefore the research problems posed in the study did not intend to investigate the administrative problems of these institutions due to the fact that they *remained out of the scope of the study with their differing goals and objectives*.

Since the research population was too large to conduct the study with, *cluster* sampling procedures were employed to draw a *manageable sample* for the elimination of time and financial constraints of working with an enormous population (NEA, 1965, Gay, 1981:85). Therefore, the procedure for securing a nationwide sample of academic staff members has been accomplished by *cluster sampling*. As shown in **Table 1**, 11 universities were randomly selected among 51 public universities. Thus, 20 % of the public universities, where **6353** academic staff members of differing academic degrees; Professors, Associate Professors, Assistant Professors, Instructors and Research Assistants fell into the *research sample*. *The reason why ' 20 %' was taken as the suitable size was that the possibility of including representative universities scattered on large and diverse geographical locations could be increased to obtain higher return rates of the questionnaires, nationwide for the ease of the generalizability of the results*. Because pilot study indicated that the return rate would be low, if 10% was taken as the sample size.

The faculties at which **761** questionnaires were administered and the individual subjects at each university, again, were decided by random sampling. The exact number of questionnaires, to be sent to the academics for administration, was calculated by deducing a relative percent of the total number

of the subjects in relation to their weight in the whole cluster. For example, Çukurova University being one of the clusters had **1352** academic staff members. This constituted 21 % of the total subjects (**6353**) taken into the whole sample. Therefore, 283 subjects were drawn from this university since 21 % of the 1352, gave us that figure. As for the selection of individual academic staff members at the faculty level, this has been done in accordance with the *instruction manual* mailed to the Deans as an attachment of the questionnaire booklets, bearing a random numbers list. Moreover, for the ease of this step questionnaire booklets had been divided into three categories of academic posts and labeled as “ Ph.D holders, “ ” Master’s Degree holders, “ ” Instructors (research assistants). “ Each category of academic personnel has been given a proportionate share in the *sample*, based on their relative *weight in that particular cluster* where questionnaires had to be administered. A total of 761 academics at 11 different universities were mailed questionnaires, nationwide and stamped envelopes for the return of the completed forms. After sending the questionnaires, faculty Deans were called and given a brief explanation about the study and the questionnaires. A total of 260 subjects, either fully or partially, completed and returned the questionnaire booklets, composed of 27 pages with 178 items. Finally, 230 of the returned questionnaires were used in the actual data analyses, because 30 of them had to be eliminated for not complying with the regulations to be followed when filling out the questionnaires. The universities which were late in returning the completed questionnaires, were sent letters to remind them of the significance of their contribution to the study and this attempt proved to be helpful in increasing the overall return rate. Although the research was closely related to the subjects’ work environment and was a suitable platform to make their voice heard, the return rate of the questionnaires were rather low. The reasons for this may be several. First of all, the completion of the questionnaire required time and close attention because, the average time allowed for the completion of each questionnaire booklet was 45 minutes.

4.3 The Methods and Instruments Employed in Data Collection

The choice and determination of the instrument to be utilized is among the most crucial tasks of a researcher in the search of an answer to a problem or validation to the hypotheses formulated. As needed with any specific scientific research, the instrument for data collection had to be constructed in such a way that the researchers could test the hypotheses and find answers to the research questions.

Researchers involved in this study have been engaged in providing answers to the question, whether academic staff members of the Turkish public universities show agreement on the administrative problems they experience. By the very nature of the research problem, hypotheses formulated (see Introduction section) and the range of geographical regions to be surveyed, questionnaire was utilized as the most convenient means of data collection (Karasar, 1994: 176). Since the investigation of the research problem required the assessment of the subjects' *attitude*, a *Likert type attitude scale* questionnaire was developed. A great majority of the statements included in the questionnaire were closed-ended and required fixed answers indicating the subjects' level of agreement/disagreement and perceptions in a quantifiable manner (Balçý, 1995: 162-163). The only exception to this is the 5 open-ended items, inserted into the second part of the questionnaire where problem solving mechanisms are questioned. Another open-ended item was inserted at the end of the second section, to enable the subjects to express their opinion on the additional problems in four categories.

4.4 Development and Evaluation of the Questionnaire

As with any research, the first stage of this study has been a thorough literature survey. This survey, first of all, was directed to the diagnosis of the *commonly accepted administrative problems of the Turkish public universities* voiced by the academics on different platforms. Operation of problem solving

mechanisms and the level of academic freedom made available have also been considered significant issues to shed light on the *administrative problems* at the academe. Therefore, the data collected from first hand sources (*see content validity section below*) formed the base line of the questionnaire development process and *it took the researchers a full academic year to come up with an acceptable instrument which has never been developed before for domestic purposes.*

After compiling the *statements, questions and complaints* concerning the universities' administration, they were grouped with respect to their relation to the research problems and the hypotheses formulated. The steps involved in the development of the whole questionnaire will be explained in an orderly manner under the subsections 4.4.1, 4.4.2 and 4.4.3.

4.4.1 Development of the first section

The first section of the questionnaire was designed to collect information on how problem solving mechanisms of the public universities functioned and what would be the perception of academics of these processes. As stated, a wide range of literature survey was carried out to obtain a suitable data collection instrument to serve this purpose. Literature on management processes and decision-making mechanisms were closely examined in different sources. Among them, Baþaran's (1994b) views, which draw a parallel line between management and the problem solving at organizations, were taken as the guideline (29).

In this section six major processes were taken under close scrutiny. These are; *discovering the problem, collecting information on the problem in hand, seeking solution(s), decision-making, putting the decision in force and the evaluation of the decision applied.* This section collected information from the subjects to see how *frequent* these processes are carried out by the administrators and what the subordinate academics thought of their superiors'

way of dealing with them and the stages involved in the whole problem solving process. For example, the first item of this section attempts to understand whether the administrators (of that particular academic unit, faculty, etc.) *try to discover any problems, if yes, how is it done ? with their own effort; in case of written application from the subordinates; when warned by superiors; or is it fully ignored ?* (see appendix for full form). In this section, the subjects were required to make a choice to indicate how *frequent* that particular *action* was performed in the process of problem solving. An open-ended answer slot also accompanied each group of statement, to collect information concerning the problem solving approaches other than the ones provided.

4.4.2 Development of the second section

A list of 120 statements was drawn from the literature survey, and opinions of experts (*20 academic staff members of the Gaziantep University in different faculties with differing academic titles, including administrators*) were requested to judge whether these statements could make an inventory of problems for the intended investigation. They were also asked to suggest possible solutions to the problems appeared in the list. *The problems and possible solutions constituted the second section of the the three-stage questionnaire, while the other two sections were devoted to the assessment of subjects attitude concerning problem solving mechanisms and the degree of academic freedom available at the public universities.* The advantage of this stage was twofold; on the one hand irrelevant statements were eliminated while on the other, a *preliminary* inventory of solutions was obtained. Solution proposals were of high significance since the hypotheses to be tested involved the assessment of the subjects' attitude when a particular solution is proposed for a specific problem. Afterwards, this raw data were combined into a questionnaire format to fit into a three-section questionnaire to form the second section.

So, this section both involved commonly voiced administrative problems of the public universities and the possible solutions that could be proposed to

these problems. Each problem statement is followed by three alternative solution proposals. And the subjects were asked to display either agreement or disagreement at different levels, while 'no idea' choice was also available for the neutral responses.

4.4.3 Development of the third section

This section was placed in the questionnaire for the purpose of assessing the academics' perception of their own freedom within the current higher education system. This final section of the questionnaire has been adapted from an 'Academic Survey' obtained through the Psychometric Affiliates of Murfreesboro, Tennessee (1954). It consisted of 8 basic statements in Likert-scale format. The responses, in this section, required a choice, from a range of answers, to denote full or partial agreement/disagreement and a transition option of 'no idea' was also inserted.

After the construction of the data collection instrument as described above, the final draft was **piloted** to a group of 35 academics, with differing academic titles at Gaziantep University, for further improvement of the instrument. After obtaining the consent and positive comments from the colleagues, though some minor criticisms were received concerning the wording which was taken into consideration, the researchers decided to proceed into the test-retest stage for the assurance of reliability. Then, the retest was administered to the same group a week later.

4.4.4 Content validity

Content validity is described as the degree to which an instrument measures an intended content area (Kogan, 1960). Content validity of the questionnaire which was developed to discover the academic staff members' perception of the administrative problems, was assured by a thorough literature

survey from a wide range of first hand sources. Among them are; the *TUSIAD's* (*Turkish Industrialists' and Businessmen Association*) report on Higher Education (1994); ” *Problems and Solutions in Higher Education*, “ (1990) & ” *The 2nd University Assembly* “ (1996) conference proceedings compiled by the *Association of University Professors*. A series of conference and panel booklets, relased by the *Turkish Academy of Sciences (TÜBA)*, devoted to the discussion of higher education issues (TÜBA, Scientific Meeting Series:1994a, 1994b, 1995a, 1995b). Another major source has been weekly *Science & Technology* supplements of *Cumhuriyet* (a daily national paper). The issues of this weekly supplement have been an invaluable contribution in the development of the instrument with its indepth coverage and scholarly discussion of the problems of higher education (Cumhuriyet, Bilim Teknik 1990: 5 issues, 1991: 4 issues, 1995: 28 issues, 1996 :7 issues).Yet proceedings of a conference, held by the Prime Minister in Ankara with the presidents of the 29 universities (1992, *Çagdas Egitim Çagdas Üniversite*) has been of great help to gain insight into the higher education problems from the chancellors' standpoint.

In the development of the questionnaire, all the above mentioned sources were thoroughly examined to achieve a well balanced content validity.

4.4.5 Face validity

As explained in the section 4.4.3, face validity of the instrument has been achieved by administering the questionnaire to 35 academics with differing academic backgrounds (i.e instructors, professors; both assistant & associate, and research assistants). Before this pilot-form of the instrument, 20 academic members were asked for their opinions on the validity of the first and the second drafts. Together with the questionnaire, a sheet containing brief information on the research problems and hypotheses was handed over to the subjects to enable them to have a better understanding of the criteria in their asesment.

4.4.6 Construct validity

Each component of the questionnaire was evaluated with the SPSS software, through factorial analysis of the items. When the factor loadings and the relevancy of a particular item rated lower than the acceptable level, for each factor separately, (which was at least 30001 appeared in the Rotated Factor Matrix list), it was eliminated before the field study.

4.4.7 Reliability

The over all reliability of the instrument was achieved by *test-retest* technique. The questionnaire was first administered to 35 academic staff members who volunteered to take part in the pilot study. The same group was given the same questionnaire a week later. Finally, the points obtained from the two different sessions were loaded into the computer and *correlation coefficient (r_{xy})* was calculated as .78 via SPSS; the *Statistical software Package for the Social Sciences*. Thus, reliability of the instrument has been verified. The formula used in the calculation of this point is as follows:

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

4.5 Procedure for the Analysis of Collected Data

The raw data obtained from the subjects were loaded into the computer to be processed through a software; SPSS (Statistical Package for the Social Sciences) version, 1993. Then, **chi square** (non-parametric) test of significance was applied to seek relationship among the row (*subjects' academic status, and*

the position held) and column variables (*degree of agreement/disagreement displayed on a particular problem/situation*) of the cross tabulations. And **probability level** for all the statistically significant relationship will be **.05**. This was the procedure in data processing for all the components of the questionnaire, except for the ***solutions component***, which accompanied the general administrative problems section of the instrument, where statistical evaluation was realized by calculating and displaying frequency distribution (%) of the subjects' choices (among three) to see to what extent they agree on a particular solution, for a given problem.

4.6 Design of the Study

This study can be labelled as *descriptive* and was designed in accordance with the problems and hypotheses investigated by the researcher. The method for data collection and analysis have already been described extensively in sections 4.3. As it was described, the questionnaire consisted of three consecutive sections and each intends to provide answers for the research questions posed as the guidelines of the whole research study. One of the drawbacks that the researchers were confronted by was the difficulty of administering a questionnaire to uncover the administrative problems of universities by obtaining the approval of administrators at each university. As with any bureaucratic organization, this has been a real challenge that threatened the research. Because, without getting the consent of the Chancellors, the study would not have been realized. However, all the universities which fell in the research population returned the completed questionnaires. But the return rate was lower than the expected level. There may be several reasons for this. One of them might be the length of the questionnaire; a small booklet with 178 items in three chapters. The other may be the subjects' fear of being chased by their superiors if they were to tell the truth. To eliminate such disadvantages the subjects were not required to put their names in the questionnaire booklets. In spite of such measures taken to eliminate any external influence, *the generalizability of the findings may not be very high and restricted with the clusters taken into the sample*. Nevertheless, there is a growing concern

that the ultimate goal of such descriptive studies (systematic analysis to assess attitude) is not always to come up with some sort of generalizability, rather they are much more concerned with shedding light on a particular case to gain a better understanding (Simsek, 1997: 104).

Statistical evaluations of the data will be conducted according to the following procedures:

The design of the study requires that the major research problem can only be verified after seeking verification for the sub-problems and testing the hypotheses. Therefore, the major problem will be evaluated based on the cumulative consideration of the findings. Sub-problems and the hypotheses, on the other hand, assert that there is no statistically significant difference between the academic staff members' attitude towards the administrative problems and their academic and administrative ranks. To discover whether the collected data would support this hypothetical provision or not, it is essential to obtain a non-parametric chi-square value between the pairs of variables to be obtained through crosstabulation. *“ Chi square allows us to determine whether or not two samples are significantly different in their relation to some variable. If they are, then we can generalize our claim from our samples to the populations they represent. It is important to remember that chi square is, fundamentally, a tool for interpreting data “* (Chi Square Demonstration, 1997). *The level of probability for all the chi square calculations, in the Data Analysis Chapter, will be .05.*

A statistic often used to test the hypothesis that the row and column variables are independent is the *Pearson chi-square*. It is calculated by summing over all cells the squared residuals divided by the expected frequencies (Ergun, 1995:88):

$$\chi^2 = \sum_i \sum_j \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

As for *Mantel-Haenszel chi-square*, ” it is a measure of linear association between the row and column variables in a crosstabulation. The Mantel-Hanszel chi-square is computed by multiplying the Pearson correlation coefficient by the number of cases minus 1. It has one degree of freedom, and this statistic should not be used for nominal data ” (SPSS, 1993).

However, hypothesis 4a will be tested (in Chapter VI) by obtaining the distribution of percentages for each separate item (solutions proposed) to show whether academic staff members, of any rank and title, display a noteworthy agreement on the solutions to the administrative problems of the universities.

CHAPTER V

DATA ANALYSIS and COMMENTS

5.0 Presentation

In this section of the study there are three major subdivisions in accordance with the questionnaire designed for gathering data on which statistically significant relationship has been sought via *chi square* (at .05 level of probability) calculations. All the tables presented in this chapter were obtained after the cross tabulation of *the two independent variables* with the dependent variables in each section of the questionnaire. First independent variable represents three different academic backgrounds of the subjects: Doctoral; Masters'; and no degree (instructors and experts); while the second indicates presence or absence of administrative responsibility.

In the first subsection (5.1), subjects' perception of the problem solving mechanisms at their academic units will be analysed and cross tabulated with respect to their academic backgrounds (doctoral, Master's and no degree). In the subsection 5.2, on the other hand, academic staff members' attitudes towards an inventory of administrative problems (posed in the questionnaire) will be analysed, again taking the subjects' academic background as the independent variable. Similarly, in section 5.3 analysis of subjects' perception of the academic freedom available at the Turkish public universities, again with respect to their academic backgrounds, will be presented.

In the subsections 5.4, 5.5 and 5.6 subjects' perception of the problem- solving processes, administrative problems of the academic units, and academic freedoms and rights available at the Turkish public universities will be analysed as regards to their administrative responsibility. In other words, perceptions of the academic administrators and those of the teaching staff members, concerning the issues mentioned above, will be analysed comparatively to seek statistically significant difference, after chi square calculation at .05 level of significance.

5.1 Analysis of the Academic Staff Members' Perceptions of the Problem-Solving Mechanisms at the Academic Units of the Turkish Public Universities with Respect to Their Academic Status

In this section there are twenty-nine tables, each devoted to a particular aspect of problem solving process (see Appendix for the detailed information) which is considered to be the essence of the management processes in social organizations. Therefore, six major steps involved in problem solving have been taken into consideration here. These are: *sensing (identification) of the problem, gathering information on the problem in hand, searching for alternative solutions, decision making, choosing and implementing the best solution and evaluation of the executions.*

The twenty-nine tables (1-29) to be presented here will also be seeking answers to the first and the second subproblems by testing the hypotheses formulated as their complement. The *first subproblem* and *its hypotheses* read as:

Are the problem-solving mechanisms, at public universities, working as required by the scientific approach ?

Hypotheses for the 1st subproblem:

1. Academic staff members' considerations of the current problem solving mechanisms at the public universities:

a. *Academic staff members believe that administrators, at their academic units, are not wilful in identifying any problems.*

b. *Academic staff members tend to believe that their superiors (administrators at any level) do not favour participative understanding when collecting information prior to the solution of a particular problem.*

c. *Academics have a feeling that their administrators are inclined to generate solutions according to the wishes of the superiors by whom they were appointed.*

d. Academic staff members of the public universities have a common belief that their administrators try to consider interests of the superiors first, when making decisions.

e. Academics agree that their administrators do not encourage them for the exchange of ideas, moreover they usually avoid having a clash of different opinions and ideas even in the process of solving a problem.

f. Academics think that their superiors (at any level) do not get feedback from the subordinates when evaluating the outcomes of a particular decision.

g. There is no statistically significant difference between the academic staff members' academic (status) background and their perceptions of the operation of the problem-solving mechanisms (approaches) at their academic units.

Subproblem 2: How do academic staff members, at the public universities, perceive the general administrative problems and academic freedom in relation to their academic status ?

Hypotheses of the 2nd subproblem to be tested in this subchapter are as follows:

a. There is a wide consensus among the academic staff members of the public universities, concerning the administrative problems of the universities.

b. There is no statistically significant relationship among the perceptions of academic staff members of the universities administrative problems, regardless of their academic titles and ranks in the hierarchical pyramid.

Hypothesis c of the second subproblem will be tested under the section 5.3, of this chapter.

Table 1. “Administrators try to sense (identify) problems at their academic unit(s).”

VAR00001 Ac.Deg by VAR00006 Sense.Prob.					
VAR00006					
	Count	Never	Sometime	Always	Row
	Row Pct				Total
VAR00001		1,00	2,00	3,00	
P.hD	1,00	13	56	15	84
		15,5	66,7	17,9	37,2
Mast.	2,00	14	73	17	104
		13,5	70,2	16,3	46,0
Instruc.	3,00	3	25	10	38
		7,9	65,8	26,3	16,8
Column		30	154	42	226
Total		13,3	68,1	18,6	100,0
Chi-Square		Value		DF	Significance
Pearson		2,78635		4	,59419

As can be seen in the table, majority (68.1%) of the respondents think that their administrators are **sometimes sensitive** in the identification of any problem. While 13.3 % and 18.6 % of them believe administrators, in charge of running academic departments, are *never* and *always sensitive*, respectively. As for the distribution of *frequencies* with respect to academic titles of the subjects, those with doctoral degree constitute the highest proportion (15.5 %, n= 84) who believed their administrators *never* cared their problems. Yet , the lowest percentage (16.3 %, n= 104) of subjects who believe their administrators *always* cared for the problems, belongs to Master's degree holders. Instructors, (no degree group), tend to believe more than others (26.3 %, n = 38) that their problems received attention. No statistically significant difference was observed for the variables cross tabulated, at .05 significance level of the chi square calculation.

Table 2. "Administrators try to identify problems by their own efforts."

VAR00001 Ac.Deg by VAR00007 Themselves

		VAR00007			
Count					
Row	Pct	Never	Sometime	Always	Row
		1,00	2,00	3,00	Total
VAR00001		-----+			
1,00		39	29	8	76
P.hD		51,3	38,2	10,5	37,1
		-----+			
2,00		40	49	5	94
Mast.		42,6	52,1	5,3	45,9
		-----+			
3,00		13	19	3	35
Instruc.		37,1	54,3	8,6	17,1
		-----+			
Column		92	97	16	205
Total		44,9	47,3	7,8	100,0
Chi-Square		Value		DF	Significance
-----		-----		----	-----
Pearson		4,93977		4	,29353

In this table opinions of the subjects are tallied, concerning how frequently their administrators *identify problems on their own or not*. It is obvious that those who favoured the choice '*never*' constitutes 44.9 % of all the respondents, and 47.3 % of them says 'their administrators *sometimes* try to identify problems arising in the department by their own effort.' However, only 7.8 % of the subjects believe that their administrative team members are *always* doing this. Academics with doctoral degree appear to be the most crowded group with 43.5 %, among the ones (n= 76) who believe their academic administrators *never* exerted effort to diagnose any problems, on their own. No statistically significant difference exists between the cross tabulated values.

Table 3. " Administrators take a problem into consideration if it is submitted in a written format."

VAR00001 Ac.Deg by VAR00008 Written.Comp

		VAR00008			
Count					
Row	Pct	Never	Sometime	Always	Row
		1,00	2,00	3,00	Total
VAR00001					
1,00		6	40	23	69
P.hD		8,7	58,0	33,3	36,7
2,00		6	48	36	90
Mast.		6,7	53,3	40,0	47,9
3,00		3	10	16	29
Instruc.		10,3	34,5	55,2	15,4
Column		15	98	75	188
Total		8,0	52,1	39,9	100,0
Chi-Square		Value		DF	Significance
-----		-----		----	-----
Pearson		5,09286		4	,27790

This table explicitly illustrates the attitudes of the respondents on how their administrators approach problems at their academic departments when there is a written complaint . According to the answers, over half of the academics (52%) believe that administrators *sometimes* consider a problem if they are warned by a *written document*, 39% says they *always* take care of problems if they are informed about it in written form. Nonetheless, 8.0 % says they *never* care for problems even if they receive a written complaint on them. Academics of the *no degree*, comprise the largest proportion, with 55.2 %, of those who concorded on the *always* option. However, academic staff with doctoral degree, rates " *always* " as the least frequent option, in comparison to the others. There is no statistically significant difference between the attitudes of the subjects with different academic status.

Table 4. “ Administrators try to sense problems when warned by their superiors.”

VAR00001 Ac.Deg by VAR00009 Warn.Super

		VAR00009			
		Count			
		Row Pct	Never	Sometime	Always
			1,00	2,00	3,00
					Total
VAR00001					
	1,00		4	39	23
P.hD			6,1	59,1	34,8
					36,5
	2,00		8	49	32
Mast.			9,0	55,1	36,0
					49,2
	3,00		4	9	13
Instruc.			15,4	34,6	50,0
					14,4
Column			16	97	68
Total			8,8	53,6	37,6
					100,0
Chi-Square			Value		DF
					Significance
Pearson			5,25506		4
					,26211

According to the processed data, a majority of the respondents (53.6 %) do think that departmental problems are *sometimes* considered when the administrators are warned by their superiors. Those who believe that problems are *always* cared about, account for 37.6 % of all the respondents, while a minority of 8.8 % believes this *never* happens in their departments/faculties/universities. Percentage of the respondents who agreed upon the *always* option are distributed in a hierarchy from the highest to the lowest, in relation to the academic degrees as: *No degree* 50.0 % (n= 26), *Master's* 36.0 % (n= 89), *Ph.D* 34.8 % (n= 66). And chi square calculation, at .05 level of probability, does not yield any statistically significant difference for the variables cross tabulated.

Table 5. “Administrators tend to ignore the problems at all.”

VAR00001		Ac.Deg		by		VAR00010		Ignore	
VAR00010									
Count									
Row Pct		Never		Sometime		Always			
		1,00		2,00		3,00		Row	
								Total	
VAR00001									
1,00		19		42		6		67	
P.hD		28,4		62,7		9,0		34,7	
		+-----+-----+-----+							
2,00		20		60		11		91	
Mast.		22,0		65,9		12,1		47,2	
		+-----+-----+-----+							
3,00		15		16		4		35	
Instruc.		42,9		45,7		11,4		18,1	
		+-----+-----+-----+							
Column		54		118		21		193	
Total		28,0		61,1		10,9		100,0	
Chi-Square									
Value									
DF									
Significance									

Pearson									
6,03403									
4									
,19662									

Table 5 indicates the respondents' perceptions about how frequent their administrators *tend to ignore departmental problems*. The distribution of the answers shows a similar pattern to that of the previous ones in this series. Most of the respondents (61.1%), again, favours the '*sometimes*' option, whereas 28.0% of them think administrators *never tend to ignore* problems. Yet, 10.9 % believes, they *do tend to ignore problems* in one way another.

The percentile distribution of the answers in relation to the subjects' academic status, shows that instructors (no degree) believe academic administrators neglect their problems most. The doctoral degree holders (9.0 %), on the other hand, believe problems almost never ignored by the authorities. Chi square calculation does not suggest any statistically significant difference at .05 level of probability.

VAR00001 Ac.Deg by VAR00011 Inf.Collect.

In this particular table and in the following four tables, subjects' opinions are displayed on, first of all, how frequent their administrators *collect information* about the problems they face, and if they do in what ways and means they perform it.

104

Table 7. "Administrators gather information on problems via questionnaires."

VAR00001 Ac.Deg by VAR00012 Questionnaire

VAR00012								
Count								
Row	Pct	Never	Sometime		Always			
			s			Row		
			1,00	2,00	3,00	Total		
VAR00001		-----+	-----+	-----+	-----+			
	1,00		52		19		71	
P.hD			73,2		26,8		37,0	
		-----+	-----+	-----+	-----+			
	2,00		63		25		2	90
Mast.			70,0		27,8		2,2	46,9
		-----+	-----+	-----+	-----+			
	3,00		20		11			31
Instruc.			64,5		35,5			16,1
		-----+	-----+	-----+	-----+			
	Column		135		55		2	192
	Total		70,3		28,6		1,0	100,0
Chi-Square		Value		DF		Significance		
-----		-----		-----		-----		
Pearson		3,12034		4		,53789		

Distribution of the answers among the three level scalar-choice, reveals that hardly any of the respondents (1.0 %) say administrators *always* use questionnaires for collecting data. 70.3 %, on the other hand, says they *never* witnessed such a procedure implemented. 28.6 % of them claims data collection, aimed at problem solving, via questionnaire happens *sometimes*. A similar agreement can also be observed, separately, in the subjects' preferences from three different academic backgrounds. Because, in each group of raters, the option rated highest is again the *never* option. Chi square calculation does not indicate any statistically significant difference at .05 probability level.

Table 8. “ Administrators gather information on problems via face to face communication.”

VAR00001 Ac.Deg by VAR00013 Interview

		VAR00013			
Count					
Row	Pct	Never	Sometime	Always	Row
		1,00	2,00	3,00	Total
VAR00001					
1,00		21	34	18	73
P.hD		28,8	46,6	24,7	36,3
2,00		15	61	19	95
Mast.		15,8	64,2	20,0	47,3
3,00		5	20	8	33
Instruc.		15,2	60,6	24,2	16,4
Column		41	115	45	201
Total		20,4	57,2	22,4	100,0

Chi-Square	Value	DF	Significance
Pearson	6,72499	4	,15115

The frequency of “*face to face communication*” in data collection has been rated by the respondents as 22.4%, *never* ; 57.2%, *sometimes*; and 20.4% *always*. When the answers are examined taking each group individually, Ph.D holders, with 28.8 %, come in the first place to believe that the “ questionnaire method “ has been the least frequent procedure at their academic department. The Masters’ degree holders and the instructors (no degree) seem to give similar credit (15.0 % and 15.2 %, respectively) to the same frequency (*never*) concerning the use of questionnaires for collecting information. No statistically significant difference has been found between the variables for this particular item.

Table 9. “ Administrators gather information on problem by meeting with all the concerned.”

VAR00001 Ac.Deg by VAR00014 Meeting

VAR00014						
Count						
Row	Pct	Never	Sometime	Always		
					Row	
		1,00	2,00	3,00	Total	
VAR00001		-----+	-----+	-----+	-----+	
	1,00	31	33	10	74	
P.hD		41,9	44,6	13,5	37,6	
		-----+	-----+	-----+	-----+	
	2,00	35	50	9	94	
Mast.		37,2	53,2	9,6	47,7	
		-----+	-----+	-----+	-----+	
	3,00	7	15	7	29	
Instruc.		24,1	51,7	24,1	14,7	
		-----+	-----+	-----+	-----+	
Column		73	98	26	197	
Total		37,1	49,7	13,2	100,0	
Chi-Square		Value		DF	Significance	
-----		-----		-----	-----	
Pearson		5,98620		4	,20018	

As factual data reveals “*meeting with all the parties concerned* “ when working out solutions for a particular problem, is not a procedure employed “*always*” by the administrators. This is supported by the fact that only 13.2 % of the respondents say this is *always* possible. However, a relatively large proportion of them, 49.7 %, has admitted that such meetings are *sometimes* held. Among the rater groups, academic staff members with Masters’ degree appear to have witnessed such a procedure less than the others, since only 9.6 % of them say this method is *always* implemented at their academic unit. There is no statistically significant relationship calculated for the variables cross tabulated.

Table 10. "Administrators gather information on any problems by procedures other than the above-mentioned."

VAR00001 Ac.Deg by VAR00015 Other

		VAR00015			
		Count			
Row	Pct	Never	Sometime	Always	Total
		1,00	2,00	3,00	
VAR00001		-----+			
	1,00	35	14	9	58
P.hD		60,3	24,1	15,5	45,3
		-----+			
	2,00	33	18	3	54
Mast.		61,1	33,3	5,6	42,2
		-----+			
	3,00	8	8		16
Instruc.		50,0	50,0		12,5
		-----+			
Column		76	40	12	128
Total		59,4	31,3	9,4	100,0
Chi-Square		Value		DF	Significance
-----		-----		----	-----
Pearson		7,76156		4	,10071

The findings on this particular item indicates that administrative staff members generally do not tend to collect information through means and ways other than the ones mentioned above (Tables 6-9). Only a minority of the respondents (9.4 %) say their administrators *always* employ different method (s) in data collection, though the method itself was not specified. Percentile distribution of the frequencies with respect to academic titles of the subjects, also represents the overall pattern in which the highest concordance was on the *never* option. No significant difference is observed after chi square calculation, at .05 level of probability.

Table 11. “ Administrators work out solutions in case a problem arises.”

VAR00001 Ac.Deg by VAR00016 Seek.Sol.

		VAR00016				
Count						
Row	Pct	Never	Sometime	Always		Row
						Total
		1,00	2,00	3,00		
VAR00001		-----+	-----+	-----+		
	1,00	6	47	27		80
P.hD		7,5	58,8	33,8		36,2
		+-----+	+-----+	+-----+		
	2,00	5	74	24		103
Mast.		4,9	71,8	23,3		46,6
		+-----+	+-----+	+-----+		
	3,00		27	11		38
Instruc.			71,1	28,9		17,2
		+-----+	+-----+	+-----+		
	Column	11	148	62		221
	Total	5,0	67,0	28,1		100,0

Chi-Square	Value	DF	Significance
-----	-----	-----	-----
Pearson	5,94999	4	,20291

According to the answers, *most* of the administrators *work out solutions* in case a problem arises in their departments, yet the frequency of this choice is *sometimes*. Only a few of them (5 %) seem to be indifferent in *seeking solutions for the problems*. 28.1 % of the repondents believes the administrative staff *always* work out solutions. In this particular item, on the other hand, doctoral degree holders has given the highest credit for the *always* option with 33.8 %. Which means, this group believes, more than the others, that the academic administrators search for solutions in case a problem arises. However, the academics who favoured the *never* option, more than others, to denote their administrators' reluctance in working out problems, belong to the Masters' cluster. Cross tabulation of the variables does not reveal any significant difference as a result of the chi square calculations.

Table 12. “ In the process of seeking solution(s), administrators meet with the committee memmmbers in charge.”

VAR00001 Ac.Deg by VAR00017 Com.Mem.Only

VAR00017								
Count								
Row Pct	Never	Sometime		Always				
	1,00	2,00	3,00	Row				
	Total							
VAR00001	+-----+-----+-----+-----+							
1,00		8		36		29		73
P.hD		11,0		49,3		39,7		37,2
	+-----+-----+-----+-----+							
2,00		7		54		36		97
Mast.		7,2		55,7		37,1		49,5
	+-----+-----+-----+-----+							
3,00		3		17		6		26
Instruc.		11,5		65,4		23,1		13,3
	+-----+-----+-----+-----+							
Column	18		107		71		196	
Total	9,2		54,6		36,2		100,0	
Chi-Square	Value				DF	Significance		

Pearson	3,27291				4	,51324		

In the process of generating solutions, majority of the respondents (54.6%) believe their, administrators *sometimes* “*meet with the committee members*” who are in charge. 36.2 % of them say this is happening *always*, while 9.2 % shows agreement with the *never* option. The percentile distribution pattern of all the respondents is also valid for each group, since the respondents reaffirm the agreement on *sometimes* option as the highest frequency with 65.4 % for *no degree*; 55 % *Masters’ degree*; and 49.3 % for the *P.hD*. There is no statistically significant difference between the subjects’ perception of this procedure and their academic titles.

Table 13. “ All the members of the academic unit are involved in the process of generating solution(s) for a particular problem.”

VAR00001 Ac.Deg by VAR00018 All.Members

VAR00018						
Count						
Row	Pct	Never	Sometime		Always	
						Row
		1,00	2,00	3,00		Total
VAR00001		-----+	-----+	-----+	-----+	
	1,00	47	20	8		75
P.hD		62,7	26,7	10,7		38,7
		-----+	-----+	-----+	-----+	
	2,00	48	36	4		88
Mast.		54,5	40,9	4,5		45,4
		-----+	-----+	-----+	-----+	
	3,00	14	14	3		31
Instruc.		45,2	45,2	9,7		16,0
		-----+	-----+	-----+	-----+	
	Column	109	70	15		194
	Total	56,2	36,1	7,7		100,0
Chi-Square		Value			DF	Significance
-----		-----			----	-----
Pearson		6,53531			4	,16258

As illustrated by the answers a substantial number of the academic staff members (56.2%) claims they are *never* allowed to join in the processes where solution(s) are generated for problems in their academic departments. *Always* option, again, receives the least attention with 7.7%, while 36.1% of them say *all the members of the academic unit are sometimes involved* in such a process. The proportion of P.hD. holders, who rates the *never* option as the highest frequency is higher (62.7 %) than those of the others. Yet, the instructor group (labeled as *no degree* in the column) shows dissatisfaction by rating *always* option as the least frequent, since they believe all the academics are hardly ever involved in any solution process. Chi square calculation does reveal any any statistically significant difference between the academic status and the given procedure in problem solving process.

Table 14. “ Solutions are generated according to the wishes of the superiors.”

VAR00001 Ac.Deg by VAR00019 Acc.Authority

VAR00019						
Count						
Row	Pct	Never	Sometime	Always		
					Row	
		1,00	2,00	3,00	Total	
VAR00001		-----+	-----+	-----+	-----+	
	1,00	11	35	21	67	
P.hD		16,4	52,2	31,3	35,3	
		+-----+	+-----+	+-----+	+-----+	
	2,00	10	45	34	89	
Mast.		11,2	50,6	38,2	46,8	
		+-----+	+-----+	+-----+	+-----+	
	3,00	3	17	14	34	
Instruc.		8,8	50,0	41,2	17,9	
		+-----+	+-----+	+-----+	+-----+	
	Column	24	97	69	190	
	Total	12,6	51,1	36,3	100,0	

Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	2,08261	4	,72057

The findings on this particular item present a serious evidence that solutions in the academic units are formulated according to the wishes of the superiors. This is demonstrated by the fact that 51.1 % and 36.3 % of the respondents say their administrators do this either *sometimes* or *always*, respectively. Only 12.6 % of the respondents believes, solutions for the departmental problems are not directed to the satisfaction of superiors at all. Another significant point is that according to academic staff members with “no degree “ formulation of solutions according to the superiors’ wishes happens more frequently. No statistically significant difference has been observed.

Table 15. “ Solutions are sought through procedures other than the above-mentioned.”

VAR00001 Ac.Deg by VAR00020 Other

		VAR00020			
		Count			
		Row Pct	Never	Sometime	Always
			1,00	2,00	3,00
					Row
					Total
VAR00001					
	1,00		38	10	2
P.hD			76,0	20,0	4,0
					45,5
	2,00		33	12	
Mast.			73,3	26,7	
					40,9
	3,00		8	6	1
Instruc.			53,3	40,0	6,7
					13,6
		Column	79	28	3
		Total	71,8	25,5	2,7
					100,0
		Chi-Square	Value		DF
					Significance
		Pearson	5,08471		4
					,27872

A great majority of the respondents believe that their administrators do not employ any procedures, other than the ones mentioned above (tables 9-14) while seeking solutions. The evidence for this comes from the number of respondents (71.8 %) who says *never*. 25.5 % of them, on the other hand, thinks that other alternatives are *sometimes* used. Naturally, the remaining minority of 2.7 % believes their administrators *always* find means and ways different from the ones mentioned in this part of the questionnaire. Again no statistically significant difference is found for the variables tabulated, after chi square calculation.

Table 16. "Decisions are made by referring to the committee members in charge, only."

VAR00001 Ac.Deg by VAR00022 Com.Mem.Only

		VAR00022			
		Count			
		Row Pct	Never	Sometime	Always
					Row
			1,00	2,00	3,00
					Total
VAR00001					
	1,00	4	36	40	80
P.hD		5,0	45,0	50,0	38,8
	2,00	1	56	40	97
Mast.		1,0	57,7	41,2	47,1
	3,00	3	7	19	29
Instruc.		10,3	24,1	65,5	14,1
Column		8	99	99	206
Total		3,9	48,1	48,1	100,0
Chi-Square		Value		DF	Significance
Pearson		13,74534		4	,00815

The items tabulated between the Tables 15 and 20, try to identify how *decisions* are made at the academic departments. In this particular table, as far as the answers are concerned, most of the respondents says their administrators are either *sometimes* (48.1 %) or *always* (48.1 %) make decisions by "*referring to the related committee members only*." Those who claim this never happens counts for 3.9 % only. When looked at percentile distribution of answers among the different academic title groups, the most significant aspect is that the instructors (no degree group) appear to believe more than the others that, in their academic department committees are more frequently referred while making decisions. Statistically significant relationship is observed after chi square calculation, (at .05 level) to denote difference in the perceptions of academics from three different backgrounds of this particular process.

Table 17. "Decisions are made with the involvement of all the academics."

VAR00001 Ac.Deg by VAR00023 All.Members

		VAR00023			
		Count			
		Row Pct	Never	Sometime	Always
			1,00	2,00	3,00
					Row Total
VAR00001					
	1,00		46	23	6
P.hD			61,3	30,7	8,0
					38,3
	2,00		40	41	9
Mast.			44,4	45,6	10,0
					45,9
	3,00		13	13	5
Instruc.			41,9	41,9	16,1
					15,8
Column			99	77	20
Total			50,5	39,3	10,2
					100,0
Chi-Square			Value		DF
					Significance
Pearson			6,64763		4
					,15572

The statistical information clearly demonstrates that in over half the cases, *academic staff members are not involved in the decision making processes* at all. Respondents who claim they are *sometimes* involved, accounts for 39.3 % of all and 10.2 % of them believes they are *always* engaged in such a process. Whereas, over half the respondents (50.5 %) believe that they are *never* involved in inner circles of decision-making. The findings obtained from this table also provides consistent data to support the previous item, where the subjects were asked how frequent committee members were engaged in decision-making processes. Naturally, when the decisions are mainly committee oriented, participation of all the academic staff members in the execution of such procedures will be low. No statistically significant difference is observed between the variables.

Table 18. "Decisions are made according to the wishes of the superiors."

VAR00001 Ac.Deg by VAR00024 Acc.Autho

VAR00024					
Count					
Row Pct	Never	sometime		Always	
		1,00	2,00	3,00	Row Total
VAR00001	-----+	-----+	-----+	-----+	-----+
	1,00	8	39	23	70
P.hD		11,4	55,7	32,9	36,8
		-----+	-----+	-----+	-----+
	2,00	9	48	29	86
Mast.		10,5	55,8	33,7	45,3
		-----+	-----+	-----+	-----+
	3,00	2	17	15	34
Instruc.		5,9	50,0	44,1	17,9
		-----+	-----+	-----+	-----+
	Column	19	104	67	190
	Total	10,0	54,7	35,3	100,0
Chi-Square	Value			DF	Significance
-----	-----			-----	-----
Pearson	1,83661			4	,76578

Most of the academic staff members (54.7% & 35.3 %) who joined this survey believes that decisions at their academic uni ts are, either *sometimes* or *always*, made according to the wishes of *the superiors*. A *small group* of them (10.0%) states this *never* happens in their departments. *No degree* academics, again, give the highest credit to *always* option (44.1%) to show their belief , more than the other two groups, that decisions are made according to wishes of the superiors at their academic departments. Chi square calculation does not reveal any statistically significant difference for the variables.

Table 19. "Decisions are made through means and ways other than the ones mentioned above."

VAR00001 Ac.Deg by VAR00025 Other

		VAR00025			Row Total
		Count	Never	Sometime	
		Row Pct	1,00	2,00	3,00
VAR00001					
	1,00	35	11	1	47
P.hD		74,5	23,4	2,1	45,6
	2,00	34	9		43
Mast.		79,1	20,9		41,7
	3,00	8	4	1	13
Instruc.		61,5	30,8	7,7	12,6
	Column	77	24	2	103
	Total	74,8	23,3	1,9	100,0

Chi-Square	Value	DF	Significance
Pearson	3,88375	4	,42197

The factual data, in this table, shows that *in most of the cases* the administrators try the above-mentioned procedures when making decisions. Those who say their administrators prefer other methods either *sometimes* or *always* constitute approximately 1/3 of all the respondents with 23.3 % and 1.9 %, respectively. No statistically significant difference is observed.

Table 20. “ If a conflict arises during a debate in the process of producing a suitable solution, the administrators consider it dangerous and try to prevent.”

VAR00001 Ac.Deg by VAR00027 Prevent.Debate

		VAR00027			
		Count			
Row	Pct	Never	Sometime	Always	Row
		1,00	2,00	3,00	Total
VAR00001					
1,00		16	37	13	66
P.hD		24,2	56,1	19,7	38,8
2,00		19	43	19	81
Mast.		23,5	53,1	23,5	47,6
3,00		3	12	8	23
Instruc.		13,0	52,2	34,8	13,5
Column		38	92	40	170
Total		22,4	54,1	23,5	100,0

Chi-Square	Value	DF	Significance
Pearson	2,76935	4	,59713

The tables 20-25 try to identify the attitudes of the administrative staff members when a conflict arises in the process of producing a suitable solution. The distribution of the answers for this particular item suggests that a *significant proportion* of the administrators (54.1%) *considers conflict dangerous and tries to prevent it* while considering alternatives for a suitable solution. While 22.4% of the subjects says their administrators *never* do this, similarly 23.5% says this is something they *always* do. Ph.D holders rate the *always* option as the least (19.7%) frequent procedure, while instructors (no degree academics) rate it the most frequent (34.8%). Chi square calculation yields no statistically significant difference between the cross tabulated variables.

Table 21. “ If a conflict arises during a debate in the process of producing a suitable solution, the administrators try to reconcile the conflicting sides by informing them.”

VAR00001 Ac.Deg by VAR00028 Consensus

		VAR00028			
		Count			
Row	Pct	Never	Sometime	Always	Total
VAR00001		1,00	2,00	3,00	
-----+-----+-----+-----+					
1,00		20	35	20	75
P.hD		26,7	46,7	26,7	38,5
+-----+-----+-----+-----+					
2,00		24	52	13	89
Mast.		27,0	58,4	14,6	45,6
+-----+-----+-----+-----+					
3,00		5	17	9	31
Instruc.		16,1	54,8	29,0	15,9
+-----+-----+-----+-----+					
Column		49	104	42	195
Total		25,1	53,3	21,5	100,0
-----+-----+-----+-----+					
Chi-Square		Value		DF	Significance
-----		-----		----	-----
Pearson		5,96998		4	,20140

For this item of the questionnaire the highest percentage of answers is collected by *sometimes* (53.3 %) option which means most of the administrators try to *reconcile the conflicting sides informing them* on the problem discussed. According to a small group of respondents (25.1%) administrative staff members *never* do this at their departments. Yet, another negligible number of respondents believe such a reconciliation *always* (21.5 %) occurs when there are conflicting sides. Yet, there is no statistically significant difference between the samples' academic titles and their assessment of the above-given procedure in the course of problem solving.

Table 22. “ If a conflict arises during a debate in the process of producing a suitable solution, the administrators apply routine rules.”

VAR00001 Ac.Deg by VAR00029 Applies.Routine

		VAR00029			
		Count			
		Row Pct	Never	Sometime	Always
					Row
			1,00	2,00	3,00 Total
VAR00001					
	1,00		8	46	18
P.hD			11,1	63,9	25,0
					38,5
	2,00		5	51	31
Mast.			5,7	58,6	35,6
					46,5
	3,00		6	11	11
Instruc.			21,4	39,3	39,3
					15,0
Column			19	108	60
Total			10,2	57,8	32,1
					187
					100,0
Chi-Square			Value		DF
					Significance
Pearson			9,28506		4
					,05436

The distribution of frequencies for *this statement* suggests that most of the administrators , at the Turkish public universities where this survey has been administred, refer to the ***routine rules to eliminate the conflict while producing a suitable solution.*** An illustration of this comes from the answers focused on the ***sometimes*** option which accounts for 57.8% of all the respondents. In the same way, 32.1% of the respondents believes administrators ***always*** apply routine rules under such circumstances. Those who claim to have ***never*** applied this procedure for the elimination of conflict, constitute only 10.2% of all. Chi square calculation indicates statistically significant difference between the variables, at .05 significance level.

Table 23. “ If a conflict arises during a debate in the process of producing a suitable solution, the administrators eliminate the conflict by their own authority.”

VAR00001 Ac.Deg by VAR00030 Eliminates.Discuss

		VAR00030			
		Count			
		Row Pct	Never	Sometime	Always
			1,00	2,00	3,00
					Total
VAR00001					
	1,00	12	41	15	68
P.hD		17,6	60,3	22,1	39,1
	2,00	10	56	18	84
Mast.		11,9	66,7	21,4	48,3
	3,00	5	16	1	22
Instruc.		22,7	72,7	4,5	12,6
Column		27	113	34	174
Total		15,5	64,9	19,5	100,0
Chi-Square		Value		DF	Significance
Pearson		5,01775		4	,28548

According to the factual data , by far the largest proportion of respondents (64.9%) believes administrators *sometimes eliminate conflicts by their own authority*. 15.5%, on the other hand, says this is *never* done, while a similar proportion of respondents (19.5%) says this *always* happens. When the distribution of answers for each group is examined separately, Ph.D holders seem to believe that the frequency of conflicts eliminated by enforcing administrative authority is more frequent than those observed by the other two groups. This is evidenced by the 22.1% of the doctoral degree holders showing agreement on the *always* option. Statistically significant difference is not observed after chi square calculations.

Table 24. "If a conflict arises during a debate in the process of producing a suitable solution, the administrators employ other procedure(s) than those mentioned above. (through Tables 20-24)."

VAR00001 Ac.Deg by VAR00031 Other					
VAR00031					
Count					
Row	Pct	Never	Sometime	Always	
					Row
		1,00	2,00	3,00	Total
VAR00001					
	1,00	37	9		46
P.hD		80,4	19,6		43,4
	2,00	31	17	2	50
Mast.		62,0	34,0	4,0	47,2
	3,00	6	3	1	10
Instruc.		60,0	30,0	10,0	9,4
Column		74	29	3	106
Total		69,8	27,4	2,8	100,0
Chi-Square		Value		DF	Significance
Pearson		6,53138		4	,16282

As for the other procedures (other than the ones mentioned in Tables 20-23) utilized in the elimination of conflict, a great majority reponds that their administrators *never* follow any other procedure (s) to eliminate conflicts. Nevertheless, 27.4% and 2.8% say they do this *sometimes* or *always* respectively. Chi square application yields no statistically significant difference between the subjects' perceptions of this particular process.

Table 25. “ The degree of success of any solution applied, is determined by the feedback obtained from all the members (administrators and all the academics) of that particular unit.”

VAR00001 Ac.Deg by VAR00033 Feedback

VAR00033						
Count						
Row	Pct	Never	Sometime	Always		
		Row				
		1,00	2,00	3,00	Total	
VAR00001		-----+				
	1,00	38	27	10	75	
P.hD		50,7	36,0	13,3	37,9	
		-----+				
	2,00	32	49	8	89	
Mast.		36,0	55,1	9,0	44,9	
		-----+				
	3,00	12	13	9	34	
Instruc.		35,3	38,2	26,5	17,2	
		-----+				
Column		82	89	27	198	
Total		41,4	44,9	13,6	100,0	
Chi-Square		Value		DF	Significance	
-----		-----		-----	-----	
Pearson		11,71993		4	,01956	

Most of the respondents show agreement with the statement that *the evaluation of the goodness of any solution, applied, is not always determined by feedback obtained from all the memmbers of that academic unit.* This is evindeced by the fact that 44.9% and 41.4% of them say this is *sometimes* and *never* possible, respectively whereas those who say '*always*' remain in minority. A statistically significant difference exists between the variables cross tabulated.

Table 26. "The degree of success of any solution applied is determined according to whether it is matching with the expectations of the superiors or not."

VAR00001 Ac.Deg by VAR00034 Admin.Expectation

		VAR00034			
		Count			
		Row Pct	Never	Sometime	Always
					Row
			1,00	2,00	3,00
					Total
VAR00001					
	1,00	14	49	7	70
P.hD		20,0	70,0	10,0	36,3
	2,00	14	56	20	90
Mast.		15,6	62,2	22,2	46,6
	3,00	11	17	5	33
Instruc.		33,3	51,5	15,2	17,1
Column		39	122	32	193
Total		20,2	63,2	16,6	100,0
Chi-Square		Value		DF	Significance
Pearson		8,61392		4	,07151

The relationship between the success of a solution ,applied, and degree of its ability in meeting the superiors' expectations seems to be high. This is made obvious by the answer percentages recieved by the options *sometimes* and *always* which are 63.2% and 16.6% respectively. Only a small proportion of the respondents (20.2%) says this *never* happens in their departments. It is also obvious that instructors observe such implementaion less then the other two groups, because the highest individual group concordance was on the *never* option, with 33.3%. Chi square calculation does not produce any statistically significant difference between the variables in question.

Table 27. "The degree of success of any solution applied is determined according to the satisfaction of the superiors."

VAR00001 Ac.Deg by VAR00035 Admin.Satisfaction

		VAR00035			
		Count			
Row	Pct	Never	Sometime	Always	Total
		1,00	2,00	3,00	
VAR00001					
	1,00	10	34	26	70
P.hD		14,3	48,6	37,1	36,5
	2,00	9	54	27	90
Mast.		10,0	60,0	30,0	46,9
	3,00	11	11	10	32
Instruc.		34,4	34,4	31,3	16,7
Column		30	99	63	192
Total		15,6	51,6	32,8	100,0
Chi-Square		Value		DF	Significance
Pearson		12,94108		4	,01157

The findings for this particular cross tabulation revealed that, again, according to a great majority of the academic staff , when a solution, applied, is serving the satisfaction of high level authorities, it is either *sometimes* (51.6%) or *always* (32.0%) considered **successful**. A negligible proportion of the respondents (15.6%) thinks that this has *never* been a criterion for the evaluation of solutions implemented. Statistical analysis presents a statistically significant difference between the attitudes of the subjects from three different backgrounds.

Table 28. "The degree of success of any solution applied is determined according to whether this procedure has been a lawful one or not."

VAR00001 Ac.Deg by VAR00036 Lawfulness

		VAR00036			
		Count			
Row	Pct	Never	Sometime	Always	Total
		1,00	2,00	3,00	
VAR00001					
1,00			23	50	73
P.hD			31,5	68,5	37,6
2,00		2	38	52	92
Mast.		2,2	41,3	56,5	47,4
3,00		1	11	17	29
Instruc.		3,4	37,9	58,6	14,9
Column		3	72	119	194
Total		1,5	37,1	61,3	100,0
Chi-Square		Value		DF	Significance
Pearson		4,09247		4	,39364

As can be seen from the distribution of frequencies, a large proportion of the academic staff (61.3%) responds that the legitimacy of the decisions has *always* been credited by the administrators while an implemented solution is considered. Those who believe that this rule is *never* observed in their academic units remains in minority of 1.5%. The option (*sometimes*) which comes between the two extremes, counts for a remarkable proportion with a 37.1%, which means that legality of decisions are sometimes important for the administrators. The most crowded group of respondents who focus their agreement on *always* to denote the frequency, belongs to doctoral degree holders. No statistically significant difference has been observed.

Table 29. "The degree of success of any solution applied is determined according to criteria other than the above-mentioned (Tables 25-29).

VAR00001 Ac.Deg by VAR00037 Other

		VAR00037			
		Count			
Row	Pct	Never	Sometime	Always	Total
		1,00	2,00	3,00	
VAR00001					
	1,00	43	9	2	54
P.hD		79,6	16,7	3,7	40,3
	2,00	48	8	2	58
Mast.		82,8	13,8	3,4	43,3
	3,00	17	4	1	22
Instruc.		77,3	18,2	4,5	16,4
Column		108	21	5	134
Total		80,6	15,7	3,7	100,0
Chi-Square		Value		DF	Significance
Pearson		,37487		4	,98448

This particular table illustrates whether any procedures, other than the ones given in the tables 25-28, are employed by administrators when evaluating solutions implemented. It is clear that a great majority of them do not seem to refer to *other* values in such an evaluation process. While, on the other hand, a small proportion (15.7%) believes different criteria are *sometimes* applied. And, only 3.7% of the respondents claims there are *always* other measures involved in the evaluation of the fitness of solutions. Chi square calculation of the variables, cross tabulated, does not reveal any statistically significant difference.

5.2 Analysis of Academic Staff Members' Attitudes Towards Administrative Problems in Their Academic Environment With Respect to Their Academic Status

The second chapter in the questionnaire has been designed to identify , firstly; *commonly voiced administrative problems* at the Turkish public universities, and secondly; *whether academics agree on these problems or not*, if they do, *to what extent they show agreement*. Yet, another significant aspect of this section would be that, it also included *a number of possible solutions* for each of the problem presented. Again, respondents' attitudes have been sought on these alternative *suggestions* to gain a better understanding of the extent of their agreement/disagreement when a solution is proposed. However, the answers given to these *suggestions* will not be displayed in the same tables with the *problems*. The percentile analysis of the *alternative solutions to the given problems* will be given in a separate chapter for the purpose of clarity.

In this part, each table (30-63) will be accompanied by the *problem* on which agreement/disagreement have been sought, with a scale of five degrees. So each separate table will represent a cross tabulation of the *independent variable (the academic status of the repondents)* and the respondents' opinion on the *problems (34) which have been assumed to exist* in the academic units of the Turkish public universities. Chi square calculation will also be applied to the variables to seek statistically significant difference between the samples' perceptions of the inventory of problems and their academic status, at .05 significance level. Therefore, the data to be analyzed in this subchapter will try to provide an answer to the research question number 2, through testing the hypotheses a, and b which are given below:

Research Question 2:

Do academic staff members of different academic status display any agreement/disagreement concerning an inventory of administrative problems posed

in the survey ?

Hypotheses:

a. There is a wide consensus among the academic staff members of the public universities, concerning the general administrative problems of the universities.

b. There is no statistically significant relationship among the perceptions of academic staff members of the universities administrative problems, regardless of their academic titles (status) and ranks in the hierarchical pyramid.

Table 30. “ Those who are in charge of processing and employing ‘products’ of universities are not given much initiative in terms of administration and the quality of these products.”

VAR00001 Acd.Degree by VAR00006 Problem.1

		VAR00006						
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		ee	ee			gree		
		1,00	2,00	3,00	4,00	5,00	Total	Row
VAR00001								
P.h.D.	1,00	38	33	7	2	1	81	
		46,9	40,7	8,6	2,5	1,2	36,0	
Master	2,00	47	36	19	2	3	107	
		43,9	33,6	17,8	1,9	2,8	47,6	
Instruc.	3,00	24	11	2			37	
		64,9	29,7	5,4			16,4	
Column		109	80	28	4	4	225	
Total		48,4	35,6	12,4	1,8	1,8	100,0	
Chi-Square		Value		DF	Significance			
Pearson		10,77248		8	,21493			

A vast majority (48.8% + 35.6%) of the respondents displayed **agreement** (either totally or partially) on that, those who are in charge of **processesing** and **providing employment** for the **products** of universities are not allowed to have a voice over the quality and administration of these institutions and their **products**. Only a very little proportion of the respondents (1.0%+ 1.0%) has shown disagreement, while a relatively small group has no idea on the problem posed. Instructors seem to

feel more disturbance, since they display a relatively high agreement with 64.9% of that group (n= 37). The findings do not indicate any statistically significant difference between the samples' perception of the problem in hand, and their academic status

Table 31. “ Due to the constraints originating from academic oligarchy and bureaucratic structures, decision-making and problem solving mechanisms at the universities are not fully able to perform their intended functions.”

VAR00001 Acd.Degree by VAR00007 Problem.2

VAR00007								
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		le	ee			gree	Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00001		-----	-----	-----	-----	-----	-----	
	1,00	32	35	4	8	2	81	
P.hD.		39,5	43,2	4,9	9,9	2,5	35,8	
		-----	-----	-----	-----	-----	-----	
	2,00	53	43	6	5		107	
Master		49,5	40,2	5,6	4,7		47,3	
		-----	-----	-----	-----	-----	-----	
	3,00	13	21	4			38	
Instruc.		34,2	55,3	10,5			16,8	
		-----	-----	-----	-----	-----	-----	
Column		98	99	14	13	2	226	
Total		43,4	43,8	6,2	5,8	,9	100,0	
Chi-Square		Value			DF	Significance		
-----		-----			----	-----		
Pearson		13,21144			8	,10478		

By far the majority of the academic staff (43.4% + 43.8%) who joined this survey believes that *bureaucratic structures and the academic oligarchy* are the two important factors hindering Turkish universities in the pursuit of their intended functions. Again, an insignificant group (5.8% + .9%) does not seem to agree with this statement that they do not experience such a problem. Neutral answers, altogether, count for 6.2% of all the respondents (n= 226). Calculated chi square value does not reveal any statistically significant difference between the variables.

Table 32. “ The absence of meritocratic understanding, in which internationally recognized scholars are given a privileged status, has given rise to ‘anti-democratic’ and ‘authoritative administrative structures’ in the university.”

VAR00001 Acd.Degree by VAR00008 Problem.3

		VAR00008					
		Count					
Row	Pct	Tot.	Agree	Part. Agr	No Idea	Disagree	Tot. Diag
		ee	ee			ree	Row
		1,00	2,00	3,00	4,00	5,00	Total
VAR00001							
P.h.D.	1,00	21	34	10	10	5	80
		26,3	42,5	12,5	12,5	6,3	36,0
Master	2,00	40	38	13	9	6	106
		37,7	35,8	12,3	8,5	5,7	47,7
Instruc.	3,00	10	15	8	1	2	36
		27,8	41,7	22,2	2,8	5,6	16,2
Column		71	87	31	20	13	222
Total		32,0	39,2	14,0	9,0	5,9	100,0
Chi-Square		Value		DF		Significance	
Pearson		7,49943		8		,48383	

By far the majority of the respondents (71.2%) *concorded on the existence* of such a problem, as quoted at the top of the Table 32. A relatively small percentage (14.0%) of them, however, do not seem to have any idea. While, as in the previous cases, a negligible proportion (9%+5.9%= 14.9%) of the subjects does not agree with their colleagues on this particular problem. No statistically significance is observed after chi square calculation.

Table 33. “ Introduction of the 1981 University Reform act under extraordinary circumstances (such as 1980 military take-over, suspension of the Constitution etc.) and the subsequent top-down amendments made in the Law 2547 has prevented universities from fulfilling their missions.”

VAR00001 Acd.Degree by VAR00009 Problem.4

		VAR00009							
		Count							
Row	Pct	Tot.	Agr	Part.	Agr	No	Idea	Disagree	Tot.Disa
		le	ee					gree	Row
		1,00	2,00	3,00	4,00	5,00	Total		
VAR00001									
	1,00	45	28	5	3		81		
P.h.D.		55,6	34,6	6,2	3,7		36,0		
	2,00	53	39	10	1	4	107		
Master		49,5	36,4	9,3	,9	3,7	47,6		
	3,00	14	17	5		1	37		
Instruc.		37,8	45,9	13,5		2,7	16,4		
Column		112	84	20	4	5	225		
Total		49,8	37,3	8,9	1,8	2,2	100,0		
Chi-Square		Value		DF		Significance			
Pearson		9,83616		8		,27671			

A bulk of the respondents (49.8% + 37.3%, n= 225) exhibits an explicit consensus on that, the 1981 Reform Act has prevented universities from fulfilling their missions. Because, the military forces were ruling the country when the Law was issued. As for the disagreement part, no remarkable percentage (1.8% + 2.2%) of opposition is observed. The highest agreement on this problem comes from the doctoral degree holders with 55.6% (n= 81). No, statistically significant difference has been observed between the cross tabulated variables for this particular item.

Table 34. “ Political interventions, giving way to the return of formerly dismissed students back to universities with multiple make-up examination rights, in fact, is a violation of the institutional autonomy of the universities.”

VAR00001 Acd.Degree by VAR00010 Problem.5

VAR00010									
Count									
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa			
		ee	gree			Row			
		1,00	2,00	3,00	4,00	5,00	Total		
VAR00001									
P.h.D.	1,00	68	12	1			81		
		84,0	14,8	1,2			35,8		
Master	2,00	76	22	3	5	1	107		
		71,0	20,6	2,8	4,7	,9	47,3		
Instruc.	3,00	28	8	2			38		
		73,7	21,1	5,3			16,8		
Column		172	42	6	5	1	226		
Total		76,1	18,6	2,7	2,2	,4	100,0		
Chi-Square		Value		DF		Significance			
-----		-----		----		-----			
Pearson		10,28662		8		,24548			

A higher proportion (76.1%) of the academics ***strongly agree*** with the existence of this problem. Since they show their discontent with external forces' interference with the universities' internal affairs. A minority (2.2% + 0.4%= 2.6%) of the subjects do not consider this situation as a violation of institutional autonomy in their universities, while 2.7% remains neutral against the problem being discussed. Chi square calculation does not reveal any significance at .05 level.

Table 35. “ Since the Turkish public universities are under a demographic pressure, distance education options are used for the elimination of college-age applicants seeking admission to universities other than the Open University.”

VAR000011							
Count							
Row Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
	le	ee		gree		Row	
	1,00	2,00	3,00	4,00	5,00	Total	
VAR00001							
1,00	25	31	12	8			76
P.h.D.	32,9	40,8	15,8	10,5			34,7
2,00	48	34	17	5	3		107
Master	44,9	31,8	15,9	4,7	2,8		48,9
3,00	13	12	9	1	1		36
Instruc.	36,1	33,3	25,0	2,8	2,8		16,4
Column	86	77	38	14	4		219
Total	39,3	35,2	17,4	6,4	1,8		100,0
Chi-Square	Value			DF	Significance		
Pearson	9,63819			8	,29134		

Table 36. “Universities’ productivity can not be measured in objective terms because, there is not any objective criterion to be taken for the assessment of the productivity at any level.”

VAR00001 Acd.Degree by VAR00012 Problem.7

		VAR00012					
		Count					
Row	Pct.	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee	ee			gree	
		1,00	2,00	3,00	4,00	5,00	Total
VAR00001							
	1,00	39	26	7	4		76
P.h.D.		51,3	34,2	9,2	5,3		34,9
	2,00	42	32	16	10	5	105
Master		40,0	30,5	15,2	9,5	4,8	48,2
	3,00	16	14	4	1	2	37
Instruc.		43,2	37,8	10,8	2,7	5,4	17,0
Column		97	72	27	15	7	218
Total		44,5	33,0	12,4	6,9	3,2	100,0
Chi-Square		Value		DF		Significance	
Pearson		9,24081		8		,32239	

Academic staff members, in majority (44.5% + 33.0%), do believe that there is *no objective criteria to measure the productivity* of their universities. Those who do not have any idea as to whether they have such an assessment criterion or not, remain relatively low, with 12.4% of the total (n= 218). The opposing group, again, constitutes a minority of the respondents with 6.9% and 3.2% who show disagreement. The highest agreement can be observed among the doctoral degree holders with 51.3% and 34.2%, rating the agreement options. Calculated chi square value does not indicate any statistically significant difference between the academics' status and their attitudes towards the given problem.

Table 37. “ There is almost no communication between the HEC (Higher Education Council) organs and the academics working at lower levels of the hierarchical pyramid of the universities.”

VAR00001 Acd.Degree by VAR00013 Problem.8

VAR00013								
Count								
Row Pct	Tot.	Agree	Part.	Agree	No Idea	Disagree	Tot.	Disa
	le	ee		gree			Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00001	-----	-----	-----	-----	-----	-----	-----	
	1,00	50	21	4	3	2	80	
P.h.D.		62,5	26,3	5,0	3,8	2,5	35,6	
	-----	-----	-----	-----	-----	-----	-----	
	2,00	52	38	11	5	1	107	
Master		48,6	35,5	10,3	4,7	,9	47,6	
	-----	-----	-----	-----	-----	-----	-----	
	3,00	22	10	6			38	
Instruc.		57,9	26,3	15,8			16,9	
	-----	-----	-----	-----	-----	-----	-----	
Column	124	69	21	8	3	225		
Total	55,1	30,7	9,3	3,6	1,3	100,0		
Chi-Square	Value			DF	Significance			
-----	-----			----	-----			
Pearson	9,82845			8	,27727			

In this table, academic staff members' dissatisfaction with the lack of communication channels between the HEC (Higher Education Council), can be seen clearly. In other words, the hierarchical pyramid does not have enough channels for the upward flow of information. Statistically significance difference is not observed after chi square calculation. The evidence for this comes from concentrated distribution of the answers on the *agreement* options (55.1% + 30.7%, n= 225), and instructors (*no degree* group) who do not even give a credit to the disagreement section of the table at all. There is no statistically significant difference between the variables and they are independent from one another as far as this particular item is concerned.

Table 38. “In the current higher education governance system, ‘*the patient and the surgeon*’ have to be the same persons. This situation is a handicap for universities in the sense of being an open system.”

VAR00001 Acd.Degree by VAR00014 Problem.9

		VAR00014					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee			gree		
		1,00	2,00	3,00	4,00	5,00	
VAR00001							Total
	1,00	31	33	9	3	1	77
P.hD.		40,3	42,9	11,7	3,9	1,3	35,5
	2,00	52	31	14	4	3	104
Master		50,0	29,8	13,5	3,8	2,9	47,9
	3,00	19	11	5	1		36
Instruc.		52,8	30,6	13,9	2,8		16,6
Column		102	75	28	8	4	217
Total		47,0	34,6	12,9	3,7	1,8	100,0
Chi-Square		Value		DF		Significance	
Pearson		5,21592		8		,73427	

There is a relatively strong agreement, among the academics, that the current higher education governance system does not resemble an *open system*, with respect to the way problems are handled at the universities. This evidence for this comes from the fact that 81.6% of the respondents affirmed that they do believe this problem exists. Furthermore, this agreement turns out to be the highest among doctoral degree holders ($n = 77$). Disagreement with this idea comes from a few academics that constitute (3.7%+ 1.8%) 5.5% of the total respondents ($n = 217$), only. As for the *neutral* group: they make up 12.9% of all. The variables cross tabulated are independent of one another, since the chi square calculations do not indicate any statistically significance difference.

Table 39. “ Availability and accessibility of resources for the research is becoming scarce and expensive, because the HEC’s (Higher Education Council) Documentation Center is not capable of providing researchers with adequate supply of materials in time.”

VAR00001 Acd.Degree by VAR00015 Problem.10

VAR00015							
Count							
Row Pct	Tot.Agre	Part.Agr	No Idea	Diagree	Tot.Disa		
	le	ee			gree	Row	
	1,00	2,00	3,00	4,00	5,00	Total	
VAR00001	-----+						
1,00	58	20		1			79
P.hD.	73,4	25,3		1,3			35,4
	-----+						
2,00	76	21	6	2	2		107
Master	71,0	19,6	5,6	1,9	1,9		48,0
	-----+						
3,00	23	12	1		1		37
Instruc.	62,2	32,4	2,7		2,7		16,6
	-----+						
Column	157	53	7	3	3		223
Total	70,4	23,8	3,1	1,3	1,3		100,0
Chi-Square	Value			DF	Significance		

Pearson	9,57243			8	,29633		

By far the largest proportion of the respondents (70.4%) shows **strong agreement** that researchers at the universities are facing great difficulty in accessing and obtaining the scientific documents they need. Similarly, 23.8% of them **partially agrees** that this is true. A very small group, on the other hand, does not seem to agree with this idea. This is indicated by the fact that only (1.3%+1.3%) 2.6% of the respondent academics is opposing, while 3.1% prefers to be neutral. It is also obvious that the highest concordance in the **agreement** side comes from the P.hD group with (73.4% + 25.3%) 98.7% of the total 79 respondents. No, statistically significant difference is observed between the subjects’ attitude towards this problem and their academic status.

Table 40. “ In the current Higher Education Law of 2547, there is no sanction(s) to prevent administrators from establishing power-monopoly by expanding their ‘span of control’ beyond reasonable limits.”

VAR00001 Acd.Degree by VAR00016 Problem.11

VAR00016								
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		ee				gree	Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00001		-----+						
P.h.D.	1,00	42	31	1	2	1	77	
		54,5	40,3	1,3	2,6	1,3	34,8	
Master	2,00	59	28	17	2	1	107	
		55,1	26,2	15,9	1,9	,9	48,4	
Instruc.	3,00	17	12	7	1		37	
		45,9	32,4	18,9	2,7		16,7	
		-----+						
Column		118	71	25	5	2	221	
Total		53,4	32,1	11,3	2,3	,9	100,0	
Chi-Square		Value			DF		Significance	
-----		-----			-----		-----	
Pearson		14,54245			8		,06868	

It is obvious that most of the respondents (53.4% + 32.1%) seem to have a consensus regarding the *lack of sanctions* in the Higher Eduaction Law of 2547 which gives rise to the expansion of ‘span of control’ beyond reasonable limits in university administration. Those who disagree with this idea, again, remain within the negligible limits of about 3.2%, while 11.3% does not fall neither in disagreement nor in agreement categories. As with most of the cases, the strongest agreement is observed in the doctoral degree group with 94.8% (n= 77). There is no statistically signifiant difference between the variables being analyzed through chi square calculation.

Table 41. “ Financial constraints that the higher education institutions are experiencing are mainly due to lack of delegating executive power to the local administrative units, and not allowing them to make their local decisions with a participative understanding. This is another barrier in front of the institutional autonomy.”

VAR00001 Acd.Degree by VAR00017 Problem.12

		VAR00017						
		Count						
Row	Pct	Tot.	Agree	Part. Agree	No Idea	Disagree	Tot. Disagree	Row Total
		le	ee			gree		
		1,00	2,00	3,00	4,00	5,00		
VAR00001								
P.h.D.	1,00	43	25	6	1			75
		57,3	33,3	8,0	1,3			34,4
Master	2,00	47	28	21	5	4		105
		44,8	26,7	20,0	4,8	3,8		48,2
Instruc.	3,00	18	12	6	1	1		38
		47,4	31,6	15,8	2,6	2,6		17,4
Column		108	65	33	7	5		218
Total		49,5	29,8	15,1	3,2	2,3		100,0
Chi-Square		Value		DF		Significance		
Pearson		10,75527		8		,21596		

According to a substantial number of respondents (49.5%+ 29.8%) , financial constraints currently faced by the Turkish higher education institutions are primarily due not to delegating enough executive power to the administrative units where local decisions should be made in a participative manner. There is no remarkable disagreement on this matter, since 3.2% and 2.3% of the respondents either *disagrees* or *totally disagrees*, respectively. Another remarkable point to be noted is that the proportion of *neutral* academics seem to be relatively high with 15.1% when the grand total is 218. Statistically significant difference is not observed between the variables.

Table 42. “Revolving budget revenues of the universities are sometimes distributed unfairly, among a group or clique, leading to economic hegemony over the others, who are kept out of this ‘closed-interest cycle’.”

VAR00001 Acd.Degree by VAR00018 Problem.13

		VAR00018						
		Count						
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		ee				gree	Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00001								
1,00		27	30	13	7	1	78	
P.h.D.		34,6	38,5	16,7	9,0	1,3	35,5	
2,00		43	30	22	9	1	105	
Master		41,0	28,6	21,0	8,6	1,0	47,7	
3,00		18	11	6	1	1	37	
Instruc.		48,6	29,7	16,2	2,7	2,7	16,8	
Column		88	71	41	17	3	220	
Total		40,0	32,3	18,6	7,7	1,4	100,0	
Chi-Square		Value		DF		Significance		
Pearson		5,39076		8		,71511		

As the factual data reveals the respondents exhibit a great deal of consensus that ‘revolving budget’ revenues are not distributed fairly among the potential beneficiaries. This claim may well be supported by the percentile distribution of the answers on the *agreement* cells, which accounts for 72.3%. Also, the weak disagreement (7.7% + 1.4%) affirms the existence of a kind of ‘closed-interest cycle’ where a privileged group is given priority, at the revolving-budget organizations. There is no statistically significant difference between the variables cross tabulated.

Table 43. “ Due to the differences in geographical location and institutionalization process of the universities ‘one-fits-all’ type of rules and regulations imposed by a ‘central body’ will not be of help in solving administrative problems of the universities.”

VAR00001 Acd.Degree by VAR00019 Problem.14

		VAR00019				
Count						
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Row
		le	ee			Total
		1,00	2,00	3,00	4,00	
VAR00001						
1,00		49	22	3	4	78
P.h.D.		62,8	28,2	3,8	5,1	35,0
2,00		70	22	10	5	107
Master		65,4	20,6	9,3	4,7	48,0
3,00		25	7	6		38
Instruc.		65,8	18,4	15,8		17,0
Column		144	51	19	9	223
Total		64,6	22,9	8,5	4,0	100,0
Chi-Square		Value		DF	Significance	
-----		-----		----	-----	
Pearson		7,92105		6	,24394	

As findings suggest, ‘one-fits-all’ kind of rules and regulations imposed by a central administrative body (HEC) have not been successful in solving problems at the universities. This is evident by the fact that a great majority of the respondents (64.6%+ 22.9%) exhibits agreement on the existence of such a problem. Only 4.0% of them do not consider this as a problem, by stating that they *disagree*. While there is nobody among the 223 respondents who *totally disagrees with* the existence of such a problem, that is why the last column of the table, to represent *total disagreement* is missing , but 8.5% having no idea about it. As for the statistically significant difference of the variables, no such a relation is observed after chi square calculations.

Table 44. “ Due to the ‘authority- dominant’ character of the 1981 Reform Act and organizational structure of the HEC (Higher Education Council), some of the non-academic staff members, working with academic superiors, have sometimes gained control over them. And this situation, from time to time, has given rise to non-academics’ interfering with academic and governance affairs.”

VAR00001 Acd.Degree by VAR00020 Problem.15

VAR00020							
Count							
Row Pct	Tot.Agre	Part.Agr	No Idea	Diagree	Tot.Disa		
	ee	ee			gree	Row	
	1,00	2,00	3,00	4,00	5,00	Total	
VAR00001	-----+-----+-----+-----+-----+-----+-----						
	1,00	37	21	10	9	2	79
P.h.D.	46,8	26,6	12,7	11,4	2,5	36,2	
	-----+-----+-----+-----+-----+-----+-----						
	2,00	44	30	16	11	3	104
Master	42,3	28,8	15,4	10,6	2,9	47,7	
	-----+-----+-----+-----+-----+-----+-----						
	3,00	15	11	7	1	1	35
Instruc.	42,9	31,4	20,0	2,9	2,9	16,1	
	-----+-----+-----+-----+-----+-----+-----						
Column	96	62	33	21	6	218	
Total	44,0	28,4	15,1	9,6	2,8	100,0	
Chi-Square	Value			DF	Significance		

Pearson	3,34584			8	,91082		

The dominance of top-down authority, assured by the 1981 Reform Act, at the universities resulting in non-academics’ interference with the academic affairs, is seen as a problem by a majority of the academics. Because, 44.0% and 28.4% (68.4%) of the subjects see this as a problem originating from the malfunctioning of the existing Law, whereas opposition is relatively small with 9.6% and 2.8%, who believe such a problem does not exist at the universities. Among the respondent groups, both the doctoral degree holders and the instructors display agreement almost at the same level, with 73.4% and 74.3% respectively. Chi square calculation indicates no statistically significant difference between the variables.

Table 45. “ Politicians tend to underestimate the universities considering them ordinary government agencies as having no peculiar characteristics in terms of their missions and functions.”

VAR00001 Acd.Degree by VAR00021 Problem.16

		VAR00021					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee	ee		gree	gree	
		1,00	2,00	3,00	4,00	5,00	Total
VAR00001							
P.hD.	1,00	24	31	7	11	5	78
		30,8	39,7	9,0	14,1	6,4	35,9
Master	2,00	31	28	18	14	11	102
		30,4	27,5	17,6	13,7	10,8	47,0
Instruc.	3,00	11	17	5	1	3	37
		29,7	45,9	13,5	2,7	8,1	17,1
Column		66	76	30	26	19	217
Total		30,4	35,0	13,8	12,0	8,8	100,0
Chi-Square		Value		DF		Significance	
Pearson		10,04110		8		,26215	

As for the politicians' perception of the universities, most of the respondents believe that politicians tend to underestimate higher education institutions considering them as ordinary government agencies, having no unique characteristics. This is evidenced by 65.4% of the samples, favouring the *agreement* options. However, this does not seem to be a problem for a smaller group, since 12% and 8.8% of the subjects do not seem to consider this among the commonly accepted problems of the Turkish higher education system. There is no statistically significant difference between the variables.

Table 46. “ Sending students abroad for post graduate studies has been a failure since it lacks long range planning, organization and integrity. Thus, this project is far from contributing to the solution of the strategic and high priority problems of the society.”

VAR00001 Acd.Degree by VAR00022 Problem.17

VAR00022						
Count						
Row Pct	Tot.Agre	Part.Agr	No Idea	Disagree		
	le	ee			Row	
	1,00	2,00	3,00	4,00	Total	
VAR00001	-----+-----+-----+-----+-----+-----+					
	1,00	50	23	2	3	78
P.hD.	64,1	29,5	2,6	3,8	35,8	
	+-----+-----+-----+-----+-----+-----+					
	2,00	58	24	11	10	103
Master	56,3	23,3	10,7	9,7	47,2	
	+-----+-----+-----+-----+-----+-----+					
	3,00	15	12	9	1	37
Instruc.	40,5	32,4	24,3	2,7	17,0	
	+-----+-----+-----+-----+-----+-----+					
Column	123	59	22	14	218	
Total	56,4	27,1	10,1	6,4	100,0	
Chi-Square	Value			DF	Significance	
-----+-----+-----+-----+-----+-----+						
Pearson	18.74913			6	.00461	

As the factual data explicitly indicate a great majority of the respondents (56.4% + 27.1%) seem to agree on this problem that sending graduate students abroad for degrees has not been successful, because the focus of the project was not on the high priority problems of the country. Those who do not have any idea on the issue, constitutes 10.1% whereas disagreement comes from 6.4%, only. Since, nobody displays *total disagreement* the last column of table is not presented. Chi square calculation suggests statistically significant difference between subjects' perception of this problem and their academic status, at .05 level of probability.

Table 47. “ The term ‘university’ refers to a medium where research, discussion, teaching, making genuine discoveries and publishings go hand in hand for the advancement of science and technology. Presence of these qualities is a must for the existence of a ‘university’ in real terms. In many respects Turkish universities lack these qualities.”

VAR00001 Acd.Degree by VAR00023 Problem.18

		VAR00023					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row Total
		ee	ee			gree	
		1,00	2,00	3,00	4,00	5,00	
VAR00001							
P.hD.	1,00	58	13	1		2	74
		78,4	17,6	1,4		2,7	34,3
Master	2,00	77	21	5		1	104
		74,0	20,2	4,8		1,0	48,1
Instruc.	3,00	31	6		1		38
		81,6	15,8		2,6		17,6
Column		166	40	6	1	3	216
Total		76,9	18,5	2,8	,5	1,4	100,0
Chi-Square		Value		DF		Significance	
Pearson		9,99508		8		,26537	

A significant number of Turkish academics (who has joined this survey) believes that universities, in Turkey, lack some essential qualities which make an institution a university. There is hardly anybody (1.4%+.5% of the respondents) to show disagreement with this view. It is also noteworthy that doctoral degree holders, who are in the upper levels of the hierarchical pyramid, appear to display more agreement than the other two groups of academics. No statistically significant difference has been observed between the variables.

Table 48. “ Since successful graduates do not consider academic life as a promising career, the source of talented, well educated and internationally oriented academic staff members is drying up.”

VAR00001 Acd.Degree by VAR00024 Problem.19

VAR00024							
Count							
Row Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
	ee				gree	Row	
	1,00	2,00	3,00	4,00	5,00	Total	
VAR00001	-----+-----+-----+-----+-----+-----+-----+-----						
1,00	53	21	1	2	1	78	
P.h.D.	67,9	26,9	1,3	2,6	1,3	35,6	
	-----+-----+-----+-----+-----+-----+-----+-----						
2,00	69	22	9	4		104	
Master	66,3	21,2	8,7	3,8		47,5	
	-----+-----+-----+-----+-----+-----+-----+-----						
3,00	25	10	1		1	37	
Instruc.	67,6	27,0	2,7		2,7	16,9	
	-----+-----+-----+-----+-----+-----+-----+-----						
Column	147	53	11	6	2	219	
Total	67,1	24,2	5,0	2,7	,9	100,0	
Chi-Square	Value			DF	Significance		

Pearson	9,92823			8	,27010		

Respondents, with a great majority (67.1% + 24.2%), agree in that successful graduates of higher education do not consider academic life as a promising career. A negligible minority (2.7% + .9%), on the other hand, disagrees with the idea that the *cream of the crop* seems to be seeking careers through the academe. A small group of 5% remains neutral since they have *no idea* . Again chi square calculation does not suggest any significant difference between the variables cross tabulated.

Table 49. “Lack of coordination among faculties, departments and research institutes causes unfair and disproportionate distribution of equipment and materials. This is one of the handicaps both for the quality and quantity of research studies at the universities.”

VAR00001 Acd.Degree by VAR00025 Problem.20

VAR00025							
Count							
Row Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
	e	ee		gree		Row	
	1,00	2,00	3,00	4,00	5,00	Total	
VAR00001	-----+	-----+	-----+	-----+	-----+	-----+	
1,00	44	28	5			77	
P.h.D.	57,1	36,4	6,5			35,3	
	-----+	-----+	-----+	-----+	-----+	-----+	
2,00	61	31	11	2		105	
Master	58,1	29,5	10,5	1,9		48,2	
	-----+	-----+	-----+	-----+	-----+	-----+	
3,00	21	10	3		2	36	
Instruc.	58,3	27,8	8,3		5,6	16,5	
	-----+	-----+	-----+	-----+	-----+	-----+	
Column	126	69	19	2	2	218	
Total	57,8	31,7	8,7	,9	,9	100,0	
Chi-Square	Value			DF	Significance		
-----	-----			----	-----		
Pearson	13,94933			8	,08310		

As factual data reveals, by far the largest proportion of the respondents (57.8%+ 31.7%) agrees with the idea that lack of coordination among the academic units, of the Turkish public universities, gives rise to disproportionate distribution of equipment and materials hindering the quality and quantity of research studies. There is almost no disagreement with this view since a few of the respondents think this is not the situation. However, 8.7% of the respondents seems to have no idea on the issue. No statistically significant difference is observed for the variables cross tabulated.

Table 50. “ The requirement of having SCI/SSCI Index credited publications as a prerequisite for candidates to be promoted either to full or associate professorship, has been exaggerated since credibility of citations are changing from one discipline to another. Thus, SCI and SSCI Indexes can not be objective criteria in such pomotions.”

VAR00001 Acd.Degree by VAR00026 Problem.21

		VAR00026									
		Count									
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa					
		le	ee			gree	Row				
		1,00	2,00	3,00	4,00	5,00	Total				
VAR00001											
	1,00	53	20	2	3	1	79				
P.hD.		67,1	25,3	2,5	3,8	1,3	36,2				
	2,00	52	30	16	1	4	103				
Master		50,5	29,1	15,5	1,0	3,9	47,2				
	3,00	15	15	5		1	36				
Instruc.		41,7	41,7	13,9		2,8	16,5				
	Column	120	65	23	4	6	218				
	Total	55,0	29,8	10,6	1,8	2,8	100,0				
Chi-Square		Value		DF		Significance					
-----		-----		----		-----					
Pearson		17,36055		8		,02657					

As for the objectivity of promotion criteria for full or associate professorship, a great majority of the academics (55.0% + 29.8%) believes that SCI/SSCI credited publications do not make a good measure, alone, for such promotions. Again, there is almost no opposition, while neutrals constitute 10.6 % of all the respondents. Naturally, the highest concordance on this particular item comes from the respondents with P.hD., because 92.4% (n= 218) shares the idea that this item suggests. And there is a statistically significant difference between the samples' academic status and their perceptions of this particular problem.

Table 51. “The number of SCI or SSSCI cited Turkish periodicals is limited. This is another drawback preventing high quality publications and research studies of Turkish universities from contributing to international science.”

VAR00001 Acd.Degree by VAR00027 Problem.22

		VAR00027					
Count							
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		le	ee			gree	Total
		1,00	2,00	3,00	4,00	5,00	
VAR00001							
	1,00	56	19	1	1	1	78
P.h.D.		71,8	24,4	1,3	1,3	1,3	35,5
	2,00	64	26	11	2	2	105
Master		61,0	24,8	10,5	1,9	1,9	47,7
	3,00	19	12	5	1		37
Instruc.		51,4	32,4	13,5	2,7		16,8
Column		139	57	17	4	3	220
Total		63,2	25,9	7,7	1,8	1,4	100,0
Chi-Square		Value		DF		Significance	
-----		-----		----		-----	
Pearson		10,39522		8		,23837	

A significantly larger proportion of respondents (63.2 % + 25.9%) believes that limited number of SCI/SSCI referred Turkish periodicals is a barrier for Turkish universities that have a potential to contribute to the international science. The answers given by those who do not agree with this idea remains relatively small with 3.2%. No statistically significant difference is observed after chi square calculation of the variables.

Table 52. “ Graduate program admissions are not always independent of restrictions and prejudice to political and religious considerations. Sometimes rules regulations not declared in the admission requirements, could be inserted later on. This is a typical example of arbitrary administration at the Turkish universities.”

VAR00001 Acd.Degree by VAR00028 Problem.23

VAR00028								
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		ee	gree				Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00001								
	1,00	31	33	8	3	2	77	
P.h.D.		40,3	42,9	10,4	3,9	2,6	35,3	
	2,00	45	34	13	7	7	106	
Master		42,5	32,1	12,3	6,6	6,6	48,6	
	3,00	19	11	3	2		35	
Instruc.		54,3	31,4	8,6	5,7		16,1	
Column		95	78	24	12	9	218	
Total		43,6	35,8	11,0	5,5	4,1	100,0	
Chi-Square		Value			DF	Significance		
-----		-----			----	-----		
Pearson		7,23602			8	,51140		

In this table, findings indicate that a substantial percentage of the respondents (43.6% + 35.8 %= 79.3%) thinks that admissions to the graduate programs of the universities are not always independent of restrictions and prejudice to political and religious considerations. Those who do not have any idea on the issue comes up to 11%, whereas a small group (5.5% + 4.1%) shows disagreement that this is not the truth. Chi square calculation does not suggest any significant difference between the variables.

Table 53. “ Academic promotion process which is considered as one of the most important criteria in measuring quality of education and research potential in a particular university is not always based on sound and objective criteria at the Turkish universities.”

VAR00001 Acd.Degree by VAR00029 Problem.24

		VAR00029							
		Count							
Row	Pct	Tot.Agre		Part.Agr		No Idea	Disagree	Tot.Disa	
		ee	ee	ee	ee	ee	gree	gree	Row
		1,00	2,00	3,00	4,00	5,00	Total		
VAR00001									
	1,00	37	30	6	2	1	76		
P.hD.		48,7	39,5	7,9	2,6	1,3	35,0		
	2,00	49	37	14	1	3	104		
Master		47,1	35,6	13,5	1,0	2,9	47,9		
	3,00	15	15	5	1	1	37		
Instruc.		40,5	40,5	13,5	2,7	2,7	17,1		
	Column	101	82	25	4	5	217		
	Total	46,5	37,8	11,5	1,8	2,3	100,0		
Chi-Square		Value		DF		Significance			
Pearson		3,31230		8		,91326			

Distribution of answers for this item of the survey reveals that most of the respondents (46.5% + 37.8 %) does not seem to be approving of the academic promotion process, claiming that it is not based on sound criteria. Neutral answers make up the 11.5% of the total responses and a minority of 4.1% appears to be against the claim. Yet, no significance of any difference in the subjects' perceptions of the item is observed at .05 probability level

Table 54. “Universities in Turkey are becoming coarse bureaucracies not capable of coping with the ever growing complicated scientific branches and disciplines, and are far back from meeting the societal expectations.”

VAR000030							
Count							
Row Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
	ee			gree		Row	
	1,00	2,00	3,00	4,00	5,00	Total	
VAR000001	-----+	-----+	-----+	-----+	-----+	-----+	
P.h.D.	1,00	38	31	4	3	1	77
	49,4	40,3	5,2	3,9	1,3		35,6
	-----+	-----+	-----+	-----+	-----+	-----+	
Master	2,00	45	30	19	4	5	103
	43,7	29,1	18,4	3,9	4,9		47,7
	-----+	-----+	-----+	-----+	-----+	-----+	
Instruc.	3,00	17	11	2	4	2	36
	47,2	30,6	5,6	11,1	5,6		16,7
	-----+	-----+	-----+	-----+	-----+	-----+	
Column	100	72	25	11	8		216
Total	46,3	33,3	11,6	5,1	3,7		100,0
Chi-Square	Value			DF	Significance		
-----	-----			----	-----		
Pearson	15,06557			8	,05788		

Table 55. “ Seniority and title are the two basic criteria determining the economic status of the academics at the universities. There is no distinction, in regard to salary and other incentives, for those who are outperforming their counterparts of the same title and seniority.”

VAR00001 Acd.Degree by VAR00031 problem 26

		VAR00031					
Count							
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	
		ee			gree		Row
		1,00	2,00	3,00	4,00	5,00	Total
VAR00001							
1,00		55	18	2	2		77
P.hD.		71,4	23,4	2,6	2,6		35,3
2,00		70	23	9	2	1	105
Master		66,7	21,9	8,6	1,9	1,0	48,2
3,00		25	8	2	1		36
Instruc.		69,4	22,2	5,6	2,8		16,5
Column		150	49	13	5	1	218
Total		68,8	22,5	6,0	2,3	,5	100,0
Chi-Square		Value		DF	Significance		
-----		-----		----	-----		
Pearson		4,07683		8	,85013		

As it can be seen in the table, a great majority believes (91.3 %) there is no distinction between the academics who are performing well and the others with respect to financial status. A negligible percentage (2.3% + .5%), however, does not think in the same way. Yet, no significance of any difference in the subjects' perceptions of the item is observed at .05 probability level.

Table 56. “ Since there is no ‘labor division’ among the academics as researcher and lecturer *teaching* and *research* functions of the universities are not performed properly.”

VAR00001 Acd.Degree by VAR00032 Problem.27

		VAR00032					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee	ee		gree	gree	
		1,00	2,00	3,00	4,00	5,00	Total
VAR00001							
	1,00	42	27	4	2	1	76
P.h.D.		55,3	35,5	5,3	2,6	1,3	34,5
	2,00	58	34	13	1	1	107
Master		54,2	31,8	12,1	,9	,9	48,6
	3,00	16	12	5	3	1	37
Instruc.		43,2	32,4	13,5	8,1	2,7	16,8
Column		116	73	22	6	3	220
Total		52,7	33,2	10,0	2,7	1,4	100,0
Chi-Square		Value		DF		Significance	
Pearson		9,44422		8		,30622	

According to majority of the respondents (85.9%), absence of an academic ‘labor division’ seems to be preventing universities from performing their research and teaching functions properly. Those who show disagreement accounts for only 4.1 % of the total while neutral answers make up 10 %. Yet, no significance of any difference in the subjects’ perceptions of the item is observed at .05 probability level.

Table 57. “In spite of the experts’ opposition, new universities are being opened for the sake of political ambitions, even though they all lack some essentials of an academic institution. This movement has destroyed both the quality and the academic tradition at these ‘politically oriented institutions’.”

VAR00001 Acc.Degree by VAR00033 Problem.28

VAR00033							
Count							
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee			gree		Total
		1,00	2,00	3,00	4,00	5,00	
VAR00001		-----	-----	-----	-----	-----	
	1,00	53	17	2	2	3	77
P.h.D.		68,8	22,1	2,6	2,6	3,9	34,7
		-----	-----	-----	-----	-----	
	2,00	80	17	5	1	4	107
Master		74,8	15,9	4,7	,9	3,7	48,2
		-----	-----	-----	-----	-----	
	3,00	25	9	4			38
Instruc.		65,8	23,7	10,5			17,1
		-----	-----	-----	-----	-----	
Column		158	43	11	3	7	222
Total		71,2	19,4	5,0	1,4	3,2	100,0
Chi-Square		Value			DF	Significance	
-----		-----			----	-----	
Pearson		7,98101			8	,43533	

A great majority of the academics (90.6 %) agrees on that opening new universities with politically motivated decisions, would degrade the quality and tradition of the academe. Findings also indicate that disagreement is relatively low, while neutral opinions remains at 5.0 %. No significance of any difference in the subjects’ perceptions of the item is observed at .05 probability level

Table 58. " Assurance of tenure is one of the factors weakening the dynamism and productivity at the Turkish universities. "

VAR00001. Acd.Degree by VAR00034 Problem.29

VAR00034							
Count							
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	
		ee			gree		Row
		1,00	2,00	3,00	4,00	5,00	Total
VAR00001							
	1,00	26	35	3	9	5	78
P.h.D.		33,3	44,9	3,8	11,5	6,4	35,3
	2,00	42	29	12	18	4	105
Master		40,0	27,6	11,4	17,1	3,8	47,5
	3,00	10	15	8	3	2	38
Instruc.		26,3	39,5	21,1	7,9	5,3	17,2
Column		78	79	23	30	11	221
Total		35,3	35,7	10,4	13,6	5,0	100,0
Chi-Square		Value		DF		Significance	
-----		-----		----		-----	
Pearson		15,72791		8		,04644	

As for the respondents' opinions whether tenure would be a motivation weakening factor at the universities, 35.3 % of them says they *totally agree* and a similar proportion says they *agree* with this idea. When we look at the *disagreement* side of the table, 13.6% and 5.0 % of them demonstrates *disagreement* and *total disagreement*, respectively. And 10.4 % appears to be neutral since they have *no idea*. Chi square calculation also reveals significant difference between the variables, since calculated significance level remains below the .05.

Table 59. “Because universities are not encouraged to set up their own Research & Development centers, their contributions to the solution of societal and industrial problems are below the desired level.”

VAR00001 Acd.Degree by VAR00035 Problem.30

VAR00035						
Count						
Row Pct	Tot.Agre	Part.Agr	No Idea	Disagree		
	ee				Row	
	1,00	2,00	3,00	4,00	Total	
VAR00001						
P.hD.	1,00	41	28	8	1	78
	52,6	35,9	10,3	1,3	35,3	
Master	2,00	61	36	7	2	106
	57,5	34,0	6,6	1,9	48,0	
Instruc.	3,00	22	11	4		37
	59,5	29,7	10,8		16,7	
Column	124	75	19	3	221	
Total	56,1	33,9	8,6	1,4	100,0	
Chi-Square	Value		DF	Significance		
Pearson	2,24405		6	,89594		

The tabulated data indicates that a significant proportion (56.1% + 33.9 %) of the respondents believes there is not enough encouragement at the universities to make them establish their own Research&Development centers. And as a result their contribution to the solution of societal problems remains below the desired level. **Disagreement** comes from a symbolic group of 1.4 %, while there is no single person who **totally disagrees** with the statement. No significant difference is observed after chi square calculation of the variables.

Table 60. “Chancellors (rectors) derive too much power and authority with this Law of 2547 (the Higher Education Law).”

VAR00001 Acd.Degree by VAR00036 Problem.31

		VAR00036					
		Count					
	Row Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row Total
		ee				gree	
		1,00	2,00	3,00	4,00	5,00	
VAR00001							
P.hD.	1,00	42	24	9	4		79
		53,2	30,4	11,4	5,1		36,1
Master	2,00	44	28	18	5	8	103
		42,7	27,2	17,5	4,9	7,8	47,0
Instruc.	3,00	15	12	8	1	1	37
		40,5	32,4	21,6	2,7	2,7	16,9
Column		101	64	35	10	9	219
Total		46,1	29,2	16,0	4,6	4,1	100,0
Chi-Square		Value		DF	Significance		
Pearson		10,71294		8	,21850		

A relatively high proportion of the respondents agrees on that rectors, at the universities, derive too much authority and power with the Law 2547. 16.0 % of them , on the other hand, reveals neither positive nor negative opinion but neutral. 4.6% and 4.1% *disagree* and *totally disagree* respectively. No significant difference is observed after chi square calculation of the variables.

Table 61. “ The unfair distribution of income and unrecorded (hidden) economic activities are the two important drawbacks hindering real tuition fee implementation at the public universities.”

VAR00001 Acd.Degree by VAR00037 Problem.32

		VAR00037					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee			gree		Total
		1,00	2,00	3,00	4,00	5,00	
VAR00001							
1,00		29	38	8	1	2	78
P.h.D.		37,2	48,7	10,3	1,3	2,6	35,6
2,00		51	29	15	5	4	104
Master		49,0	27,9	14,4	4,8	3,8	47,5
3,00		18	13	3	2	1	37
Instruc.		48,6	35,1	8,1	5,4	2,7	16,9
Column		98	80	26	8	7	219
Total		44,7	36,5	11,9	3,7	3,2	100,0
Chi-Square		Value		DF		Significance	
Pearson		10,20874		8		,25068	

A significantly larger proportion of the academic staff (44.7 % + 36.5 %) believes that income distribution and unrecorded economic activities are the two important problems to be tackled before any tuition fee implementation at the public universities. The ‘disagreement’ side of the table tells us that there is not much opposition displayed by the respondents. 11.9 %, on the other hand, does not have any idea on the issue. No significant difference is observed after chi square calculation of the variables.

Table 62. "Every year 40.000 college-age students are attending universities abroad, paying a tuition fee of approximately 40.000.000 U.S dollars annually."

VAR00001 Acd.Degree by VAR00038 Problem.33

		VAR00038					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	
		ee				gree	Row
		1,00	2,00	3,00	4,00	5,00	Total
VAR00001							
	1,00	40	28	7	1	1	77
P.hD.		51,9	36,4	9,1	1,3	1,3	35,6
	2,00	55	28	12	6	3	104
Master		52,9	26,9	11,5	5,8	2,9	48,1
	3,00	13	12	7	2	1	35
Instruc.		37,1	34,3	20,0	5,7	2,9	16,2
Column		108	68	26	9	5	216
Total		50,0	31,5	12,0	4,2	2,3	100,0
Chi-Square		Value		DF		Significance	
Pearson		8,06198		8		,42744	

Respondents with a remarkable proportion agree that sending college-age students of about 40.000 abroad for higher education, is one of the problems challenging Turkish higher education system. Those who do not consider this as a problem remain in minority with (4.2% + 2.3%) 6.5% and neutral votes account for 12.5%. No significant difference is observed after chi square calculation of the variables.

Table 63. “ University curricula, in many respects, fall short of meeting students’ contemporary needs, while decreasing their chances of employment after graduation.”

VAR00001 Acd.Degree by VAR00039 Problem.34

		VAR00039						
		Count						
Row	Pct	Tot.	Agree	Part.	Agree	No Idea	Disagree	Tot. Disa
		le	ee				gree	Row
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00001								
	1,00	29	41	4	2	1	77	
P.h.D.		37,7	53,2	5,2	2,6	1,3	35,6	
	2,00	49	34	11	6	3	103	
Master		47,6	33,0	10,7	5,8	2,9	47,7	
	3,00	14	18	3		1	36	
Instruc.		38,9	50,0	8,3		2,8	16,7	
		Column	92	93	18	8	5	216
		Total	42,6	43,1	8,3	3,7	2,3	100,0
Chi-Square		Value		DF		Significance		
Pearson		10,79595		8		,21353		

Most of the respondents (42.6 % + 43.1 %) believes that university curricula, in many respects, are not capable of meeting the contemporary needs and future prospects of the students after graduation. 18.3 % and (3.7 % + 2.3 %) 6 % have no idea and disagreement, respectively. No significant difference is observed after chi square calculation of the variables.

5.3 Analysis of the Subjects' Perception of Academic Freedom at the Turkish Public Universities with Respect to Their Academic Status

In this section subjects' perception of the academic rights and freedoms available at the public universities will be analyzed through cross tabulation of the variables " academic degree " and the " academic rights and freedoms. " Again, statistically significant relationship will be sought between the variables with the application of chi square test of significance. As explained in the previous section (4.1) the Hypothesis " H_2 " of the 2nd subproblem will be tested based on the findings to be obtained from the Tables 64-71. The related hypothesis reads as:

" There is no statistically significant difference among academic staff members of differing academic status; specified as doctoral, Masters' and Instructors, and their perceptions of the academic rights and freedoms at the public universities. "

VAR00001 Acd.Degree by VAR00040 Free.Elect.

Table 64, in brief, represents how Turkish academics view their freedom of *'faculty self government.'* If we start from the extremes, 22.1% of all the respondents (n= 208) believed that they were given *this freedom at full* scale whereas 11.5 % said they did *not have it at all* by concurring on the option *none*. On the other hand, 38.0 % of the academics thought they possessed the freedom of *faculty self government* partially. Those who had no idea whether they had such a freedom or not, constituted 11.1% of all. In sum, the proportion of those who said they were free in the faculty governance is higher than those who believed they were not. Chi square calculations do not reveal any statistically significant difference between the subjects' perception of this particular freedom and their academic status.

Table 65. "Freedom of criticism of curriculum and of conduct of administration."

VAR00001 Acd.Degree by VAR00041 Free.Critic

		VAR00041					Row Total
Count		Full	Partial	No Idea	Little	None	
Row Pct		1,00	2,00	3,00	4,00	5,00	
VAR00001		-----+					
P.h.D.	1,00	17	18	6	21	8	70
		24,3	25,7	8,6	30,0	11,4	34,0
Master	2,00	16	34	9	27	14	100
		16,0	34,0	9,0	27,0	14,0	48,5
Instruc.	3,00	9	9	4	7	7	36
		25,0	25,0	11,1	19,4	19,4	17,5
Column		42	61	19	55	29	206
Total		20,4	29,6	9,2	26,7	14,1	100,0

Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	5,37092	8	,71730

As can be seen in the cross-tabulation of *academic degree* and the *freedom of criticism of the administration*, 20.4% of the subjects responded that they were 'absolutely free' in criticizing curriculum and the conduct of administration, while 29.6% believed this freedom existed partially. 40.7% of the respondents, however, ('little'; 14 % + 'none'; 26.7%) did not agree with those who thought to have this kind of freedom at the Turkish public universities. Another point to be noted would be the attitude of the Ph.D holders since they believed less (25.7% + 32.9%) than the instructor group (21.6% + 40.5%) that they had such a freedom. No statistically significant difference has been observed between the cross tabulated variables.

Table 66. “Freedom of association in faculty societies and organizations provided these are legal.”

VAR00001 Acd.Degree by VAR00042 Free.Assoc.

		VAR00042					Row
		Count					
Row Pct		Full	Partial	No Idea	Little	None	Total
		1,00	2,00	3,00	4,00	5,00	
VAR00001							
1,00		18	15	10	18	9	70
P.h.D.		25,7	21,4	14,3	25,7	12,9	34,1
2,00		16	18	25	23	16	98
Master		16,3	18,4	25,5	23,5	16,3	47,8
3,00		6	11	9	3	8	37
Instruc.		16,2	29,7	24,3	8,1	21,6	18,0
Column		40	44	44	44	33	205
Total		19,5	21,5	21,5	21,5	16,1	100,0
Chi-Square		Value		DF		Significance	
Pearson		11,28939		8		,18583	

According to 19.5% of the subjects, “*freedom of association*” among faculty members have been *fully* provided. Yet 21.1 % and 16.1% replied as “*little and none*” respectively. Percentage of those who said they possessed this freedom *partially* came to 21.5%. In the mean time, 21.1% of the subjects were *neutral* (having no idea) in their choice.

It is obvious that the respondents did not credit this freedom fully or partially, as much as they did the former ones. Because 40.5% of them said this freedom was available at their academic departments, whereas they rated the previous ones with a majority over 50%, as fully or partially available freedoms. Calculated chi square showed no statistically significant difference between the variables in hand.

Table 67. “Freedom from special requirements such as special oaths of loyalty or any pledge other than a simple affirmation to support the Constitution and to follow and teach the truth.”

VAR00001 Acd.Degree by VAR00043 Free.Loyalty

		VAR00043					
		Count					
Row	Pct	Full	Partial	No Idea	Little	None	
		1,00	2,00	3,00	4,00	5,00	Row Total
VAR00001							
1,00		27	16	11	9	5	68
P.h.D.		39,7	23,5	16,2	13,2	7,4	33,7
2,00		33	17	34	10	4	98
Master		33,7	17,3	34,7	10,2	4,1	48,5
3,00		11	5	14	1	5	36
Instruc.		30,6	13,9	38,9	2,8	13,9	17,8
Column		71	38	59	20	14	202
Total		35,1	18,8	29,2	9,9	6,9	100,0
Chi-Square		Value		DF	Significance		
-----		-----		----	-----		
Pearson		14,47486		8	,07020		

“Freedom from special requirements” item of the academic freedoms survey, received 35.1% **‘full’**, 18.8 % **‘partial’**, 29.2% **‘no idea’**, 20 % **‘little’** and 6.9 % **‘none’** category scoring. Thus, the factual data affirm the academic staff members’ (of differing academic titles) concordance on the availability of this freedom, up to a certain extent, while a significant proportion of them (29.2%) does not have any idea regarding this particular freedom. No statistical significance is observed, since the chi square calculated value yields a significance level above the acceptable limits at .05 probability level.

Table 68. “ Assurance of tenure or seniority on established and declared principles relating solely to lenght and quality of service.”

VAR00001 Acd.Degree by VAR00044 Free.Merit

		VAR00044					Row
		Count					
Row	Pct	Full	Partial	No Idea	Little	None	
		1,00	2,00	3,00	4,00	5,00	Total
VAR00001		-----+-----+-----+-----+-----+					
1,00		22	24	4	9	9	68
P.hD.		32,4	35,3	5,9	13,2	13,2	33,3
		-----+-----+-----+-----+-----+					
2,00		25	28	22	18	6	99
Master		25,3	28,3	22,2	18,2	6,1	48,5
		-----+-----+-----+-----+-----+					
3,00		10	7	8	9	3	37
Instruc.		27,0	18,9	21,6	24,3	8,1	18,1
		-----+-----+-----+-----+-----+					
Column		57	59	34	36	18	204
Total		27,9	28,9	16,7	17,6	8,8	100,0
Chi-Square		Value		DF		Significance	
-----		-----		-----		-----	
Pearson		14,19195		8		,07690	

As for the “*assurance of tenure and seniority*,” a majority of Turkish academics, joined this survey, admitted that they either enjoyed ‘*full*’ or ‘*partial*’ freedom in this sense. Because, 27.9 %, and 28.9 % of them; altogether 56.8 % displayed satisfaction. The highest concordance on the availability of this freedom, came from doctoral degree holders with 67.3%. Nevertheless, 8.8 % and 17.6 %; altogether 26.4 % of the respondents were not satisfied with the academic circumstances related to assurance of tenure and seniority. 16.7% of all (n= 204) remained *neutral* in their chioce. No statistically significant difference was found of the chi square calculation.

Table 69. “Freedom of research, independent of restrictions emanating from political or religious considerations.”

VAR00001 Acd.Degree by VAR00045 Free.Research

		VAR00045					Row
		Count					
Row	Pct	Full	Partial	No Idea	Little	None	Total
		1,00	2,00	3,00	4,00	5,00	
VAR00001							
1,00		32	17	2	13	6	70
P.h.D.		45,7	24,3	2,9	18,6	8,6	33,8
2,00		35	34	7	16	8	100
Master		35,0	34,0	7,0	16,0	8,0	48,3
3,00		14	6	8	3	6	37
Instruc.		37,8	16,2	21,6	8,1	16,2	17,9
Column		81	57	17	32	20	207
Total		39,1	27,5	8,2	15,5	9,7	100,0
Chi-Square		Value		DF		Significance	
Pearson		19,22722		8		,01369	

A vast majority of the respondents (39.1 %+ 27.5 %) from three different academic backgrounds, showed agreement up to a certain extent that they had the *‘freedom of research independent of restrictions emanating from political or religious considerations.’* Those who favoured the *‘none’* option, which meant there was no freedom at all, came to 7.6 % of all the subjects. The ones who believed they had this freedom *a little*, accounted for 15.5% of all. Chi square calculation suggests statistically significant difference between the academic staff members of different academic status and their perceptions of the above-stated item.

Table 70. "Freedom to maintain citizenship activities and responsibilities without prejudice to academic status or advancement."

VAR00001 Acd.Degree by VAR00046 Free.Citizen

VAR00046							
Count							
Row Pct	Full	Partial	No Idea	Little	None	Row	
	1,00	2,00	3,00	4,00	5,00	Total	
VAR00001	-----+						
1,00	25	26	2	11	6	70	
P.h.D.	35,7	37,1	2,9	15,7	8,6	33,8	
	-----+						
2,00	30	24	20	18	8	100	
Master	30,0	24,0	20,0	18,0	8,0	48,3	
	-----+						
3,00	12	9	7	8	1	37	
Instruc.	32,4	24,3	18,9	21,6	2,7	17,9	
	-----+						
Column	67	59	29	37	15	207	
Total	32,4	28,5	14,0	17,9	7,2	100,0	
Chi-Square	Value			DF	Significance		

Pearson	14,37577			8	,07248		

In response to the '*freedom to maintain citizenship activities*' item of the survey, only 7.2 % and 17.9 % of the subjects said either they had *no or little* freedom in this sense, respectively. 32.4 % , however, said they had this freedom in *full* scale. While, 28.5 % preferred the option '*partial*' and 14.0 % , *had no idea* whether such a freedom existed or not. There is no statistically significant difference between the variables.

Table 71. “ Freedom of benefitting from academic rights as stated in the law, independent of political and religious constraints, based, solely, on the meritocratic measures.”

VAR00001 Acd.Degree by VAR00047 Free.Promot.

		VAR00047						
		Count						
Row	Pct	Full	Partial	No Idea	Little	None		
		1,00	2,00	3,00	4,00	5,00	Row	
							Total	
VAR00001								
1,00		21	27	3	13	5	69	
P.hD.		30,4	39,1	4,3	18,8	7,2	33,5	
2,00		26	30	13	25	6	100	
Master		26,0	30,0	13,0	25,0	6,0	48,5	
3,00		13	6	5	10	3	37	
Instruc.		35,1	16,2	13,5	27,0	8,1	18,0	
Column		60	63	21	48	14	206	
Total		29,1	30,6	10,2	23,3	6,8	100,0	
Chi-Square		Value				DF	Significance	
Pearson		9,61812				8	,29286	

Concerning the ‘*freedom of benefitting from academic rights*’ independent of the above-stated discriminations, 23.3% and 6.8 % altogether; 30.1% of the subjects stated that there was ‘*no*’ (little or none) such a freedom made available to the academics at their universities at the time this survey was conducted. Nonetheless, those who thought to have possessed this freedom ‘*fully or partially*’ constituted 59.7 % of all (n= 206). Chi square calculation and the Mantel Haenszel test application did not show any statistically significant result.

5.4 Analysis of the Academic Staff Members' Perceptions of the Problem Solving Mechanisms in Relation to Their Administrative Responsibility

In this section of the analysis, the second independent variable of the research study will be cross tabulated to discover whether there is any difference in the perception of *academic administrators* and *those of the academic teaching staff* concerning the problem-solving mechanisms at the Turkish public universities as opposed to the mixed group of subjects (with different academic titles) whose attitudes have been analyzed in the previous sections (5.2 and 5.3).The following tables (72-100) will demonstrate how “problems” are perceived by the academic staff , grouped as academic administrators and academic teaching staff without any administrative responsibility. “ Yes “ and “ No “ in the columns stand for the presence and absence of administrative responsibility of the subjects, respectively. Throughout the analyses, the word *respondents* will refer to both *academic administrators* and *academic teaching staff* members.

The analyses to be conducted, on the other hand, will also serve the objectives of the study through searching answers to the *3rd subproblem* by testing *its hypotheses* which read:

Subproblem 3.

“ Is there a statistically significant difference between the opinions of the academic administrators and those of their subordinates (teaching staff having no administrative position) concerning the current problems thought to have caused by present governance models ? “

Hypothesis to be tested:

a. There is no statistically significant difference between the perceptions of the academic administrators and their subordinates (teaching staff members having no administrative responsibility) concerning the problem-solving mechanisms in use at the public universities.

Table 72. "Administrators try to sense problems at their academic unit(s)."

VAR00002 Adm.Resp. by VAR00006 Sense.Prob.

		VAR00006			
		Count			
		Row Pct	Never	Sometime	Always
			1,00	2,00	3,00
					Total
VAR00002					
	1,00	4	26	10	40
Adm.		10,0	65,0	25,0	19,7
	2,00	21	111	31	163
NonAdm.		12,9	68,1	19,0	80,3
	Column	25	137	41	203
	Total	12,3	67,5	20,2	100,0
Chi-Square		Value		DF	Significance
Pearson		,83150		2	,65985

This table clearly illustrates that most of the respondents (administrators), believe they, either themselves or their superiors, are *sometimes* sensitive in discovering any problem at the academic departments they serve. A small percentage of them (12.3 %) says this *never* happens, while 20.2 % thinks this is *always* happening. Respondents without any administrative responsibility tend to believe more than the administrator group that their superiors are not willful in sensing the problems. This is evidenced by the fact that the former rated never option with 12.9% as the highest, while the latter remained at 10.0%. No statistically significant relationship is observed between the variables at .05 level of probability.

Table 73. "Administrators try to identify problems by their own effort."

VAR00002 Adm.Resp. by VAR00007 Themselves

		VAR00007			Row Total
		Never	Sometime	Always	
Count	Row Pct				
		1,00	2,00	3,00	
-----+					
VAR00002	1,00	10	19	6	35
Adm.		28,6	54,3	17,1	19,0
-----+					
	2,00	68	71	10	149
NonAdm.		45,6	47,7	6,7	81,0
-----+					
Column		78	90	16	184
Total		42,4	48,9	8,7	100,0

Chi-Square	Value	DF	Significance

Pearson	5,74905	2	,05644

As the factual data reveals, respondents who believe that their administration *never* tries to sense problems on their own, constitutes 42.4%, of the total raters. 48.9 % of them thinks they *sometimes* try to identify problems on their own. However, only 8.7 % of the subjects believe that their administrators are *always* doing this. It is also clear that answers given by the *academic teaching staff* affirm their belief, more, in that academic administrators do not attempt to identify problems on their own. Chi square calculation also suggests statistically significant difference between the cross tabulated values at .05 level of probability.

Table 74. " Administrators take a problem into consideration if it is submitted in a written format."

VAR00002 Adm.Resp. by VAR00008 Written.Comp

VAR00008						
Count						
Row	Pct	Never	Sometime		Always	
						Row
		1,00	2,00	3,00	Total	
VAR00002						
	1,00	3	20	12	35	
Adm.		8,6	57,1	34,3	20,7	
	2,00	10	67	57	134	
NonAdm.		7,5	50,0	42,5	79,3	
	Column	13	87	69	169	
	Total	7,7	51,5	40,8	100,0	
Chi-Square						
		Value		DF	Significance	

Pearson		,78220		2	,67631	

This table explicitly illustrates the respondents' perception on how their administrators approach problems at their academic departments when there is a complaint in the written format. According to the answers, over half of the academic administrators (51.5 %) believe that their superiors *sometimes* consider a problem if they are warned by a *written document*. 40.8 % says they *always* take care of problems if they are informed about it in a written form. Nonetheless, 7.7 % says they *never* care about problems even if they receive a written complaint on them. Chi square calculation does not suggest any tatistically significant difference.

Table 75. “ Administrators try to deal with any problems when warned by their superiors.”

VAR00002 Adm.Resp. by VAR00009 Warn.Super

		VAR00009			
Count					
Row	Pct	Never	Sometime	Always	
		Row			
		1,00	2,00	3,00	Total
VAR00002		-----+-----+-----+-----+			
1,00		4	17	10	31
Adm.		12,9	54,8	32,3	18,9
		+-----+-----+-----+			
2,00		10	70	53	133
NonAdm.		7,5	52,6	39,8	81,1
		+-----+-----+-----+			
Column		14	87	63	164
Total		8,5	53,0	38,4	100,0
Chi-Square		Value		DF	Significance
-----		-----		----	-----
Pearson		1,25407		2	,53417

According to the processed data, a majority of the respondents (53.0 %) do think that departmental problems are *sometimes* cared for when the administrators are warned by their superiors. Those who believe that problems are *always* dealt with, account for 38.4 % of all (164), while a minority of 8.5 % believes this *never* happens in their departments/faculties/universities. There is no statistically significant difference between the variables.

Table 76. "Administrators tend to ignore any problem arising in their academic unit."

VAR00002 Adm.Resp. by VAR00010 Ignore

		VAR00010			
		Count			
		Row Pct	Never	Sometime	Always
					Row
			1,00	2,00	3,00
					Total
VAR00002					
	1,00	9	17	4	30
Adm.		30,0	56,7	13,3	17,4
	2,00	39	89	14	142
NonAdm.		27,5	62,7	9,9	82,6
	Column	48	106	18	172
	Total	27,9	61,6	10,5	100,0
Chi-Square		Value		DF	Significance
Pearson		,48783		2	,78355

This table indicates the respondents' perceptions on how frequent their superiors *tend to ignore departmental problems*. The distribution of the answers show a similar pattern to that of the previous ones in this series. Most of the respondents, 61.6% ,again, favoured the '*sometimes*' option, whereas 27.9% of them thinks administrators *never tend to ignore* problems. Yet, 10.5% believes, they do *tend to ignore problems always*, in one way or another. No statistically significant difference is observed after chi square calculation of the variables cross tabulated.

VAR00002 Adm.Resp. by VAR00011 Inf.Collect.

In this particular table and in the following four tables, subjects' (academic administrators and academic staff members) opinions are presented to how frequent their superiors *collect information* about the problems arising, and if they do, in what ways and means they perform it.

178

Table 78. “ Administrators collect information on any problem via questionnaires.”

VAR00002 Adm.Resp. by VAR00012 Questionnaire

		VAR00012			
		Count			
Row	Pct	Never	Sometime	Always	Total
		1,00	2,00	3,00	
VAR00002					
Adm.	1,00	21	12	1	34
		61,8	35,3	2,9	19,8
NonAdm.	2,00	102	35	1	138
		73,9	25,4	,7	80,2
Column		123	47	2	172
Total		71,5	27,3	1,2	100,0
Chi-Square		Value		DF	Significance
Pearson		2,70030		2	,25920

Distribution of the answers among the three-choice scala, reveals that hardly any of the respondents (1.2%) say their superiors *always* use questionnaires for collecting data. 71.5%, on the other hand, says they *never* witnessed such a procedure in use. 27.3% of them claims data collection, aimed at problem solving, via questionnaire is done *sometimes*. It is also obvious that both groups have come to an agreement that collecting information using questionnaires is the least frequent method implemented.

Table 79. “ Administrators collect information on problems via face to face communication.”

VAR00002 Adm.Resp. by VAR00013 Interview

		VAR00013			Row Total
Count		Never	Sometime	Always	
Row	Pct				
		1,00	2,00	3,00	
VAR00002		-----+-----+-----+-----+			
	1,00	8	19	12	39
Adm.		20,5	48,7	30,8	21,5
		+-----+-----+-----+			
	2,00	28	87	27	142
NonAdm.		19,7	61,3	19,0	78,5
		+-----+-----+-----+			
Column		36	106	39	181
Total		19,9	58,6	21,5	100,0

Chi-Square	Value	DF	Significance

Pearson	2,79475	2	,24725

“*Face to face communication* ” in data collection has been rated by the respondents as 19.9 %, *never* ; 58.6 %, *sometimes*; and 21.5 % *always*. The concordance is again on the *sometimes* option. Yet, administrators believe more than the teaching staff that face to face communication is followed more frequently. This claim can be supported by the fact that 30% of the administrators said *always* while 19.0% of the teaching staff gave the same answer. No statistically significant difference has been found between the variables for this particular item.

Table 80. "Administrators collect information on problems by meeting with all the parties concerned."

VAR00002 Adm.Resp. by VAR00014 Meeting

		VAR00014			Row Total
Count		Never	Sometime	Always	
Row Pct					
		1,00	2,00	3,00	
VAR00002		-----+-----+-----+-----+			
Adm.	1,00	9	19	7	35
		25,7	54,3	20,0	19,7
		-----+-----+-----+-----+			
NonAdm.	2,00	57	69	17	143
		39,9	48,3	11,9	80,3
		-----+-----+-----+-----+			
Column		66	88	24	178
Total		37,1	49,4	13,5	100,0

Chi-Square	Value	DF	Significance
Pearson	3,09680	2	,21259

As factual data reveals "*meeting with all the parties concerned*" when working out solutions for a particular problem, is not the procedure employed "*always*" by the administrators. This is supported by the fact that only 13.5 % of the respondents say this is *always* possible. However, over half of them has admitted that such meetings are *sometimes* held. Percentage of the respondents who claims this procedure has *never* been followed, accounts for 37.1 %.

Majority of the subjects with administrative responsibility also believe that "administrators" do not collect information on the problems in a participative manner. It is, however, evident that the percentage of administrators (20%) who preferred, for example, the "*never*" choice is less than that of academic staff members (11.9%) who are engaged in teaching only.

Table 81. “Administrators gather information on any problem by means of procedures other than the above-mentioned.”

VAR00002 Adm.Resp. by VAR00015 Other

		VAR00015			
		Count			
Row	Pct	Never	Sometime	Always	Total
		1,00	2,00	3,00	
VAR00002					
	1,00	18	7	1	26
Adm.		69,2	26,9	3,8	23,0
	2,00	48	29	10	87
NonAdm.		55,2	33,3	11,5	77,0
Column		66	36	11	113
Total		58,4	31,9	9,7	100,0

Chi-Square	Value	DF	Significance
Pearson	2,13839	2	,34329

The findings on this particular item indicates that administrative staff members generally do not tend to collect information through means and ways other than the ones mentioned above (Tables 78-81). Only a minority of the respondents (9.7 %) says their superiors *always* employ different method(s) in data collection. No statistically significant difference is observed between the administrators' and teaching staff members' attitudes for this particular item, though percentage distribution in each group does reveal a different outlook.

Table 82. "Administrators work out solutions in case a problem arises."

VAR00002 Adm.Resp. by VAR00016 Seek.Sol.

		VAR00016			
		Count			
Row	Pct	Never	Sometime	Always	Total
		1,00	2,00	3,00	
VAR00002		-----+-----+-----+-----+			
Adm.	1,00	3	22	14	39
		7,7	56,4	35,9	19,5
		-----+-----+-----+-----+			
NonAdm.	2,00	7	111	43	161
		4,3	68,9	26,7	80,5
		-----+-----+-----+-----+			
Column		10	133	57	200
Total		5,0	66,5	28,5	100,0
Chi-Square		Value		DF	Significance
-----		-----		----	-----
Pearson		2,37423		2	,30510

According to the answers, *most* of the respondents (66.5%) claims their superiors *sometimes* work out solutions in case a problem arises in the department. Only a few of them (5.0%) seem to be different in *seeking solutions for the problems*. 28.5% of the respondents believes the administrative staff work out solutions *always*. Cross tabulation of the variables does not reveal a statistically significant difference.

Table 83. "Decisions are made by consulting to the related committee members only."

VAR00002 Adm.Resp. by VAR00017 Com.Mem.Only

VAR00017						
Count						
Row	Pct	Never	Sometime	Always		
		Row				
		1,00	2,00	3,00	Total	
VAR00002		-----+				
	1,00	2	22	13	37	
Adm.		5,4	59,5	35,1	20,8	
		-----+				
	2,00	12	78	51	141	
NonAdm.		8,5	55,3	36,2	79,2	
		-----+				
Column		14	100	64	178	
Total		7,9	56,2	36,0	100,0	
Chi-Square		Value		DF	Significance	
-----		-----		----	-----	
Pearson		,45748		2	,79553	

In the process of generating solutions, majority of the respondents (56.2 %) believes their, administrators *sometimes "meet with the committee members"* who are in charge. 36.0 % of them says this is happening *always*, while 7.9 % shows agreement with *never* option to indicate, this *never* happens when tackling problems. There is no statistically significant difference between the variables.

Table 84. "When generating solutions, all the members of the academic unit are involved in the process."

VAR00002 Adm.Resp. by VAR00018 All.Members

		VAR00018			Row Total
		Count	Never	Sometime	
		Row Pct	1,00	2,00	3,00
VAR00002					
	1,00	20	10	6	36
Adm.		55,6	27,8	16,7	20,5
	2,00	78	54	8	140
NonAdm.		55,7	38,6	5,7	79,5
	Column	98	64	14	176
	Total	55,7	36,4	8,0	100,0

Chi-Square	Value	DF	Significance
Pearson	5,23596	2	,07295

As illustrated by the answers a substantial number of the respondents (55.7 %) claims all the academics are *never* allowed to join the processes where solution(s) are generated for problems in their academic departments. *Always* option, again, receives the lowest attention with 8.0 %, while 36.4 % of them says *all the members of the academic unit are sometimes involved* in such a process. Chi square calculation suggests no statistically significant difference between the two groups' perceptions of the given procedure at .05 level of significance.

Table 85. " Solutions are formulated according to the wishes of the superiors."

VAR00002 Adm.Resp. by VAR00019 Acc.Authority

VAR00019					
Count					
Row	Pct	Never	Sometime	Always	
					Row
		1,00	2,00	3,00	Total
VAR00002		-----+	-----+	-----+	-----+
	1,00	8	14	9	31
Adm.		25,8	45,2	29,0	18,0
		+-----+	+-----+	+-----+	+-----+
	2,00	14	72	55	141
NonAdm.		9,9	51,1	39,0	82,0
		+-----+	+-----+	+-----+	+-----+
	Column	22	86	64	172
	Total	12,8	50,0	37,2	100,0

Chi-Square	Value	DF	Significance
Pearson	5,86520	2	,05326

The findings on this particular item present a serious evidence that *solutions in the academic units are formulated according to the wishes of the superiors*. This is demonstrated by the fact that 50.0% and 37.2% of the respondents, of both administrative and non-administrative, say their superiors do this either *sometimes* or *always*, respectively. Only 12.8% of the respondents believes, solutions for the departmental problems are *never* directed to the satisfaction of superiors at all. Percentage of the respondents (39.0%), engaged in teaching, who believes that solutions are formulated according to the wishes of the superiors is higher than that of the administrators (29.0%) who share the same opinion. Chi square calculation suggests statistically significant difference at .05 probability level.

Table 86. “ Solutions are sought through procedures other than the above-mentioned.”

VAR00002 Adm.Resp. by VAR00020 Other				
VAR00020				
Count				
Row Pct Never Sometime Always				
1,00 2,00 3,00 Total				
VAR00002	-----+-----+-----+-----+			
1,00	16	5		21
Adm.	76,2	23,8		21,9
+-----+-----+-----+-----+				
2,00	53	20	2	75
NonAdm.	70,7	26,7	2,7	78,1
+-----+-----+-----+-----+				
Column	69	25	2	96
Total	71,9	26,0	2,1	100,0
Chi-Square	Value		DF	Significance
-----	-----		----	-----
Pearson	,68108		2	,71139

A great majority of the respondents believe that their superiors do not employ any procedure, other than the ones mentioned above (tables 81-85) while seeking solutions. The evidence for this comes from the percentage of respondents (71.9 %) who favours *never*. 26.0 % of them, on the other hand, admits that other alternatives are *sometimes* used. Naturally, the remaining minority of 2.1 % believes their superiors *always* find means and ways different from the ones mentioned in the tables 81-85. No statistically significant difference is found for the variables tabulated.

Table 87. "Decisions are made by consulting to the related committee members only."

VAR00002 Adm.Resp. by VAR00022 Com.Mem.Only

		VAR00022			
		Count			
		Row Pct	Never	Sometime	Always
					Row
			1,00	2,00	3,00 Total
VAR00002					
	1,00		18	22	40
Adm.			45,0	55,0	21,5
	2,00		6	70	70
NonAdm.			4,1	47,9	47,9
	Column		6	88	92
	Total		3,2	47,3	49,5
					100,0
Chi-Square		Value		DF	Significance
Pearson		2,01733		2	,36470

The items tabulated between the Tables 15 and 20, try to identify how *decisions* are made at the academic departments. As far as the answers are concerned most of the respondents says their superiors are either *sometimes* (47.1%) or *always* (49.5 %) make decisions by "*consulting to the related committee members only.*" Those who say this *never* happens counts for 3.2 % only. No statistically significant difference is observed after chi square calculation.

Table 88. "Decisions are made with the involvement of all the academics working at that academic unit."

VAR00002 Adm.Resp. by VAR00023 All.Members

		VAR00023			
		Count			
		Row Pct	Never	Sometime	Always
					Row
			1,00	2,00	3,00
					Total
VAR00002					
	1,00	15	15	6	36
Adm.		41,7	41,7	16,7	20,3
	2,00	75	53	13	141
NonAdm.		53,2	37,6	9,2	79,7
	Column	90	68	19	177
	Total	50,8	38,4	10,7	100,0

Chi-Square	Value	DF	Significance
Pearson	2,35478	2	,30808

The statistical information clearly demonstrates almost in *half the cases, all the academic staff members are not involved in the decision making processes* at all. Respondents who claim they are *sometimes* involved, accounts for 50.8% of all and 10.7% of them believe they are *always* engaged in such a process. No statistically significant difference is observed among the variables.

Table 89. "Decisions are made according to the wishes of the superiors."

VAR00002 Adm.Resp. by VAR00024 Acc.Autho

		VAR00024			Row
		Count			
VAR00002	Row Pct	Never	sometime	Always	Total
		1,00	2,00	3,00	
Adm.	1,00	5	19	6	30
		16,7	63,3	20,0	17,5
NonAdm.	2,00	13	74	54	141
		9,2	52,5	38,3	82,5
Column		18	93	60	171
Total		10,5	54,4	35,1	100,0

Chi-Square	Value	DF	Significance
Pearson	4,19917	2	,12251

Most of the respondents (54.4 % + 35.1 %) who joined this survey believes that decisions at their academic units are, either *sometimes* or *always*, made according to the wishes of *the superiors*. A *small group* of them (10.5 %) states this *never* happens in their departments. Chi square calculation does not reveal any statistically significant difference for the variables.

Table 90. "Decisions are made through means and ways other than the ones mentioned above."

VAR00002 Adm.Resp. by VAR00025 Other

		VAR00025			Row Total
Count		Never	Sometime	Always	
Row	Pct				
		1,00	2,00	3,00	
VAR00002					
1,00		15	6		21
Adm.		71,4	28,6		23,1
2,00		52	16	2	70
NonAdm.		74,3	22,9	2,9	76,9
Column		67	22	2	91
Total		73,6	24,2	2,2	100,0

Chi-Square	Value	DF	Significance
Pearson	,83609	2	,65833

The factual data, in this table, shows that *in most of the cases* (73.6 %) the administrative staff members try the above-mentioned (Tables 87-90) procedures when making decisions. Those who say their superiors *sometimes* prefer other methods constitute approximately 1/3 of all the respondents with 24.2 %. No statistically significant difference is observed.

Table 91. “ If a conflict arises during a debate in the process of producing a suitable solution, the administrators consider it dangerous and try to prevent such debates.”

VAR00002 Adm.Resp. by VAR00027 Prevent.Debate

		VAR00027				
		Count				
Row	Pct	Never	Sometime	Always	Total	
		1,00	2,00	3,00		
VAR00002		-----+-----+-----+-----+				
	1,00	6	16	12	34	
Adm.		17,6	47,1	35,3	21,9	
		+-----+-----+-----+-----+				
	2,00	27	67	27	121	
NonAdm.		22,3	55,4	22,3	78,1	
		+-----+-----+-----+-----+				
Column		33	83	39	155	
Total		21,3	53,5	25,2	100,0	

Chi-Square	Value	DF	Significance

Pearson	2,39134	2	,30250

The tables 91-96 try to illustrate the attitudes of the two groups of academics when a conflict arises in the process of producing a suitable solution. The distribution of the answers for this particular item suggests that a *significant proportion* of the superiors (53.5 %) *considers conflict sometimes dangerous and tries to prevent it* at the time of searching for a suitable solution. While 21.3% of the subjects says their superiors *never* do this, similarly 25.2% says this is something they *always* do. Chi square calculation does not suggest any statistically significant difference for the cross tabulated variables.

Table 92. "If a conflict arises during a debate in the process of producing a suitable solution, the administrators try to reconcile the conflicting sides by informing them about the situation."

VAR00002 Adm.Resp. by VAR00028 Consensus

VAR00028						
Count						
Row	Pct	Never	Sometime		Always	
						Row
		1,00	2,00	3,00		Total
VAR00002		-----+	-----+	-----+	-----+	
	1,00	7	19	13		39
Adm.		17,9	48,7	33,3		22,2
		-----+	-----+	-----+	-----+	
	2,00	39	71	27		137
NonAdm.		28,5	51,8	19,7		77,8
		-----+	-----+	-----+	-----+	
	Column	46	90	40		176
	Total	26,1	51,1	22,7		100,0
Chi-Square		Value			DF	Significance
-----		-----			----	-----
Pearson		3,82219			2	,14792

Majority of the administrative staff members (51.1 %) believes that their superiors *sometimes* try to *reconcile the conflicting sides by informing them* on the problem being handled. According to a small group of respondents (22.7 %) their superiors *never* do this at their departments. Yet, another negligible percentage of respondents (26.1 %) believes such a reconciliation *always* occurs when there are conflicting sides. There is no statistically significant difference between the subjects' attitude and their administrative responsibility, as far as the above-stated problem is concerned.

VAR00002 Adm.Resp. by VAR00029 Applies.Routine

In Table 93, the distribution of frequencies suggests that most of the academic administrators, at Turkish public universities, where this survey has been administered, refer to the ***routine rules to eliminate the conflict while producing a suitable solution***. An illustration of this comes from the answers received by the ***sometimes*** option which accounts for 56.1% of all the respondents (n= 171). In the same way, 33.3 % of the respondents believes their superiors ***always*** apply routine rules under such circumstances. Those who claim to have ***never*** applied this procedure for the elimination of conflict, constitute only 10.5% of all. Yet, no statistically significant difference has been observed between the variables.

Table 94. “ If a conflict arises during a debate in the process of producing a suitable solution, the administrators eliminate the conflict by using their authority.”

VAR00002 Adm.Resp. by VAR00030 Eliminates.Discuss

VAR00030						
Count						
Row	Pct	Never	Sometime	Always		
					Row	
		1,00	2,00	3,00	Total	
VAR00002						
	1,00	9	18	5	32	
Adm.		28,1	56,3	15,6	20,5	
	2,00	14	85	25	124	
NonAdm.		11,3	68,5	20,2	79,5	
	Column	23	103	30	156	
	Total	14,7	66,0	19,2	100,0	
Chi-Square		Value			DF	Significance
-----		-----			----	-----
Pearson		5,74423			2	,05658

According to the factual data obtained from the Table 94, by far the largest proportion of respondents (66.0 %) believes administrators *sometimes eliminate conflicts by imposing their own authority*. 14.7 %, on the other hand, says this is *never* done, while a small proportion of respondents (19.2 %) says this *always* happens. Statistically significant difference is observed between the two groups' perception of the procedure specified above.

Table 95. “ If a conflict arises during a debate in the process of producing a suitable solution, the administrators employ other procedure(s) than those mentioned above” (through the Tables 91-95).

VAR00002 Adm.Resp. by VAR00031 Other

		VAR00031			
		Count			
		Row Pct	Never	Sometime	Always
					Row
			1,00	2,00	3,00
					Total
VAR00002					
	1,00	18	3	1	22
Adm.		81,8	13,6	4,5	23,4
	2,00	46	24	2	72
NonAdm.		63,9	33,3	2,8	76,6
	Column	64	27	3	94
	Total	68,1	28,7	3,2	100,0
Chi-Square		Value		DF	Significance
Pearson		3,23669		2	,19823

As for the other procedures (other than the ones mentioned in Tables 91-95) utilized in the elimination of conflict, a great majority reponds that their superiors *never* follow any other procedure to eliminate conflicts. Nevertheless, 28.7 % and 3.2 % say they do this *sometimes* or *always* respectively. Chi square application yields no statistically significant difference between the two group of subjects perception of the procedure mentioned here.

Table 96. “ The degree of success of any solution applied is determined according to the feedback obtained from all the members (administrators and other academics) of that academic unit.”

VAR00002 Adm.Resp. by VAR00033 Feedback

		VAR00033			
		Count			
Row	Pct	Never	Sometime	Always	Total
VAR00002		1,00	2,00	3,00	
Adm.	1,00	13	20	5	38
		34,2	52,6	13,2	21,1
NonAdm.	2,00	60	63	19	142
		42,3	44,4	13,4	78,9
Column		73	83	24	180
Total		40,6	46,1	13,3	100,0
Chi-Square		Value		DF	Significance
Pearson		,92342		2	,63020

Most of the respondents show agreement with the statement that *the evaluation of the goodness of any solution, applied, is not always determined according to the feedback obtained from all the members of that academic unit.* This is evidenced by the fact that 46.1% and 40.6% of them say this is *sometimes* and *never* possible, respectively, whereas those who say ‘*always*’ remain in minority with 13.3%. No statistically significant difference exists between the variables cross tabulated.

Table 97. “ The degree of success of any solution applied, is determined according to whether it is matching the expectations of the immediate superiors or not.”

VAR00002 Adm.Resp. by VAR00034 Admin.Expectation

		VAR00034			
		Count			
Row	Pct	Never	Sometime	Always	Total
VAR00002		1,00	2,00	3,00	
Adm.	1,00	10	21	3	34
		29,4	61,8	8,8	19,5
NonAdm.	2,00	23	92	25	140
		16,4	65,7	17,9	80,5
Column		33	113	28	174
Total		19,0	64,9	16,1	100,0
Chi-Square		Value		DF	Significance
Pearson		3,88441		2	,14339

The relationship between the success of a solution ,applied, and degree of its ability in meeting the superiors’ expectations seems to be high. This is made obvious by the answer percentages recieved by the options *sometimes* and *always* which are 64.9 % and 16.1 %, respectively. Only 19.0 % of the respondents says this *never* happens in their departments. Chi square calculation does not indicate any statistically significant difference between the variables.

Table 98. "The degree of success of any solution applied is determined according to the satisfaction of the high level authorities."

VAR00002 Adm.Resp. by VAR00035 Admin.Satisfaction

		VAR00035			
		Count			
Row	Pct	Never	Sometime	Always	Row Total
		1,00	2,00	3,00	
VAR00002					
	1,00	6	20	7	33
Adm.		18,2	60,6	21,2	19,1
	2,00	18	69	53	140
NonAdm.		12,9	49,3	37,9	80,9
Column		24	89	60	173
Total		13,9	51,4	34,7	100,0

Chi-Square	Value	DF	Significance
Pearson	3,34435	2	,18784

The findings for this particular cross tabulation reveals that, again, according to a great majority of the subjects, both in administrative and non-administrative posts , when a solution, applied, is serving the satisfaction of high level authorities it is, either *sometimes* or *always*, considered **successful**. A negligible proportion of the respondents (13.9 %) thinks that this has *never* been a criterion for the evaluation of solutions implemented. Yet, statistically significant difference is not observed for this particular item.

Table 99. "The degree of success of any solution applied is determined according to whether this procedure has been a lawful one or not."

VAR00002 Adm.Resp. by VAR00036 Lawfulness

VAR00036									
Count									
Row	Pct	Never	Sometime	Always	Row				
		1,00	2,00	3,00	Total				
VAR00002		-----+	-----+	-----+	-----+				
	1,00		12		28		40		
Adm.			30,0		70,0		22,6		
		-----+	-----+	-----+	-----+				
	2,00		3		54		80		137
NonAdm.			2,2		39,4		58,4		77,4
		-----+	-----+	-----+	-----+				
	Column		3		66		108		177
	Total		1,7		37,3		61,0		100,0

Chi-Square	Value	DF	Significance
Pearson	2,29553	2	,31734

As can be seen from the distribution of frequencies, 61.0 % percent of the subjects responds that the legitimacy of the decisions has *always* been credited while a solution is considered for implementation. Those who believe that this rule is *sometimes* considered in their academic unit, accounts for 37.3 %, while *never* option receives no point from the administrators. Academics, serving as teaching staff hardly supports this inclination with three exceptional cases which corresponds to 2.2%. No statistically significant difference has been observed.

Table 100. “ The degree of success of any solution applied, is determined according to criteria other than the above mentioned (Tables 96-100).

VAR00002 Adm.Resp. by VAR00037 Other

VAR00037						
Count						
Row	Pct	Never	Sometime	Always	Row	
		1,00	2,00	3,00	Total	
-----+-----+-----+-----+-----						
VAR00002	1,00	22	2		24	
Adm.		91,7	8,3		20,7	
-----+-----+-----+-----+-----						
	2,00	72	16	4	92	
NonAdm.		78,3	17,4	4,3	79,3	
-----+-----+-----+-----+-----						
Column		94	18	4	116	
Total		81,0	15,5	3,4	100,0	
Chi-Square		Value			DF	Significance

Pearson		2,47206			2	,29054

This particular table (Table 100.) illustrates whether any procedures, other than the ones given in the Tables 96-99, are employed by administrators when evaluating solutions implemented. It is clear that a great majority of them do not seem to refer to *other* procedures in such an evaluation process. While, on the other hand, a small proportion (15.5 %) believes different criteria are *sometimes* applied. And, only 3.4 % of the respondents claims there are *always* other measures involved in the evaluation of the fitness of solutions. Chi square calculation of the variables, cross tabulated, does not reveal any statistically significant difference.

5.5 Analysis of the Academic Administrators' and Academic Teaching Staff Members' Perceptions of the General Administrative Problem Posed in the Survey.

The second chapter in the questionnaire has been designed to identify , first: *commonly voiced administrative problems* at the Turkish public universities, and second: *whether academics and the academic administrators agree on these problems or not*, if they do, *to what extent they show agreement*. Yet, another significant aspect of this section is that *a number of possible solutions are provided* for each of the problem included in the survey. Again respondents' (*academic administrators' and academic teaching members'*), attitudes have been sought on these alternative *suggestions* to gain a better understanding of the extent of their agreement /disagreement when a solution is proposed. However, analysis of these suggested solutions will be done in **Chapter VI**, separately.

In this part, each table will be accompanied by the *problem* on which samples' attitudes have been sought, with a scale indicating agreement or disagreement in four levels (weak & strong) and a neutral option as a transition between the choices of differing weights. So each separate table will represent a cross tabulation of the *second independent variable (academic administrators and academic teaching staff chorots of the respondents)* and the respondents' opinion on the *problems which have been assumed to exist* in the academic units of the Turkish public universities. Chi square calculation will also be applied to the variables to see if there is a statistically significant difference between the variables at .05 probability level.

This subchapter also aims at testing the hypothesis (*3b*), with the help of the analyses to be obtained from the Tables 101-134. The hypothesis reads as:

“ There is no statistically significant difference between the perceptions of the administrative and teaching staff members in their perceptions of the public universities' general administrative problems.”

VAR00002 Adm.Resp. by VAR00006 Problem.1

VAR00006							
Count							
Row Pct	Tot.	Agre	Part.	Agre	No Idea	Disagree	Tot. Disa
	le	ee		gree			Row
	1,00	2,00	3,00	4,00	5,00	Total	
VAR00002	-----+-----+-----+-----+-----+-----+-----+-----						
1,00	14	18	7	1			40
Adm.	35,0	45,0	17,5	2,5			19,1
	-----+-----+-----+-----+-----+-----+-----+-----						
2,00	88	57	19	2	3		169
NonAdm.	52,1	33,7	11,2	1,2	1,8		80,9
	-----+-----+-----+-----+-----+-----+-----+-----						
Column	102	75	26	3	3		209
Total	48,8	35,9	12,4	1,4	1,4		100,0

Chi-Square	Value	DF	Significance
Pearson	5,19529	4	,26784

A vast majority of the respondents (48.0 % + 35.9 %) displayed **agreement** (either total or partial) on that, those who are in charge of **processes** and **providing employment** for the **products** of universities are not allowed to have a voice over the quality and administration of these institutions and their **products**. This belief seems to be stronger among the non-administrative academics who showed agreement with 85.7% (n= 209). Only a very little proportion of the respondents (2.8 %) has shown disagreement, while 12.4 % of them has no idea on the problem posed. Statistically significant difference is not observed between the two groups' perceptions of the given problem.

Table 102. “Due to the constraints originating from academic oligarchy and bureaucratic structures, decision-making and problem solving mechanisms of the higher education institutions are not fully able to perform their intended functions.”

VAR00002 Adm.Resp. by VAR00007 Problem.2

		VAR00007						
		Count						
Row	Pct	Tot.	Agree	Part.	Agree	No Idea	Disagree	Tot.Disa
		le	ee				gree	Row
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00002								
1,00		14	17	3	5	1	40	
Adm.		35,0	42,5	7,5	12,5	2,5	19,0	
2,00		80	71	11	8		170	
NonAdm.		47,1	41,8	6,5	4,7		81,0	
Column		94	88	14	13	1	210	
Total		44,8	41,9	6,7	6,2	,5	100,0	

Chi-Square	Value	DF	Significance
Pearson	8,53519	4	,07383

By far the majority of subjects (36.0 % + 46.0 %) who joined this survey believes that *bureaucratic structures and the academic oligarchy* are the two important factors hindering Turkish universities in the pursuit of their intended functions. Again, an insignificant group (10.0 % + 2.0 %) does not seem to agree with this statement that they do not experience such a problem. Chi square calculation does not suggest any statistically significant difference between the variables for this item.

Table 103. “ The absence of meritocratic understanding, in which internationally recognized scholars are given a privileged status, has given rise to anti-democratic and authorititative sturctures in the university governance.”

VAR00002 Adm.Resp. by VAR00008 Problem.3

VAR00008							
Count							
Row Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Diag		
	ee	ee		ree		Row	
	1,00	2,00	3,00	4,00	5,00	Total	
VAR00002	-----+-----+-----+-----+-----+-----+-----+-----						
Adm.	1,00	14	11	7	4	4	40
	35,0	27,5	17,5	10,0	10,0	19,4	
NonAdm.	2,00	52	68	23	15	8	166
	31,3	41,0	13,9	9,0	4,8	80,6	
-----+-----+-----+-----+-----+-----+-----+-----							
Column	66	79	30	19	12	206	
Total	32,0	38,3	14,6	9,2	5,8	100,0	
Chi-Square	Value			DF	Significance		
-----+-----+-----+-----+-----+-----+-----+-----							
Pearson	3,47109			4	,48229		

A substantial number of the respondents (68 %) illustrates *their agreement on the existence* of such a problem, as quoted at the top of the Table 103. A small percentage of them, however, does not seem to have any idea. While, a small proportion (9.2 % + 5.8 % = 15 %) of the subjects does not agree with their colleagues on this particular problem by making choices on the disagreement side. As with the previous case, the non-administrative academics tend to complain more about this problem, in comparison to their administrative counterparts. There is no statistically significant difference between the variables cross tabulated.

Table 104. "Introduction of the 1981 Reform Act under extra ordinary circumstances (such as 1980 military take-over, suspension of the Constituion) the subsequent top-down amendments in the Law 2547, has prevented universities from fulfilling their missions."

VAR00002 Adm.Resp. by VAR00009 Problem.4

VAR00009								
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		ee				gree	Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00002								
Adm.	1,00	20	18	1	1		40	
		50,0	45,0	2,5	2,5		19,1	
NonAdm.	2,00	85	58	18	3	5	169	
		50,3	34,3	10,7	1,8	3,0	80,9	
Column		105	76	19	4	5	209	
Total		50,2	36,4	9,1	1,9	2,4	100,0	
Chi-Square		Value			DF	Significance		
-----		-----			----	-----		
Pearson		4,65119			4	,32499		

A great majority of the respondents (50.2 % + 36.4 %) exhibits an explicit consensus on that, the 1981 Reform Act has prevented universities from fulfilling their missions. Because the military forces were ruling the country when the higher education laws were issued. As for the disagreement part, no remarkable opposition is observed, only 4.3% believes this is *not a problem at the academe*. Academic administrators, on the other hand, seem to believe more than the non-administrative academics that 1981 Reform Act prevented universities from fulfilling their missions. Statistically significant difference does not exist between the variables.

Table 105. “Political interventions, giving way to the return of dismissed students back to universities with multiple make-up examination rights, in fact, is a violation of the institutional autonomy of the universities.”

VAR00002 Adm.Resp. by VAR00010 Problem.5

VAR00010								
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row	
		ee	gree					
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00002								
Adm.	1,00	29	10	1			40	
		72,5	25,0	2,5			19,0	
NonAdm.	2,00	132	28	5	4	1	170	
		77,6	16,5	2,9	2,4	,6	81,0	
Column		161	38	6	4	1	210	
Total		76,7	18,1	2,9	1,9	,5	100,0	
Chi-Square		Value		DF		Significance		
Pearson		2,61228		4		,62465		

A higher proportion of the academics *strongly agrees* (76.7 %) with the existence of this problem. Similarly 18.1 % of the academic staff members who joined this survey *partially agrees* with this statement. Since they show their discontent with the external forces' interference with the universities' internal affairs. Only 2.9 % of the respondents does not have any idea whether this situation would be a violation of institutional autonomy in their universities or not. As for the disagreement side; it remains rather weak with 1.9 % + .5 % = 2.4 %. Statistically significant difference is not observed since the chi square value does not suggest significance at .05 level of probability.

Table 106. “ Since the Turkish universities are under a demographic pressure, distance education options are used for the elimination of college-age applicants seeking admission to universities other than the Open University.”

VAR00002 Adm.Resp. by VAR00011 Problem.6

		VAR00011					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row Total
		ee	ee	gree	gree		
		1,00	2,00	3,00	4,00	5,00	
VAR00002							
Adm.	1,00	14	14	4	4		36
		38,9	38,9	11,1	11,1		17,8
NonAdm.	2,00	64	58	32	8	4	166
		38,6	34,9	19,3	4,8	2,4	82,2
Column		78	72	36	12	4	202
Total		38,6	35,6	17,8	5,9	2,0	100,0

Chi-Square	Value	DF	Significance
Pearson	4,07616	4	,39580

The answers to this item reveal that there is a *high level of consensus* among the respondents, in that most of them (38.6 % + 35.6 % = **64.2 %**) think demographic pressure on the public universities, lead to policies of Open University substitution for the elimination of college-age students in front of the universities. Disagreement with the existence of such a problem comes from a minority of 8.7 % of all the respondents. There is no remarkable difference between the percentile distribution of the answers of both the administrators and academic teaching staff, on the *agreement* side. Because the former is 77.8% (n= 36), while the latter comes to 73.3% (n= 166). There is no statistically significant difference between the variables.

Table 107. “Universities’ productivity can not be measured in objective terms, because there is not any objective criterion to be taken for the assessment of the productivity at any level.”

VAR00002 Adm.Resp. by VAR00012 Problem.7

VAR00012									
Count									
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row		
		ee			gree		Total		
		1,00	2,00	3,00	4,00	5,00			
VAR00002									
Adm.	1,00	17	15	4		1	37		
		45,9	40,5	10,8		2,7	18,2		
NonAdm.	2,00	73	51	22	14	6	166		
		44,0	30,7	13,3	8,4	3,6	81,8		
Column		90	66	26	14	7	203		
Total		44,3	32,5	12,8	6,9	3,4	100,0		
Chi-Square		Value			DF	Significance			
-----		-----			----	-----			
Pearson		4,25778			4	,37224			

Academics, in majority (44.3 % + 32.5 % = 76.8 %), do believe that there are *no objective criteria to measure the productivity* of their universities. Those who do not have any idea as to whether they have such an assessment criterion or not, remain relatively low, with 12.8 % of the total. The opposing group, again, constitutes a minority of the respondents with 6.9% and 3.4%. For this particular item, again, a higher percentage of academic administrators (45.9% + 40.5%) seem to agree more than the other group, who have no academic responsibility. No statistically significant difference has been observed after the chi square calculation.

Table 108. “ There is almost no communication between the HEC (Higher Education Council) Organs and the academics working at the lower levels of the hierarchical pyramid of the universities.”

VAR00002 Adm.Resp. by VAR00013 Problem.8

VAR00013								
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		ee			gree		Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00002		-----+	-----+	-----+	-----+	-----+		
Adm.	1,00	20	13	3	2	1	39	
		51,3	33,3	7,7	5,1	2,6	18,7	
		-----+	-----+	-----+	-----+	-----+		
NonAdm.	2,00	94	51	17	6	2	170	
		55,3	30,0	10,0	3,5	1,2	81,3	
		-----+	-----+	-----+	-----+	-----+		
Column		114	64	20	8	3	209	
Total		54,5	30,6	9,6	3,8	1,4	100,0	
Chi-Square		Value			DF	Significance		
-----		-----			----	-----		
Pearson		1,02264			4	,90634		

In this table, academic staff members' dissatisfaction with the lack of communication channels between the HEC (Higher Education Council), can be seen clearly. In other words, the hierarchical pyramid does not have enough channels for the upward flow of information. This is evidenced by the 54.5 % and 30.6 % of the respondents who display *agreement* with the given problem. Again, a small group shows disagreement (3.8% + 1.4%). It is also noteworthy that both the academic administrators and the teaching staff members show their agreement with the given problem, almost at the same level; the former accounts for 84.6% while the latter reaches 83.3%. Statistically significant difference is not observed between the variables.

Table 109. “In the current higher education governance system, ‘*the patient and the surgeon*’ have to be the same persons. This situation is a handicap in the sense of being an open system.”

VAR00002 Adm.Resp. by VAR00014 Problem.9

VAR00014								
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		ee			gree		Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00002								
	1,00	14	16	7		1	38	
Adm.		36,8	42,1	18,4		2,6	18,8	
	2,00	79	56	19	7	3	164	
NonAdm.		48,2	34,1	11,6	4,3	1,8	81,2	
Column		93	72	26	7	4	202	
Total		46,0	35,6	12,9	3,5	2,0	100,0	
Chi-Square		Value			DF	Significance		
-----		-----			----	-----		
Pearson		4,25052			4	,37316		

There is a relatively strong agreement, both among the academic administrators and the teaching staff, that the current higher education governance system does not resemble an *open system*, with respect to the ways problems are handled at the universities. Disagreement with this idea comes from a few academics that constitute (3.5 % + 2.0 %) 5.5 % of the total respondents (n= 202), only. As for the *neutral* group: they make up 12.9 % of all. Chi square calculation does not suggest any statistically significant difference between the perceptions of the two different groups of subjects.

Table 110. “ Availability and accessibility of resources for the researchers is becoming scarce and expensive, because the HEC (Higher Education Council). Documentation Center is not capable of providing researchers with adequate supply of materials in good time.”

VAR00002 Adm.Resp. by VAR00015 Problem.10

		VAR00015						
		Count						
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row	Total
		ee	ee			gree		
		1,00	2,00	3,00	4,00	5,00		
VAR00002								
	1,00	24	12	1	1	1		39
Adm.		61,5	30,8	2,6	2,6	2,6		18,8
	2,00	123	35	6	2	2		168
NonAdm.		73,2	20,8	3,6	1,2	1,2		81,2
	Column	147	47	7	3	3		207
	Total	71,0	22,7	3,4	1,4	1,4		100,0
Chi-Square		Value		DF		Significance		
Pearson		2,90300		4		,57419		

By far the largest proportion of the respondents (93.7 %) shows *agreement* that researchers at the universities are facing great difficulty in accessing and obtaining the scientific documents they need. Similarly, 22.7 % of them *partially agrees* that this is true. A very small group, on the other hand, does not seem to agree with this idea. This is indicated by the fact that only (1.4 % + 1.4 %) 2.8 % of the respondents is opposing, while 2.0 % prefers being neutral. It is also interesting that teaching staff members, with a higher percent than the other group, believes this problem exists at the academe. No statistically significant difference is observed between the variables.

Table 111. “ In the current higher education Law of 2547, there is no sanction to prevent administrators from establishing power-monopoly by expanding their ‘span of control’ beyond reasonable limits.”

VAR00002 Adm.Resp. by VAR00016 Problem.11

		VAR00016					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee			gree		Total
		1,00	2,00	3,00	4,00	5,00	
VAR00002							
	1,00	23	15				38
Adm.		60,5	39,5				18,6
	2,00	85	51	24	5	1	166
NonAdm.		51,2	30,7	14,5	3,0	,6	81,4
Column		108	66	24	5	1	204
Total		52,9	32,4	11,8	2,5	,5	100,0
Chi-Square		Value		DF	Significance		
Pearson		8,10686		4	,08774		

It is obvious that a great majority of the administrators thinks that **lack of sanctions** in the Higher Eduaction Law of 2547 is a problem which may lead to the expansion of ‘span of control’ beyond reasonable limits in university administration. Those who disagree with this idea, again, remain within the negligible limits of about 3 % of the total respondents (n= 204). No statistically significant difference is observed after chi square calculation of the variables.

Table 112. “Financial constraints that the higher education institutions are experiencing, are mainly, due not to delegating executive power to the local administrative units and not allowing them to make their local decisions with a participative understanding. This is another barrier in front of the institutional autonomy.”

VAR00002 Adm.Resp. by VAR00017 Problem.12

		VAR00017							
		Count							
Row	Pct	Tot.	Agree	Part.Agr	No Idea	Disagree	Tot.Disa	Row	Total
		le	ee			gree			
		1,00	2,00	3,00	4,00	5,00			
VAR00002									
1,00		19	17	2					38
Adm.		50,0	44,7	5,3					18,9
2,00		80	42	29	7	5			163
NonAdm.		49,1	25,8	17,8	4,3	3,1			81,1
Column		99	59	31	7	5			201
Total		49,3	29,4	15,4	3,5	2,5			100,0
Chi-Square		Value		DF		Significance			
Pearson		9,71687		4		,04548			

According to a substantial number of respondents (43.9 % + 29.4 %) , financial constraints currently faced by the Turkish higher education institutions are primarily due not to delegating enough executive power to the administrative units where local decisions are made in a participative manner. Opposing respondents again remain in the minority with 3.5% and 2.5%, while 15.4 % does not seem to have any idea on the matter. There is a statistically significant difference between the variables cross tabulated at .05 level of probability.

Table 113. "Revolving budget revenues of the universities are sometimes distributed unfairly, among a group or clique, leading to the economic hegemony of one group over the others, who were kept out of this 'closed-interest cycle'."

VAR00002 Adm.Resp. by VAR00018 Problem.13

VAR00018								
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		ee				gree	Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00002		-----+-----+-----+-----+-----+-----+-----+-----+-----						
	1,00	19	10	7	2	1	39	
Adm.		48,7	25,6	17,9	5,1	2,6	19,1	
		-----+-----+-----+-----+-----+-----+-----+-----+-----						
	2,00	64	55	30	14	2	165	
NonAdm.		38,8	33,3	18,2	8,5	1,2	80,9	
		-----+-----+-----+-----+-----+-----+-----+-----+-----						
Column		83	65	37	16	3	204	
Total		40,7	31,9	18,1	7,8	1,5	100,0	
Chi-Square		Value			DF		Significance	
-----		-----			-----		-----	
Pearson		2,19646			4		,69968	

As the factual data reveals respondents exhibit a great deal of consensus that 'revolving budget' revenues are not distributed fairly among the potential beneficiaries. Because, there is a kind of 'closed-interest cycle' in which a privileged group is given priority. This is supported by the fact that 72.6 % of the administrative staff members believes that this is the case with revolving budget institutions at the public universities. Only (7.8 % + 1.6 %) 9.4 % shows disagreement with this statement whereas a significant percentage of them has no idea on the issue. There is no statistically significant difference between the crosstabulated variables.

Table 114. “ Due to the differences in geographical locations and institutionalization processes of the universities, ‘one-fits-all’ type of rules and regulations imposed by a ‘central body’ will not be of help in solving administrative problems of the public universities.”

VAR00002 Adm.Resp. by VAR00019 Problem.14

		VAR00019				
Count						
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	
		ee	ee			Row
		1,00	2,00	3,00	4,00	Total
VAR00002						
1,00		24	10	3	1	38
Adm.		63,2	26,3	7,9	2,6	18,4
2,00		108	38	15	8	169
NonAdm.		63,9	22,5	8,9	4,7	81,6
Column		132	48	18	9	207
Total		63,8	23,2	8,7	4,3	100,0
Chi-Square		Value		DF	Significance	
-----		-----		----	-----	
Pearson		,54869		3	,90807	

As findings suggest, ‘one-fits-all’ kind of rules and regulations imposed by a central administrative body (the HEC) have not been found popular by the academic staff members in solving problems at the universities. This is evident by the fact that a great majority of the respondents (63.8 % + 23.2 %) exhibits agreement on the existence of such a problem. Only 4.3 % of them do not consider this as a problem. While 8.7 % says they have no idea about it. As for the statistically significant difference of the variables, no such a relation is observed after chi square calculations.

Table 115. “Due to the ‘authority-dominant’ character of the 1981 Reform Act and the organizational structure of the HEC, some of the non-academic staff members, working with academic superiors, have sometimes gained control over them. And this situation, from time to time, has given rise to non-academics’ interfering with academic decisions and governmental affairs.”

VAR00002 Adm.Resp. by VAR00020 Problem.15

VAR00020								
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		ee				gree	Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00002		-----+	-----+	-----+	-----+	-----+	-----+	
Adm.	1,00	19	10	6	4		39	
		48,7	25,6	15,4	10,3		19,2	
NonAdm.	2,00	69	49	24	16	6	164	
		42,1	29,9	14,6	9,8	3,7	80,8	
		-----+	-----+	-----+	-----+	-----+	-----+	
Column		88	59	30	20	6	203	
Total		43,3	29,1	14,8	9,9	3,0	100,0	
Chi-Square		Value			DF	Significance		
-----		-----			----	-----		
Pearson		1,96237			4	,74268		

The dominance of hierarchical authority, assured by the 1981 Reform Act, at the universities resulting in non-academics’ interference into academic affairs, is seen as a problem by a majority of the respondent administrators and teaching staff members as well. Because, 43.3 % and 22.1 % of the subjects see this as a problem originating from the malfunctioning of the existing Law, whereas disagreement is relatively small with 12.0 %, which indicates the proportion of the respondents who believes such a problem does not exist at the universities. Chi square calculation does not suggest any statistically significant difference between the variables cross tabulated.

Table 117. “ Sending students abroad for post graduate degrees has been a failure since it lacks long-range planning, organization and integrity. Thus, this project is far from contributing to the solution of the strategic and high priority problems of the Nation. ”

VAR00002 Adm.Resp. by VAR00022 Problem.17

VAR00022						
Count						
Row Pct	Tot.	Agree	Part.	Agr No	Idea	Disagree
	le	ee				
	1,00	2,00	3,00	4,00	Row	
						Total
VAR00002	-----+-----+-----+-----+-----+-----					
1,00	21	15	1	1	38	
Adm.	55,3	39,5	2,6	2,6	18,8	
	+-----+-----+-----+-----+-----+-----					
2,00	96	36	19	13	164	
NonAdm.	58,5	22,0	11,6	7,9	81,2	
	+-----+-----+-----+-----+-----+-----					
Column	117	51	20	14	202	
Total	57,9	25,2	9,9	6,9	100,0	
Chi-Square	Value			DF	Significance	
-----+-----+-----+-----+-----+-----						
Pearson	7,55522			3	,05616	

As the factual data explicitly indicates most of the respondents seems to agree on this problem that sending graduate students abroad for degrees has not been successful, because the focus of the project was not on the high priority problems of the country. Those who do not have any idea on the issue, constitutes 9.9% whereas disagreement comes from 6.9%, only. Academic administrators, again, appear to display a higher agreement (94.8%) than the other group, concerning the existence of this problem. There is statistically difference between the variables cross tabulated at .05 level of probability.

Table 118. “ The term university refers to a medium where research, discussion, teaching, making genuine discoveries and publishing, go hand in hand for the advancement of science and technology. Presence of these qualities is a must for the existence of a ‘university’ in real terms. However, most of the Turkish public universities lack these qualities. ”

VAR00002 Adm.Resp. by VAR00023 Problem.18

VAR00023								
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		ee	ee			gree	Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00002								
	1,00	27	7	1		2	37	
Adm.		73,0	18,9	2,7		5,4	18,4	
	2,00	128	29	5	1	1	164	
NonAdm.		78,0	17,7	3,0	,6	,6	81,6	
Column		155	36	6	1	3	201	
Total		77,1	17,9	3,0	,5	1,5	100,0	
Chi-Square		Value			DF	Significance		
-----		-----			----	-----		
Pearson		5,01611			4	,28565		

A significant proportion of the academic administrators (who has joined this survey) believes that universities, in Turkey, lack some essential qualities which make an institution a university. Similarly, teaching staff members also agree that such essential qualities lack at the public universities. This is supported by the fact that 95.0% of all the respondents (n= 201) believe this is true. There is hardly anybody (2 % of the respondents) to show disagreement with this view. No statistically significant difference has been observed between the variables.

Table 119. “ Since successful graduates do not consider academic life as a promising career, the source of talented, well educated and internationally oriented academic staff members is drying up.”

VAR00002 Adm.Resp. by VAR00024 Problem.19

VAR00024											
Count											
Row	Pct	Tot.Agre		Part.Agr		No Idea		Disagree		Tot.Disa	
		ee		No		Disagree		gree		Row	
		e		ee						Total	
		1,00		2,00		3,00		4,00		5,00	
VAR00002		-----+-----+-----+-----+-----+-----+-----+-----+-----+-----									
Adm.	1,00	24	13					1		38	
		63,2	34,2					2,6		18,6	
		-----+-----+-----+-----+-----+-----+-----+-----+-----+-----									
NonAdm.	2,00	112	37	10	6	1		166			
		67,5	22,3	6,0	3,6	,6		81,4			
		-----+-----+-----+-----+-----+-----+-----+-----+-----+-----									
Column		136	50	10	6	2	204				
Total		66,7	24,5	4,9	2,9	1,0	100,0				
-----+-----+-----+-----+-----+-----+-----+-----+-----+-----											
Chi-Square			Value			DF		Significance			
-----		-----		-----		-----		-----			
Pearson			6,84053			4		,14456			

Respondents, with a great majority (66.7 % + 24.6 %), agree in that successful graduates of higher education do not consider academic life as a promising career. This belief is more spread among the administrators that they display agreement with 97.4% (n= 38). A negligible minority of 3.9 %, on the other hand, disagrees with the idea that the *cream of the crop, of the university graduates*, seem to be seeking career through the academe. No statistically significant difference has been observed between the variables crosstabulated.

Table 120. “Lack of coordination among faculties, departments and research institutes causes unfair and disproportionate distribution of equipment and materials. This is one of the handicaps both for the quality and quantity of research studies at universities.”

VAR00002 Adm.Resp. by VAR00025 Problem.20

		VAR00025					
		Count					
		Row Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa
			ee			gree	Row
			1,00	2,00	3,00	4,00	5,00
							Total
VAR00002							
	1,00	17	17	4			38
Adm.		44,7	44,7	10,5			18,9
	2,00	101	45	14	2	1	163
NonAdm.		62,0	27,6	8,6	1,2	,6	81,1
	Column	118	62	18	2	1	201
	Total	58,7	30,8	9,0	1,0	,5	100,0

Chi-Square	Value	DF	Significance
Pearson	5,31757	4	,25624

As the factual data reveals, by far the largest proportion of the respondents (58.7 % + 30.8 %) agrees with the idea that lack of coordination among the academic units, of the Turkish public universities, results in disproportionate distribution of equipment and materials hindering the quality and quantity of research studies. There is almost no disagreement with this view, however only 9.0 % of the respondents says they *have no idea* on this matter. Statistically significant difference is not observed after the chi square calculation of the variables.

Table 121. “ The requirement of having SCI/SSCI Index referred publications as a prerequisite for candidates to be promoted either to full or associate professorship, has been exaggerated since credibility of citations are changing from one discipline to another. Thus, SCI and SSCI Indexes can not be objective criteria in such promotions.”

VAR00002 Adm.Resp. by VAR00026 Problem.21

VAR00026								
Count								
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
		ee	ee		gree	gree	Row	
		1,00	2,00	3,00	4,00	5,00	Total	
VAR00002		-----	-----	-----	-----	-----	-----	
	1,00	28	9		1	1	39	
Adm.		71,8	23,1		2,6	2,6	19,2	
		-----	-----	-----	-----	-----	-----	
	2,00	85	49	22	3	5	164	
NonAdm.		51,8	29,9	13,4	1,8	3,0	80,8	
		-----	-----	-----	-----	-----	-----	
Column		113	58	22	4	6	203	
Total		55,7	28,6	10,8	2,0	3,0	100,0	
Chi-Square		Value			DF	Significance		
-----		-----			-----	-----		
Pearson		8,10947			4	,08765		

As for the objectivity of promotion criteria for full or associate professorship, a great majority of the academics (55.7 % + 28.6 %) believes that SCI/SSCI credited publications do not make a good measure, alone, for such promotions. Again, there is a relatively small opposition, while 5 % of the administrators displays disagreement with the idea quoted above. Those who no idea account for 10.8% of all (n= 203) Statistically significant difference does not exist between the variables.

Table 122. “ Another drawback, preventing high quality publications of Turkish universities from contributing to international science and research, is the limited number of SCI/SSCI cited periodicals of Turkish origin.”

VAR00002 Adm.Resp. by VAR00027 Problem.22

VAR00027							
Count							
Row Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa		
	ee				gree	Row	
	1,00	2,00	3,00	4,00	5,00	Total	
VAR00002							
Adm.	1,00	24	12	1	1	38	
	63,2	31,6	2,6		2,6	18,5	
NonAdm.	2,00	105	42	15	3	167	
	62,9	25,1	9,0	1,8	1,2	81,5	
Column	129	54	16	3	3	205	
Total	62,9	26,3	7,8	1,5	1,5	100,0	
Chi-Square	Value		DF		Significance		
Pearson	3,20329		4		,52440		

A significantly larger proportion of the respondents (62.9 % + 26.3 %) believes that limited number of SCI/SSCI referred Turkish periodicals is a barrier for Turkish universities that have a potential to contribute to the international science. The answers given by those who do not agree with this idea remains relatively small with 3 %. No statistically significant difference is found between the two groups' perception of the above-given administrative problem.

Table 123. “Graduate programme admissions are not always independent of restrictions and prejudice to political and religious considerations. Sometimes rules and regulations, not declared in the admission requirements could be inserted later on. This is a typical example of arbitrary administration at the Turkish public universities.”

VAR00002 Adm.Resp. by VAR00028 Problem.23

VAR00028							
Count							
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		le	ee			gree	
		1,00	2,00	3,00	4,00	5,00	Total
VAR00002							
1,00		11	20	5	1	1	38
Adm.		28,9	52,6	13,2	2,6	2,6	18,9
2,00		75	53	17	10	8	163
NonAdm.		46,0	32,5	10,4	6,1	4,9	81,1
Column		86	73	22	11	9	201
Total		42,8	36,3	10,9	5,5	4,5	100,0
Chi-Square							
		Value		DF	Significance		
Pearson		6,78829		4	,14751		

In this table, findings indicate that a substantial percentage of the respondents (42.8 % + 36.3 %) think that admissions to the graduate programs of the universities are not always independent of restrictions and prejudice to political and religious considerations. Those who do not have any idea on the issue accounts for 10.9%, whereas a small group (5.5 % + 4.5 %) shows disagreement that this is not the truth. No statistically significant difference has been observed.

Table 124. “ Academic promotion process which is considered as one of the most important criteria in measuring quality of education and research potential in a particular university, is not always based on sound and objective criteria at the Turkish public universities.”

VAR00002 Adm.Resp. by VAR00029 Problem.24

		VAR00029					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row Total
		ee	ee	gree	gree		
		1,00	2,00	3,00	4,00	5,00	
VAR00002							
Adm.	1,00	12	21	3	1	1	38
		31,6	55,3	7,9	2,6	2,6	18,9
NonAdm.	2,00	84	53	20	3	3	163
		51,5	32,5	12,3	1,8	1,8	81,1
Column		96	74	23	4	4	201
Total		47,8	36,8	11,4	2,0	2,0	100,0
Chi-Square		Value		DF	Significance		
Pearson		7,60982		4	,10696		

Distribution of answers for this item of the survey reveals that great majority of the respondents (47.8 % + 36.8 %) does not seem to be approving of the academic promotion process, claiming that it is not based on sound criteria. Neutral answers make up 11.4 % of the total responses (n= 201) and a minority of 4.0% appears to be against the claim. No statistically significant difference has been observed between the variables.

Table 125. “ Public universities in Turkey are becoming clumsy bureaucracies, not capable of keeping up the ever growing complicated scientific branches and disciplines, falling far behind the societal expectations.”

VAR00002 Adm.Resp. by VAR00030 Problem.25

		VAR00030					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee	ee		gree		
		1,00	2,00	3,00	4,00	5,00	Total
VAR00002		-----+-----+-----+-----+-----+-----+					
Adm.	1,00	14	19	2	1	2	38
		36,8	50,0	5,3	2,6	5,3	18,9
		-----+-----+-----+-----+-----+-----+					
NonAdm.	2,00	79	48	21	9	6	163
		48,5	29,4	12,9	5,5	3,7	81,1
		-----+-----+-----+-----+-----+-----+					
Column		93	67	23	10	8	201
Total		46,3	33,3	11,4	5,0	4,0	100,0
Chi-Square		Value					

Pearson		7,07976					
		4					
		,13173					

According to the factual data, most of the respondents (46.3 % + 33.3 %) agrees that public universities in Turkey are becoming coarse bureaucracies, not capable of coping with the complicated nature of ever growing science and technology. They are also far from meeting the societal expectations. Yet, 9.0% (5.0 % + 4.0 %) of them does not agree with this idea. Statistically significant difference has not been observed after the chi square calculation of the cross tabulated variables.

Table 126. "Seniority and the title are the two basic criteria determining the economic status of academics at the universities. There is no distinction, in regard to salary and other incentives, for those who are outperforming their counterparts of the same title and seniority."

VAR00002 Adm.Resp. by VAR00031 problem 26

VAR00031							
Count							
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee			gree		Total
		1,00	2,00	3,00	4,00	5,00	
VAR00002							
	1,00	30	7	1	1		39
Adm.		76,9	17,9	2,6	2,6		19,3
	2,00	109	38	12	3	1	163
NonAdm.		66,9	23,3	7,4	1,8	,6	80,7
Column		139	45	13	4	1	202
Total		68,8	22,3	6,4	2,0	,5	100,0
Chi-Square			Value		DF		Significance
Pearson			2,31671		4		,67773

As it can be seen in the table, a great majority of the subjects agrees (68.8% + 22.3%) that having no distinction between the academics who are performing well and the others, with respect to financial status *is a problem*. A negligible percentage (3.0 %), however, does not seem to consider this as a problem. 6.4 % percent of the respondents, on the other hand, does not have any idea. This belief is more common among the subjects with administrative responsibility, since they rate *agreement* side of the table with 94.8%, while the other group remains at 90.2%. Statistically significant difference is not observed between the variables.

Table 127. “ Since there is no ‘labour division’ among the academics as ‘researcher’ and ‘lecturer’, teaching and research functions of the universities are not performed properly.”

VAR00002 Adm.Resp. by VAR00032 Problem.27

		VAR00032					
		Count					
Row	Pct	Tot.	Agree	Part.Agr	No Idea	Disagree	Tot.Disa
		le	ee			gree	Row
		1,00	2,00	3,00	4,00	5,00	Total
VAR00002							
Adm.	1,00	17	18	2	1		38
		44,7	47,4	5,3	2,6		18,7
NonAdm.	2,00	91	49	18	5	2	165
		55,2	29,7	10,9	3,0	1,2	81,3
Column		108	67	20	6	2	203
Total		53,2	33,0	9,9	3,0	1,0	100,0

Chi-Square	Value	DF	Significance
Pearson	5,02863	4	,28437

According to majority of the respondents (86.2 %), absence of an academic ‘labor division’ seems to be preventing universities from performing their research and teaching functions properly. Those who show disagreement accounts for only 4.1 % of the total while neutral answers make up 6.0 %. There is no statistically significant difference between the variables.

Table 128. “ In spite of the experts’opposition, new universities are being opened for the sake of political ambitions, even though they all lack some essentials of an academic institution. This movement has destroyed both the quality and the academic tradition at these ‘politically-oriented institutions’.”

VAR00002 Adm.Resp. by VAR00033 Problem.28

		VAR00033					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee	gree				
		1,00	2,00	3,00	4,00	5,00	Total
VAR00002							
Adm.	1,00	24	9	1	1	3	38
		63,2	23,7	2,6	2,6	7,9	18,4
NonAdm.	2,00	125	29	8	2	4	168
		74,4	17,3	4,8	1,2	2,4	81,6
Column		149	38	9	3	7	206
Total		72,3	18,4	4,4	1,5	3,4	100,0
Chi-Square		Value		DF		Significance	
Pearson		4,77140		4		,31157	

A great majority of the academics (72.3% + 18.4 % = 90.5 %) agrees on that opening new universities with politically motivated decisions, would degrade the quality and tradition of the academe. Findings also indicate that disagreement is relatively low, while neutral opinions remain at 4.4 %. Chi square calculation does not yield any statistically significant difference between the two groups’ perceptions of the given problem.

Table 129. “ Existence of tenure for professors is one of the factors weakening the dynamism and productivity at the Turkish universities. ”

VAR00002 Adm.Resp. by VAR00034 Problem.29

		VAR00034					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	
		le	ee		gree		Row
		1,00	2,00	3,00	4,00	5,00	Total
VAR00002							
	1,00	13	19	2	2	2	38
Adm.		34,2	50,0	5,3	5,3	5,3	18,5
	2,00	57	57	20	25	8	167
NonAdm.		34,1	34,1	12,0	15,0	4,8	81,5
Column		70	76	22	27	10	205
Total		34,1	37,1	10,7	13,2	4,9	100,0

Chi-Square	Value	DF	Significance
Pearson	5,63125	4	,22843

As for the respondents' opinions whether tenure would be a motivation weakening factor at the universities; 34.1% of them *totally agrees* and a similar proportion partly *agrees* (37.1%) with this idea. When we look at the *disagreement* side of the table, 13.2 % and 4.9 % of them demonstrate *disagreement* and *total disagreement*, respectively. And 10.7 % appears to be neutral since they have *no idea*. There is no statistically significant difference between the variables.

Table 130. "Because universities are not encouraged to set up their own Research & Development centers, their contribution to the solution of societal and industrial problems remains below the desired level."

VAR00002 Adm.Resp. by VAR00035 Problem.30

		VAR00035					
Count							
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Row	
		le	ee			Total	
		1,00	2,00	3,00	4,00	Total	
VAR00002							
1,00		15	20	3	1	39	
Adm.		38,5	51,3	7,7	2,6	19,0	
2,00		100	50	14	2	166	
NonAdm.		60,2	30,1	8,4	1,2	81,0	
Column		115	70	17	3	205	
Total		56,1	34,1	8,3	1,5	100,0	
Chi-Square		Value		DF	Significance		
Pearson		7,23163		3	,06487		

The tabulated data indicates that a significant proportion (56.1% + 34.1 %) of the respondents believes there is not enough encouragement at the universities to make them establish their own Research&Development centers. And as a result their contribution to the solution of societal problems remains below the desired level. **Disagreement** comes from a sembolic group of 1.5 %, while there is no single person who **totally disagrees** with the statement, therefore this column is not presented. Chi square calculation does not suggest any statistically significant difference between the variables.

Table 131. “ Rectors derive too much power and authority with the Higher Education Law of 2547.”

VAR00002 Adm.Resp. by VAR00036 Problem.31

		VAR00036					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee			gree		
		1,00	2,00	3,00	4,00	5,00	Total
VAR00002							
	1,00	17	15	5	2		39
Adm.		43,6	38,5	12,8	5,1		19,2
	2,00	75	46	28	7	8	164
NonAdm.		45,7	28,0	17,1	4,3	4,9	80,8
	Column	92	61	33	9	8	203
	Total	45,3	30,0	16,3	4,4	3,9	100,0

Chi-Square	Value	DF	Significance
Pearson	3,47428	4	,48180

A relatively high proportion of the respondents (45.3 % + 30.0 %) agrees on that rectors, at the universities, derive too much authority and power with the Law 2547. 16.0 % of them, on the other hand, reveals neither positive nor negative opinion but neutral. 4.6 % and 4.1% *disagree* and *totally disagree* respectively. No statistically significant relationship is observed.

Table 132. “The unfair distribution of income and unrecorded economic activities are the two important handicaps hindering real tuition fee implementation at Turkish public universities.”

VAR00002 Adm.Resp. by VAR00037 Problem.32

		VAR00037					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		ee	ee		gree	gree	
		1,00	2,00	3,00	4,00	5,00	Total
VAR00002							
Adm.	1,00	14	20	4		1	39
		35,9	51,3	10,3		2,6	19,2
NonAdm.	2,00	76	55	20	8	5	164
		46,3	33,5	12,2	4,9	3,0	80,8
Column		90	75	24	8	6	203
Total		44,3	36,9	11,8	3,9	3,0	100,0

Chi-Square	Value	DF	Significance
Pearson	5,48831	4	,24076

A significantly larger proportion of the academic staff (44.3 % + 36.9 %) believes that income distribution and unrecorded economic activities are the two important problems to be tackled before any tuition fee implementation at the public universities. The ‘disagreement’ side of the table tells us that there is not much opposition displayed by the respondents. 11.8 %, on the other hand, does not have any idea on the issue. Chi square calculation does not suggest any statistically significant difference between the perceptions of the two groups of academic of the above-given problem.

Table 133. "Every year 40.000 college-age students are attending universities abroad, paying tuition fees of approximately 40.000.000 US dollars annually."

VAR00002 Adm.Resp. by VAR00038 Problem.33

		VAR00038					
		Count					
Row	Pct	Tot.Agre	Part.Agr	No Idea	Disagree	Tot.Disa	Row
		le	ee			gree	Total
		1,00	2,00	3,00	4,00	5,00	
VAR00002		-----+					
	1,00	21	17			1	39
Adm.		53,8	43,6			2,6	19,6
		-----+					
	2,00	77	46	24	9	4	160
NonAdm.		48,1	28,8	15,0	5,6	2,5	80,4
		-----+					
Column		98	63	24	9	5	199
Total		49,2	31,7	12,1	4,5	2,5	100,0

Chi-Square		Value		DF	Significance		
		-----		----	-----		
Pearson		10,43388		4	,03372		

Respondents with a remarkable proportion agree that sending college-age students of about 40.000 abroad for higher education, is one of the problems challenging Turkish higher education system. Those who do not consider this as a problem remain in minority with (4.5 % + 2.5 %) 7.0 % and neutral votes account for 12.5 %. There is a statistically significant difference between the academic administrators' perception of this particular problem and those of academic teaching staff, at .05 level of probability.

Table 134. “ University curricula, in many respects, fall short of meeting students’ contemporary needs, while decreasing their chances of employment after graduation.”

VAR00002 Adm.Resp. by VAR00039 Problem.34

VAR00039											
Count											
Row	Pct	Tot.Agre		Part.Agr		No Idea		Disagree		Tot.Disa	
		ee	ee	gree	gree	Row					
		1,00	2,00	3,00	4,00	5,00	Total				
VAR00002		-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----									
Adm.	1,00	11	23		1	3	38				
		28,9	60,5		2,6	7,9	19,0				
NonAdm.	2,00	75	62	17	7	1	162				
		46,3	38,3	10,5	4,3	,6	81,0				
		-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----									
Column		86	85	17	8	4	200				
Total		43,0	42,5	8,5	4,0	2,0	100,0				
Chi-Square		Value				DF		Significance			
-----		-----				-----		-----			
Pearson		18,09946				4		,00118			

Most of the respondents (43.0 % + 42.5 %) believes that university curricula, in many respects, are not capable of meeting the contemporary needs and future prospects of the students after graduation. 8.5 % of the respondents seem to be neutral on the issue and (4.0 % + 2.0 %) 6 % expresses disagreement with the statement quoted above. It is also obvious that the percentage of academic administrator who considers this as a problem is higher than that of the academic teaching staff ; the former 89.4% and the latter 77.6%. Crosstabulation of the variables yield a high statistically significant difference at .05 probability level.

5.6 Comparative Analysis of the Subjects' (Academic Administrators versus Teaching Staff) Attitudes Towards Academic Rights and Freedoms at the Turkish Public Universities.

In this particular section of the analysis, statistically significant difference, at .05 level of probability, will be sought between the opinions of academic administrators and those of the academics without any administrative responsibility, concerning their perceptions of the academic rights and freedoms available at the academe. Tables 135-142 will present the items of academic freedom, at the top as they appeared in the questionnaire form and through these analyses the hypothesis 3c will be tested to complement the answer to be provided for the third subproblem. The hypothesis to be tested in this particular subchapter reads as:

“ There is no statistically significant difference between the perceptions of the administrative and the teaching staff members of the academic rights and freedoms available at the public universities.”

In the cross tabulation of eight academic freedom items the columns will stand for independent variables; the presence or absence of the subjects administrative responsibility, specified as “ Adm. “ which means the subject has an administrator, and “ No “ to mean that the subject is engaged in teaching without any administrative work at the university. The rows, on the other hand, will represent the choices such as *Full, Partial, No Idea, Little* and *None* (Likert Scale) by which the respondents would declare the extent to which they believed to have the given freedom.

Table 135. “ *Faculty self government*, by representatives freely elected, on organization and distribution of curriculum.”

VAR00002 Adm.Resp. by VAR00040 Free.Elect.

VAR00040							
Count							
Row Pct	Full	Partial	No Idea	Little	None		
						Row	
	1,00	2,00	3,00	4,00	5,00	Total	
VAR00002	-----+-----+-----+-----+-----+-----+-----						
Adm.	1,00	11	13	3	6	4	37
	29,7	35,1	8,1	16,2	10,8	19,3	
NonAdm.	2,00	33	57	20	27	18	155
	21,3	36,8	12,9	17,4	11,6	80,7	
	-----+-----+-----+-----+-----+-----+-----						
Column	44	70	23	33	22	192	
Total	22,9	36,5	12,0	17,2	11,5	100,0	

Chi-Square	Value	DF	Significance
Pearson	1,56560	4	,81496

This table,in brief, represents how Turkish academics see their freedom of ‘*faculty self government*’. If we start from the extremes, 22.9 % of all respondents believe that they were given *this freedom* at *full* scale whereas 11.5 % said they did *not have it at all* (ticking ‘none’). On the other hand 36.5 % of the academics thought they possesed the freedom of *faculty self government* partially. Those who had no idea whether they had such a freedom or not, constituted 12.0 % of the total 192 valid cases. Chi square calculations do not reveal any statistically significant difference between the variables.

Table 136. “*Freedom of Criticism* of curriculum and of administration.”

VAR00002 Adm.Resp. by VAR00041 Free.Critic

		VAR00041						
		Count						
Row	Pct	Full	Partial	No Idea	Little	None		
		1,00	2,00	3,00	4,00	5,00	Total	Row
VAR00002								
Adm.	1,00	11	12	1	10	3	37	
		29,7	32,4	2,7	27,0	8,1	19,5	
NonAdm.	2,00	28	44	15	42	24	153	
		18,3	28,8	9,8	27,5	15,7	80,5	
Column		39	56	16	52	27	190	
Total		20,5	29,5	8,4	27,4	14,2	100,0	
Chi-Square		Value		DF		Significance		
Pearson		5,02275		4		,28497		

As can be seen in the cross tabulation of the *administrative responsibility* and the *freedom of criticism of the administration*, 20.5 % of the subjects responded that they were ‘absolutely free’ in criticizing curriculum and the conduct of administration, while 29.5 % believed this freedom existed partially. This belief appears to be relatively high among the academic administrators in comparison to non-administrative academics; the former is 62.1% while the latter accounts for 47.1%. 41.6 % of the respondents, however, (‘little’, 14 % + ‘none’, 26.7%) did not agree with those who thought to have this freedom at the Turkish public universities. No statistically significant difference has been observed between the cross tabulated variables.

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Table 137. “*Freedom of association* in faculty societies and organizations provided these are legal.”

VAR00002 Adm.Resp. by VAR00042 Free.Assoc.

		VAR00042					
		Count					
Row	Pct	Full	Partial	No Idea	Little	None	
							Row
		1,00	2,00	3,00	4,00	5,00	Total
VAR00002							
1,00		13	8	3	8	5	37
Adm.		35,1	21,6	8,1	21,6	13,5	19,6
2,00		25	33	34	32	28	152
NonAdm.		16,4	21,7	22,4	21,1	18,4	80,4
Column		38	41	37	40	33	189
Total		20,1	21,7	19,6	21,2	17,5	100,0
Chi-Square		Value		DF		Significance	
Pearson		8,67477		4		,06976	

According to 20.1% of the subjects, “*Freedom of Association*” among faculty members have been *fully* provided. Yet, 21.2 % and 17.5 % replied as “*little and none*” respectively. Percentage of those who said they possessed this freedom *partially* came to 21.7%. In the mean time, 19.6 % of the subjects were *neutral* (having no idea) concerning the problem in question. Although calculated chi square value showed no significance, there is a difference in the percentile distribution of the answers of the administrators and academic teaching staff members in that the former, again, believed more than the latter that they enjoyed the above-given freedom. This obvious in the *full* and *partial* options of the answer slots.

Table 138. “*Freedom from special requirements* such as special oaths of loyalty or any pledge other than a simple affirmation to support the Constitution and to follow and teach the truth.”

VAR00002 Adm.Resp. by VAR00043 Free.Loyalty

		VAR00043					Row Total
Count		Full	Partial	No Idea	Little	None	
Row Pct							
		1,00	2,00	3,00	4,00	5,00	
VAR00002		-----+					
	1,00	17	7	7	5	1	37
Adm.		45,9	18,9	18,9	13,5	2,7	19,9
		-----+					
	2,00	49	26	48	15	11	149
NonAdm.		32,9	17,4	32,2	10,1	7,4	80,1
		-----+					
Column		66	33	55	20	12	186
Total		35,5	17,7	29,6	10,8	6,5	100,0

Chi-Square	Value	DF	Significance
-----	-----	---	-----
Pearson	4,56634	4	,33475

“*Freedom from special requirements*” item of the academic freedoms survey recieved 35.5 % ‘full’, 17.7 % ‘partial’, 29.6 % ‘no idea’, 10.8 % ‘little’ and 6.5 % ‘none’ category scoring. As can be seen the highest concordance is in the *full* and *partial* options to mean that most of the respondents believe they were given such a freedom at the academic units they work. No statistical significance is observed, since the chi square calculation does not yield any significance at .05 level of probability. Again those with the administrative responsibility seem to believe more than the other group (academic teaching staff) that they enjoy the freedom mentioned in the above-given item. The support for this comes from the percentile distribution of the answers to *full* and *partial* options as 64.9% (45.9% + 18.9%) and 50.3% (32.9% + 17.4%), respectively.

Table 139. “*Assurance of tenure or seniority* on established and declared principles relating solely to length and quality of service.”

VAR00002 Adm.Resp. by VAR00044 Free.Merit

		VAR00044						
		Count						
Row	Pct	Full	Partial	No Idea	Little	None		
		1,00	2,00	3,00	4,00	5,00	Total	Row
VAR00002		-----+						
Adm.	1,00	12	17	3	1	3	36	
		33,3	47,2	8,3	2,8	8,3	19,1	
		-----+						
NonAdm.	2,00	40	40	27	32	13	152	
		26,3	26,3	17,8	21,1	8,6	80,9	
		-----+						
Column		52	57	30	33	16	188	
Total		27,7	30,3	16,0	17,6	8,5	100,0	

Chi-Square	Value	DF	Significance

Pearson	11,87559	4	,01830

As for the “*assurance of tenure and seniority*”, a majority of Turkish academics, joined this survey, admitted that they either enjoyed ‘*full*’ or ‘*partial*’ freedom in this sense. Because, 27.7 %, and 30.3 % of them; altogether 58.0 % expressed satisfaction. Nevertheless, 8.5 % and 17.6 %; altogether 26.1 % of the respondents were not satisfied with the academic circumstances related to assurance of tenure and seniority. There is a statistically significant difference between the two groups of subjects with respect to their perceptions of the given freedom. This is also observable in the percentile distribution of the answers for the *full* and *partial* options answered by the the two groups, since a higher percentage of administrators (80.5%) believe this freedom exists, in comparison to the non-administrative group (52.6%).

Table 140. “*Freedom of research*, independent of restrictions emanating from political or religious considerations.”

VAR00002 Adm.Resp. by VAR00045 Free.Research

		VAR00045					
		Count					
		Row Pct	Full	Partial	No Idea	Little	None
			1,00	2,00	3,00	4,00	5,00
							Row Total
VAR00002							
	1,00	15	10		9	3	37
Adm.		40,5	27,0		24,3	8,1	19,4
	2,00	56	42	16	24	16	154
NonAdm.		36,4	27,3	10,4	15,6	10,4	80,6
Column		71	52	16	33	19	191
Total		37,2	27,2	8,4	17,3	9,9	100,0

Chi-Square	Value	DF	Significance
Pearson	5,45987	4	,24328

A vast majority of the respondents (37.2% + 27.2%) from two different groups (academics engaged in teaching and administrative work) , showed agreement up to a certain extent that they had the ‘*freedom of research independent of restrictions emanating from political or religious considerations.*’ Those who favoured the ‘*none*’ option, which meant there is no freedom at all, came to 7.6% of all the subjects. It is also noteworthy that *academic administrators* are more confident in their belief regarding the existence (full and partial) of this freedom. Because, 77.5% of the administrators (n= 37) agreed on the existence while the non-administrative group remained at 63.7% (n= 154). Statistically significant difference is not observed.

Table 141. “ *Freedom to maintain citizenship activities* and responsibilities without prejudice to academic status or advancement .”

VAR00002 Adm.Resp. by VAR00046 Free.Citizen

		VAR00046						
		Count						
Row	Pct	Full	Partial	No Idea	Little	None		
		1,00	2,00	3,00	4,00	5,00	Row	
							Total	
VAR00002								
1,00		13	15	3	3	3	37	
Adm.		35,1	40,5	8,1	8,1	8,1	19,4	
2,00		46	39	24	33	12	154	
NonAdm.		29,9	25,3	15,6	21,4	7,8	80,6	
Column		59	54	27	36	15	191	
Total		30,9	28,3	14,1	18,8	7,9	100,0	

Chi-Square	Value	DF	Significance
Pearson	6,70249	4	,15247

In response to the ‘*freedom to maintain citizenship activities*’ item of the survey, only 7.9 % and 18.8 % of the subjects said either they had *little or no* freedom in this sense, respectively. 30.9 % , however, said they had this freedom in *full* scale. While, 28.3 % preferred the option ‘*partial*’ and 14.1 % *had no idea* whether such a freedom existed or not. Chi square calculation does not suggest any statistically significant difference.

Table 142. “Freedom of benefitting from academic rights as stated in the law, independent of political and religious constraints, based, solely, on the meritocratic measures.”

VAR00002 Adm.Resp. by VAR00047 Free.Promot.

		VAR00047						
		Count						
		Row Pct	Full	Partial	No Idea	Little	None	Row
			1,00	2,00	3,00	4,00	5,00	Total
VAR00002			-----+					
	1,00		12	15	1	6	2	36
Adm.			33,3	41,7	2,8	16,7	5,6	18,9
			-----+					
	2,00		42	42	19	39	12	154
NonAdm.			27,3	27,3	12,3	25,3	7,8	81,1
			-----+					
	Column		54	57	20	45	14	190
	Total		28,4	30,0	10,5	23,7	7,4	100,0
Chi-Square			Value		DF	Significance		
-----			-----		----	-----		
Pearson			6,04725		4	,19565		

Concerning the ‘*freedom of benefitting from academic rights*’ independent of above-stated discriminations, 23.7% and 7.4 % altogether; 31.1% of the subjects stated that there was ‘*no*’ (little or none) such a freedom made available to the academics at their universities at the time this survey was conducted. Nonetheless, those who thought to have possessed this freedom ‘*fully or partially*’ constituted 58.4 % of all. Chi square calculation does not indicate any statistically significant difference between the two groups’ perceptions of the given freedom.

CHAPTER VI

ANALYSIS of the ANSWERS for the ALTERNATIVE SOLUTION PROPOSALS CONCERNING the GENERAL ADMINISTRATIVE PROBLEMS of the PUBLIC UNIVERSITIES

6.0 Presentation

In this section of the study, percentile distribution of the *solution proposals* suggested for the problems (usually there are 3 for each one) will be tabulated. Together with every table *the problem and the most 'popular' solution will be given*. Therefore, we will have 34 tables, showing the solution *highlighted by the respondents* who make up a small proportion of the whole respondent group. Because, out of the total 230 respondents, only 79 of them made choices among the proposed solutions. Nevertheless, to make the study an integrated one, collected data has been analysed for a smooth understanding of both *the problem* agreed upon and *the solution proposed for it* by the academic staff members joined this study. Throughout the chapter each table will illustrate both the *number of solutions proposed*, in an identical order as they appeared in the questionnaire booklet, and the valid cases for each option. The solution receiving the highest credit will be highlighted by darkening the line in which that particular option is given.

Tables 143-172 will focus on the answer(s) to the fourth sub-problem by testing its hypothesis which reads as:

Sub-problem 4 :

Do academics have an acceptable agreement on the possible solutions suggested for the given problems in the survey ?

Hypothesis :

" Academic staff members, regardless of their academic titles and backgrounds and administrative responsibilities, display agreement on the solutions proposed for the inventory of general administrative problems that they agreed on. "

Table 143. Problem 1 # and the Solution

Problem “ those who are in charge of processing and employing products of universities are not given much initiative concerning both the administration and the quality of the *products* of these institutions.”

Number of Solutions	Number of Valid Cases	Percentage %

1	16	20.5 %
2	44	56.4 %
3	18	23.1 %
Total	78	100 %

The solution favoured most : “ there should be an advisory council, independent of any political power, to monitor and evaluate performance of the universities.

Table 144. Problem 2 # and the Solution

Problem: “ due to the constraints originating from academic oligarchy and bureaucratic structures, decision-making and problem solving mechanisms at the higher education institutions, are not able to perform their intended goals.”

Number of Solutions	Number of Valid Cases	Percentage %

1	59	84.3 %
2	8	11.4 %
3	3	4.3 %
Total	70	100 %

The solution favoured most : “ both all of the academic administrators and the members of administrative boards and committees should be elected through democratic processes with the participation of all the academics of that unit.”

Table 145. Problem 3 # and the Solution

Problem: “ the absence of a meritocratic understanding, in which internationally recognized scholars are given a privileged status, has given rise to ‘anti-democratic and authoritative’ structures in the university governance.”

Number of Solutions	Number of Valid Cases	Percentage %

1	34	70.8 %
2	8	16.6 %
3	6	12.5 %
Total	48	100 %

The solution favoured most : “ academic performance and administrative knowledge (educational background) should be taken as the two most important criteria for nomination/appointment of any academic administrator.”

Table 146. Problem 4 # and the Solution

Problem: “ introduction of the ‘1981 University Reform Act’ under extraordinary circumstances (such as 1980 military takeover, which resulted in the suspension of democratic institutions) and the subsequent top-down amendments in the Law 2547, has prevented universities from fulfilling their missions.”

Number of Solutions	Number of Valid Cases	Percentage %

1	34	47.2 %
2	12	16.6 %
3	26	36.2 %
Total	72	100 %

The solution favoured most : “ independent and participatively elected executive committees should be the ultimate decision-making organs at the universities.”

Table 147. Problem 5 # and the Solution

Problem: “ political interventions, giving way to the return of dismissed students back to universities with multiple make up examination rights, in fact, is a violation of the institutional autonomy of the universities.”

Number of Solutions	Number of Valid Cases	Percentage %

1	32	43.8 %
2	9	12.3 %
3	32	43.8 %
Total	73	100 %

The solution(s) favoured most : “ Other than the HEC (Higher Education Council) and the related executive organs of the universities, nobody should be allowed to have a voice over the issues such as pass/fail rules and regulations and such issues should be left to the universities, *only*, to decide on.”

Table 148. Problem 6 # and the Solution

Problem : “ since the higher education institutions are under a demographic pressure, distance education options are used for the elimination of college-age applicants seeking admission to universities other than the Open University.”

Number of Solutions	Number of Valid Cases	Percentage %

1	16	27.1 %
2	12	20.3 %
3	31	52.6 %
Total	59	100 %

The solution favoured most : “distance education options should be made available to anybody regardless of age and sex, for the upgrading of the country’s workforce.”

Table 149. Problem 7 # and the Solution

Problem : “ productivity of the universities cannot be measured in objective terms because there is not any objective criterion to be taken for the assessment of productivity at any level.”

Number of Solutions	Number of Valid Cases	Percentage %

1	12	21.8 %
2	41	74.5 %
3	2	3.6 %
Total	55	100 %

The solution favoured most : ” universities should be graded according to the internationally recognized standards. And different evaluation procedures should be applied to different universities, taking their level of *institutional maturity* into consideration, then the state fund allocations should be based on this evaluation.”

Table 150. Problem 8 # and the Solution

Problem: “there is almost no communication between the HEC (Higher Education Council) Organs and the academics working at lower levels of hierarchical pyramid of the universities.”

Number of Solutions	Number of Valid Cases	Percentage %

1	24	40.6 %
2	11	18.6 %
3	31	52.5 %
Total	59	100 %

The solution favoured most : " communication between the HEC and the subordinates should be provided via 'an academic council', to be formed by participative processes in each university, whose members would be serving for fixed period of time."

Table 151. Problem 9 # and the Solution

Problem : "in the current higher education governance system, 'the patient and the surgeon' have to be the same persons. This situation is a handicap in the sense of being an open system."

Number of Solutions	Number of Valid Cases	Percentage %

1	30	46.2 %
2	26	40 %
3	9	13.8 %
Total	65	100 %

The solution favoured most : " Democratic and participative management processes should be employed in problem solving mechanisms."

Table 152. Problem 10 # and the Solution

Problem : “ Availability and accessibility of resources for the researchers is becoming scarce and expensive, because the HEC Documentation Center is not capable of providing researchers with adequate supply of materials.”

Number of Solutions	Number of Valid Cases	Percentage %

1	31	42.8 %
2	18	24.6 %
3	24	32.8 %
Total	73	100 %

The solution favoured most :” law enforcement should be introduced to allocate a certain amount of public and the revolving budget revenues to library for the improvement of current conditions.”

Table 153. Problem 11 # and the Solution

Problem : “ in the current Higher Education Law of 2547, there is no sanction to prevent administrators from establishing power-monopoly by expanding their ‘span of control’ beyond reasonable limits.”

Number of Solutions	Number of Valid Cases	Percentage %

1	17	28.3 %
2	30	50 %
3	13	21.7 %
Total	60	100 %

The solution favoured most : "an academician should never be allowed to occupy more than one administrative posts, unless needed by scientific studies for supervisory missions."

Table 154. Problem 12 # and the Solution

Problem : " financial constraints that the higher education institutions are experiencing, are mainly due not to delegating executive power to the administrative units and not allowing them to make their local decisions with a participative understanding. This another barrier in front of the institutional autonomy."

Number of Solutions	Number of Valid Cases	Percentage %

1	31	42.8 %
2	18	24.6 %
3	24	32.8 %
Total	73	100 %

The solution favoured most : "while using their budgets universities should be given flexibility for the transfer of allocations between the funds."

Table 155. Problem 13 # and the Solution

Problem : “ revolving budget revenues of the universities are sometimes distributed unfairly, among a group or clique, leading to economic hegemony over the others who were kept out of this ‘closed-interest cycle’.”

Number of Solutions	Number of Valid Cases	Percentage %

1	31	60.7 %
2	8	15.6 %
3	12	23.5 %
Total	51	100 %

The solution favoured most : “ public-service units, where revenues are generated at the universities, should be made more transparent to a more equitable share available for all those who have the potential to serve at these units.

Table 156. Problem 14 # and the Solution

Problem : “ due to the differences in geographical location and institutionalization processes of the universities, ‘one-fits-all’ type of rules and regulations imposed by a ‘central body’ will not be of help in solving administrative problems of the universities nationwide.”

Number of Solutions	Number of Valid Cases	Percentage %

1	10	14.9 %
2	35	52.3 %
3	22	32.8 %
Total	67	100 %

The solution favoured most : " universities should be given full autonomy in the solution of their internal problems without any requirement of consent from an external authority."

Table 157. Problem 15 # and the Solution

Problem : " due to the 'authority-dominant' character of the 1981 Reform Act and the organizational structure of the HEC, some of the non-academic staff members, working with academic superiors, have sometimes gained control over them. And this situation, from time to time, has given rise to non-academics' interfering with academic affairs and overall governance."

Number of Solutions	Number of Valid Cases	Percentage %

1	21	33.4 %
2	36	57.1 %
3	6	9.5 %
Total	63	100 %

The solution favoured most : "academic staff working at the public universities should be given the right and freedom of forming associations and unions by making necessary lawful arrangements in parallel to international standards at the

Parliament. Thus, they will be able to defend their rights and freedoms without any fear.

Table 158. Problem 16 # and the Solution

Problem : “politicians tend to underestimate the universities considering them ordinary government agencies as having no peculiar characteristics in terms of their missions and functions.”

Number of Solutions	Number of Valid Cases	Percentage %

1	20	35.1 %
2	19	33.4 %
3	18	31.5 %
Total	57	100 %

The solution favoured most : “academic staff members should be allowed to form and join in legal organizations to fight for the recognition of their rights.”

Table 159. Problem 17 # and the Solution

Problem : “ sending students abroad for post graduate degrees has been a failure since it lacks long-range planning, organization and integrity. Thus, this project is far from contributing to the solution of strategic and vital problems of the country.”

Number of Solutions	Number of Valid Cases	Percentage %

1	58	90.6 %
2	6	9.4 %
Total	64	100 %

The solution favoured most : “research students to be sent abroad for scientific studies, should be chosen according to how vital his /her study would be for both the country and the university. After completion of their study, they should be employed in jobs, relative to their backgrounds but nothing else.”

Table 160. Problem 18 # and the Solution

Problem: “the term university refers to a medium where research, discussion, teaching, making genuine discoveries and publishing go hand in hand for the advancement of science and technology. Presence of these qualities is a must for the existence of a ‘university’ in real terms Turkish universities seem to lack these qualities. ”

Number of Solutions	Number of Valid Cases	Percentage %

1	18	25 %
2	28	39 %
3	26	36 %
Total	72	100 %

The solution favoured most : ” university staff members should have the right to gain membership from a political party, and they should take active part in the process of generating solutions for the current problems in the agenda.”

Table 161. Problem 19 # and the Solution

Problem : “since successful graduates do not consider academic life as a promising career, the source of talented, well educated and internationally oriented staff members is drying up at the academe.”

Number of Solutions	Number of Valid Cases	Percentage %

1	27	40.3 %
2	36	53.7 %
3	4	6.0 %
Total	67	100 %

The solution favoured most : “academic staff members should be encouraged for scientific achievements while improving their conditions financially.”

Table 162. Problem 20 # and the Solution

Problem : “lack of coordination among faculties, departments and research institutes causes unfair and disproportionate distribution of equipment and materials. This is one of the handicaps both for the quality and quantity of research studies at the Turkish universities.”

Number of Solutions	Number of Valid Cases	Percentage %

1	21	32.8 %
2	28	43.8 %
3	15	23.4 %
Total	64	100 %

The solution favoured most : “a communication channel should be established between the departments of universities ,carrying out studies in the same or similar disciplines, for the sharing and exchange of human and material resources.

Table 163. Problem 21 # and the Solution

Problem : “the requirement of having SCI/SSCI index referred publications as a prerequisite for candidates to be promoted to full or associate professorship has been exaggerated, since credibility of citations are changing from one discipline to another. Thus, SCI/SSCI Indexes can not be an objective measure in such promotions.”

Number of Solutions	Number of Valid Cases	Percentage %

1	28	42.5 %
2	20	30.3 %
3	18	27.2 %
Total	66	100 %

The solution favoured most : “besides having index referred citations, genuine studies leading to thesis should also be considered among the requirements.”

Table 164. Problem 22 # and the Solution

Problem : “ lack of ‘Science Citation Index’ category national journals, is preventing Turkish universities’ contribution to the scientific world through publications.”

Number of Solutions	Number of Valid Cases	Percentage %

1	44	66.7 %
2	7	10.6 %
3	15	22.7 %
Total	66	100 %

The solution favoured most : “ publication of SCI/SSCI referred periodicals in each discipline, should be the ultimate target of universities. And small and domestic publications should be transferred to the Internet.”

Table 165. Problem 23 # and the Solution

Problem : “ graduate program admissions are not always independent of restrictions and prejudice to political and religious considerations. Sometimes rules and regulations not declared in the admission requirement, could be inserted later on. This is a typical example of arbitrary administration at the Turkish universities.”

Number of Solutions	Number of Valid Cases	Percentage %

1	16	29.0 %
2	29	52.8 %
3	10	18.2 %
Total	55	100 %

The solution favoured most : “ written examinations for graduate admissions should be organized by a ‘central authority’, whereas interviews should be held at the related university/unit/department with the participation of the representatives from that ‘central body’ and the members of the institution offering graduate programmes.”

Table 166. Problem 24 # and the Solution

Problem : “ academic promotion process which is considered as one of the most important criteria in measuring quality of education and research potential in a particular university do not seem to be based on objective criteria at the Turkish universities.”

Number of Solutions	Number of Valid Cases	Percentage %

1	11	16.9 %
2	28	43.1 %
3	26	40.0 %
Total	65	100 %

The solution favoured most : “ the members of the juri, in charge of evaluating applicants for associate and full professorship, should have the qualities far beyond that of the applicants.”

Table 167. Problem 25 # and the Solution

Problem : “ universities in Turkey are becoming coarse bureaucracies not capable of keeping up the ever growing complicated scientific branches and disciplines, and are far behind the societal expectations.”

Number of Solutions	Number of Valid Cases	Percentage %

1	25	43.8 %
2	15	26.3 %
3	17	29.8 %
Total	57	100 %

The solution favoured most : “ a dynamic university law, bearing no details for the arrangement of internal affairs, should be introduced. Every university should be made an independent corporate body responsible from its internal affairs.”

Table 168. Problem 26 # and the Solution

Problem : “seniority and the title are the two basic criteria determining the economic status of academics at the universities. There is no distinction, as regards to salary and other incentives, for those who are outperforming their counterparts of the same title and seniority.”

Number of Solutions	Number of Valid Cases	Percentage %

1	31	54.4 %
2	13	22.8 %
3	13	22.8 %
Total	57	100 %

The solution favoured most : “ extra financial support should be provided for the universities and their members (may be provided that they have been accredited)

based on the quality of education, and commitment that they displayed in the solution of both national and international problems through scientific studies. “

Table 169. Problem 27 # and the Solution

Problem : “since there is no ‘labor division’ among the academics as ‘researcher’ and ‘lecturer’, teaching and research functions of the universities are not performed properly.”

Number of Solutions	Number of Valid Cases	Percentage %

1	21	40.4 %
2	31	59.6 %
Total	52	100 %

The solution favoured most : “universities should make contracts with researchers and scientists from other institutions. And their contracts should be extended as long as their studies continued.”

Table 170. Problem 28 # and the Solution

Problem : “in spite of the experts’ opinion new universities are being opened for the sake of political ambitions, even though they all lack some essentials of an academic institution. This movement has been destroying both the quality and the academic tradition at these ‘politically oriented establishments.”

Number of Solutions	Number of Valid Cases	Percentage %

1	60	90.9 %
2	6	9.1 %
Total		100 %

The solution favoured most : “no new universities should be opened without getting the consent of the HEC and without making both the material and human resources readily available.”

Table 171. Problem 29 # and the Solution

Problem : “tenure is among the factors weakening the dynamism and productivity at the Turkish universities.”

Number of Solutions	Number of Valid Cases	Percentage %

1	25	47.2 %
2	15	28.3 %
3	13	24.5 %
Total	53	100 %

The solution favoured most : “academicians regardless of their title and seniority, should be employed by contract. And they should also be allowed for part-time jobs in their professional fields, outside the university.”

Table 172. Problem 30 # and the Solution

Problem : “because universities are not encouraged to set up their own ‘Research&Development’ centers, their contributions to the solution of societal and industrial problems are far below the desired level.”

Number of Solutions	Number of Valid Cases	Percentage %

1	15	22.7 %
2	26	39.4 %
3	25	37.9 %
Total	66	100 %

The solution favoured most : “graduate studies such as masters’ and Ph.D, should be directed to the needs of the world of business and industry. And the infrastructure of the Research&Development units should be prepared via partnerships between university and industry.”

Table 173. Problem 31 # and the Solution

Problem: “university rectors derive too much power and authority with this law of 2547.”

Number of Solutions	Number of Valid Cases	Percentage %

1	26	50.0 %
2	19	17.3 %
3	17	32.7 %
Total	52	100 %

The solution favoured most : “ authority and executive power of the university rectors should be delegated to the boards/committees, members of which are elected by democratic processes. Rectors should remain in *the first place among equals.*”

Table 174. Problem 32 # and the Solution

Problem : “ the unfair distribution of income and a wide range of ‘hidden economic’ activities are the two important drawbacks hindering real tuition fee implementation at the Turkish public universities.”

Number of Solutions	Number of Valid Cases	Percentage %

1	10	16.9 %
2	21	35.5 %
3	28	47.5 %
Total	59	100 %

The solution favoured most : “a university system cannot be adapted to the highly advanced university systems of the developed countries just by imitating their outcomes. On the contrary, we should be adopting their processes that enabled them to achieve their current level of success.”

Table 175. Problem 33 # and the Solution

Problem : “every year 40.000 college-age students are attending universities abroad taking a national currency out of the country, worth of 40.000.000 U.S. \$ annually.

Number of Solutions	Number of Valid Cases	Percentage %

1	23	51.1 %
2	22	48.9 %
Total	45	100 %

The solution favoured most : “the 130th article of the Constitution should be changed to make the establishment of ‘private higher education’ possible and easier while public universities are gradually privatized.”

Table 176. Problem 34 # and the Solution

Problem : “ university curricula, in many respects, fall short of meeting students’ contemporary needs, while decreasing their chances of employment after graduation.”

Number of Solutions	Number of Valid Cases	Percentage %

1	37	55.2 %
2	30	44.8 %
Total	67	100 %

The solution favoured most : “for example, *Turkish Republican Period History and Turkish*, courses should not be extended into the university curricula, ‘World Political History’ and ‘Research Methods and Techniques’ should be taught instead.”

CHAPTER VII

SUMMARY, DISCUSSION of the RESULTS and CONCLUSIONS

7.0 Presentation

In this chapter, a brief summary of the research study, discussion of the results obtained from chi square calculations and the percentile distribution of the responses will be presented.

An evaluation of the problems and hypotheses formulated at the beginning of the study will also be introduced to see whether they have been supported or rejected by the findings obtained through the statistical processes employed. Moreover, implications on the study will also be attached to the chapter as they may provoke thoughts of the prospective researchers who may contribute to the field by their scholarly undertakings.

7.1 Summary

As stated in the Introduction (Chapter I) this descriptive study aims at , first of all, identifying the commonly perceived administrative problems of the Turkish public universities and the academics' attitude toward these problems. To achieve this end some research problems and hypotheses have been formulated. The study, basically is concerned with the perceptions of the academic staff members of the administrative problems at the public Turkish universities. the instrument used as the data collection tool constituted of three sections; each devoted to the investigation of a group of administrative problems. For example, the first section deals with the operation of the problem-solving mechanisms and the way they are utilized by the academic administrators, by questioning the subjects to discover whether problem-solving mechanisms are operated as required by the scientific approach. The second section of the questionnaire is concerned with the subjects'

perceptions of both an inventory of general administrative problems and the possible solutions that could be suggested. The final section , on the other hand aims at discovering academic staff members' attitude towards academic rights and freedoms at the Turkish public universities.

Throughout the study, subjects' perceptions of the existing administrative problems of the public universities were attempted to be analyzed, from two different perspectives; first, subjects' attitudes were analyzed with respect to their academic backgrounds (according to whether they possess doctoral , Master's or no degree at all). Second, their perceptions of the administrative problems were investigated taking their administrative responsibility.

In the following subsections of the chapter, discussion of the results will be presented in an orderly manner by matching research questions and their hypotheses with the findings obtained after processing the raw data. Each research question and its subsequent hypotheses will be taken separately to see if the findings reveal any answer or verification for them.

7.2 Academic Staff Members' Perceptions of the Administrative Problems

7.2.1 Subjects' attitudes towards problem-solving mechanisms at the public universities with respect to their academic status

The results of the study revealed that academic staff members, from three different academic backgrounds (doctoral, Master's and no degree) have come to an agreement that operation of the problem-solving mechanisms did not (always) comply with the scientific understanding which involves the following major steps:

- a. sensing and identifying the problem;*
- b. collecting information on the problem;*
- c. searching for alternative solutions;*
- d. decision-making;*

- e. *managing conflicts during the decision-making;*
- f. *evaluating the decision put in force* (Basaran, 1994: 29-43).

Academics (subjects) were also questioned for the identification of the *ways* and *means* utilized by their superiors in the execution of each of these problem solving stages. The approaches preferred by the academic administrators of the universities in the execution of the above-given problem-solving processes will also be discussed separately. *The evidence for the judgement that problem-solving mechanisms were not operated in accordance with the scientific approach comes from the analyses of the collected data which explicitly indicates that;*

a. academic administrators *sometimes* tried to sense (identify) the problems since the highest ratio of approval among the subjects (n= 226) was for the *sometimes* option with 68.1 %. Findings also confirm that the frequency of 'sensing problems' *always* is rather low with 18.6 % (see Table 1.).

Concerning the methods used in sensing administrative problems the highest concordance was on the item which stated " *administrators take a problem into consideration if submitted in written format.* " (see Table 3). The second highest agreement was on the item which read " *administrators try to sense problems when warned by their superiors.* " (see Table 4.). Yet, another significant result obtained from the subjects' perceptions of their superiors' attitude in *sensing administrative problems* was that the majority of the respondents (72.0 %) tend to believe that academic administrators try to *ignore* the problems at all (see Table 5.). Therefore, the *Hypothesis 1a* has been verified.

b. As for the " *gathering information* " on the problems arising at the academic units ; again a great majority of the subjects agreed on that their administrators *sometimes* (72.1 %) or *always* (collected information on any problem. Those who believed their administrators *always* collected information counted on 16.2 %. Therefore, it has become clear that collecting information about a particular problem seem to be a frequent procedure in the process of solving problems at the academic units. According to the respondents, the most favored method of collecting information was *face to face communication*, while the least frequent method utilized appeared to be the use of *questionnaires*. Based on the factual

data, *Hypothesis 1b* was not verified, since the subjects' perceptions did not match the hypothesized assumptions.

c. The third item was concerned with "*searching for solutions when a problem is faced.*" For this particular item responses affirmed that this was the usual step taken by the academic administrators. The evidence for this came from the majority of respondents who said this procedure was *sometimes* (67.0 %) followed. Furthermore, 28.1 % of the respondents said this was *always* done at their academic environment. As regards, to the ways and means of executing this particular stage; *referring to the related committee members* appeared to be the most frequently employed method of seeking solution(s), whereas most (51.1 % said sometimes, and 36.3 % said always) believed that *solutions were usually generated according to the wishes of superiors*. Thus, *Hypothesis 1c* is supported.

d. Findings have shown that *decisions* at the academic units of the public universities were *mostly* made by *getting the consent of the related committee members*. For this particular item, concerning the means and ways of making decisions, majority of the respondents (48.1 % sometimes and 48.1 % always) concurred on the frequency that decisions at their academic units were made through consulting committee members in charge (see Table 16.). Chi square calculation also revealed statistically significant difference between the perceptions of the groups with respect to their academic status. When the samples were asked how frequent *all the academic members of that particular unit were involved in the decision making process*, over half of them (n= 196) said this was *never* done (see Table 17.). The subsequent item, on the other hand, asked how frequent the *decisions were made according to the wishes of the superiors*; the answers affirmed that this was rather frequent since 54.7 % and 35.3 % said *sometimes* and *always*, respectively (see Table 18.). If these two items are taken into consideration, the related *hypothesis, 1d*, was verified. Because it has become obvious that academic administrators did not tend to involve all the academics in any decision-making, while making decisions to please their superiors, in most of the cases.

e. The results also affirmed that academic administrators did not like conflicting ideas, considering such things as dangerous. This has become clear since the majority of the

subjects have come to an agreement that their administrators did not (at least *always*) encourage exchange of ideas in the process of solving a problem. When samples were asked how frequent their superiors tried to prevent clash of ideas when trying solutions for a particular problem; 54.1 % said *sometimes* and 23.5 % said *always* (see Table 20.). They were also asked about the procedures that the academic administrators followed in handling *conflicts* when alternative solutions were discussed. The respondents rated "*application of the routine rules by the administrators to eliminate conflicts*" as the most frequent procedure, because 32.1 % of them said this was *always* done, while 57.8 % said this was the path *sometimes* followed (see Table 22.). The second most frequent method implemented for the elimination of conflicts turned out to be the "*reconciling the conflicting sides by informing them about the problem in hand.*" For the frequency of this procedure; 57.8 % said *sometimes* and 32.1 % said *always*. Yet, the procedure applied the least, appeared to be the *administrators' use of their own authority to eliminate any conflicts* (see Table 23.). The *Hypothesis, 1e*, related to this particular item was verified with the findings given above.

f. When it comes to *evaluation* of the outcomes of a decision put in force; most of the academic staff members displayed agreement that their administrators did not *always* get feedback for such evaluative processes. For example, (Table 25. 41.1 % stated this was *never* done, while 44.9 % gave the frequency as *sometimes*. A minority of 13.6 %, however, believed this was *always* the procedure in evaluation. Thus, the *Hypothesis 1f* has been, partially, supported based on the distribution of frequencies given above.

g. As can be seen in the fifth Chapter Tables 1-29 were of importance since they attempted to analyze the operation of problem-solving mechanisms at the public universities, to see whether they complied with the scientific approaches. When the Tables are examined individually, only three items (see Tables 16, 25, 27) concerning the over all problem-solving processes, yielded statistically significant difference at .05 level of probability; for all the other stages in the process and the means and ways utilized in achieving these ends did not reveal any statistically significant difference between the subjects' perceptions of these processes and their academic status (specified as P.hD., Master's, and Instructors). The items which indicated statistically significant difference were mainly concerned with how frequent the *decisions were made by referring to the related committee members; whether*

question. The findings clearly indicated samples' consensus, since the "agreement" options of each case, almost always received the highest ratio of preferences, being over 50 percent in all the cases. With these concrete data in hand, *hypothesis 2a* has been verified. As for the *hypothesis 2b*, this has also been verified, at least to greater extent, because only four of the items (illustrated by the Tables 46,50, 54, 58) revealed statistically significant difference, at .05 probability level, between the subjects' perceptions of the problems and their academic status. These four *administrative problems*, on which subjects concordance was high and illustrated statistically significant difference are as follows:

a. " *sending students abroad for postgraduate degrees and research studies, has been a failure since it lacks long-range planning, organization and integrity. thus , this projects is still far from contributing to the solution of the strategic and high priority problems of the society.*" (see also Table 46.).

b. " *The requirement of having SCI/SSCI Index credited publications as a prerequisite for candidates to promoted either to full or associate professorship, has been exaggerated since credibility of citations is changeable from one discipline to another. Thus, SCI / SSCI Indexes can not be objective criteria in such promotions.*" (see also Table 50.).

c. " *Universities in Turkey are becoming coarse bureaucracies not capable of coping with the ever growing complicated scientific branches and disciplines and are far away from meeting the societal expectations.*" (see also Table 54).

d. " *Assurance of temure is one of the factors weakening the dynamism and productivity at the Turkish universities.*" (see also Table 58.).

7.2.3 Academic staff members' perceptions of the academic freedoms and rights, in relation to their academic status

As explained in the Methodology, samples' attitudes (perceptions) were also sought to discover their considerations of the academic freedoms and rights at the public

universities; firstly to see whether they have any concordance on the academic freedoms; secondly if there is any statistically significant difference between their perceptions of the freedoms and their academic status.

Percentile distribution of the subjects' answers on the availability of *eight items* of the given academic freedom survey, clearly indicated the *existence of a consensus among the academics* working at the Turkish public universities with different academic titles. The support for the claim comes from the cross tabulated eight items representing different aspects of the academic freedom. These are:

1. *“ Faculty self government, by representatives freely elected, on organization and distribution of curriculum.”*
2. *“ Freedom of criticism of curriculum and of conduct of administration.”*
3. *“ Freedom of association in faculty societies and organizations provided these are legal.”*
4. *“ Freedom from special requirements such as special oaths of loyalty or any pledge other than a simple affirmation to support the Constitution and to follow and teach the truth.”*
5. *“ Assurance of tenure or seniority on established and declared principles relating solely to length and quality of service.”*
6. *“ Freedom of research, independent of restrictions emanating from political or religious considerations.”*
7. *“ Freedom to maintain citizenship activities and responsibilities without prejudice to academic status or advancement.”*
8. *“ Freedom of benefitting from academic rights as stated in the law, independent of political and religious constraints, based, solely, on the meritocratic measures.”*

The proportion of the subjects who perceived the given academic freedoms and rights to be either fully or partially available exceeded the half (over 50 %) in all the cases, except for the "*freedom of association in faculty societies and organizations provided these are legal.*" Because only 40.5 % of the respondents said they had this freedom at their institutions. However, percentage of those who said they had " no idea " concerning the availability of these freedoms and rights was remarkable , since this group ranged between 8.2 % and 29.2 % for all the eight freedoms. This is quite significant in the sense that a remarkable proportion of the academic staff members do not seem to be aware of their freedoms and rights at the academe, or they are not interested in having such freedoms.

As for the statistically significant relationship of the variables; no statistically significant difference was found, at .05 level of probability, upon chi square calculation, between the subjects' academic status and their perceptions of the academic freedoms and rights in seven categories. Nonetheless, the only significant difference has been observed regarding *freedom of research, independent of restrictions emanating from political or religious considerations*. Based on the cumulative results obtained from the Tables 64-71 *hypothesis 2c* has been verified, that , except for the item specified above, there is no statistically significant difference between the variables cross tabulated to assess samples' perceptions of the academic freedoms and rights.

7.3 Academic Staff Members' Perceptions of the Operation of Problem- Solving Mechanisms in Relation to their Administrative Responsibility

The samples' perceptions, concerning the operation of problem-solving mechanisms, on the whole, revealed that majority of both the academic administrators and the teaching staff members concurred on the frequency of scientific approaches implemented when tackling an administrative problem. Findings suggested that academic administrators, at the public universities, *sometimes* operated the processes required by scientific understanding which has been identified as;

1. Sensing (identifying) the problem : for this particular item 67.5 % and 20.2 % of the samples believed that their superiors, sometimes and always, respectively, tried to sense

administrative problems. As for the frequency of the means and ways through which this sensing job has been realized the following results were obtained;

a. identification of problems through the administrators own effort ; sometimes 48.9 % and always 8.7 % ,

b. taking a problem into consideration when submitted in a written format; sometimes 51.5 % and always 40.8 % ,

c. taking a problem seriously when warned by the superiors; sometimes 53 % , and always 38.4 % ,

d. trying to ignore a problem if possible; sometimes 61.6 % , always 10.5 % whereas " never " accounts for 27.9 % .

2. Another item concerned with problem-solving issue was *collecting information on any problem that the academic administrators encounter*. Respondents' answers to this particular item affirmed the frequency as *sometimes*, since 73.0 % of them said academic administrators at their academic units *sometimes* collected information prior to implementing solutions. Those who believed this was *always* done, constituted 15.5 % while another 11.5 % of them replied as *never*. Chi square calculation did not reveal any statistically significant difference, for this item, between the variables at .05 probability level (see Table 77.).

When the samples were asked to identify the *frequency* of the ways and means utilized in information collection, the results suggested that;

a. *collecting information via questionnaires* was the least frequent method employed, because 71.5 % of the samples said this *never* happened at their academic environment, while 27.3 % and 1.2 % said *sometimes* and *always* respectively;

b. *collecting information via face to face communication* seems to be the most frequently utilized procedure in information collection prior to either decision making or putting a solution in force. This is evidenced by the percentile distribution of the answers

among the choices representing frequencies as; *sometimes* 58.6 %; *always* 1.2 %; and *never* 21.5 %;

c. samples did not rate " *information collection by meeting with all the parties of that academic unit concerned* " among the frequently used approaches by their academic administrators. Because, their preferences were distributed among the three frequencies as , *always* 13.5 % , *sometimes* 49.4 % , and *never* 37.1 %;

d. the subjects' opinion on " *gathering information on a particular problem, through procedures other than the above-mentioned* " indicated that their administrators, in most of the cases, followed one of the methods given above, when gathering information in the process of solving a problem. This is mainly supported by the 58.4 % of the respondents who said *never*, 31.9 % *sometimes* and 9.7 % *always*.

3. The third item in the problem-solving strategies was directed to the diagnosis of the academic administrators' attitudes in " *working out solutions in case a problem arises.* " For this specific item, 66.5 % of the samples stated that their administrators worked out solution(s) *sometimes*. And 28.5 % believed they were *always* engaged in such a process, whereas a minority of 5.0 % thought their administrators *never* involved in working out solutions from a variety of alternatives. Again, no statistically significant difference was found between the academic administrators' and academic teaching staff members' perceptions concerning this particular item, at .05 probability level (see Table 82.). As with all the stages of problem-solving process, subjects (academic administrators and academic teaching staff) attitudes were also sought on a variety of methods utilized in the execution of each separate step. The results affirmed that;

a. " *seeking solutions by consulting to the related committee members* " has been rated among the frequently applied procedures, since respondents confirmed their agreement on the frequency with 56.2 % and 36.0 % *sometimes* and *always*, respectively. Those who said this *never* happened remained at 7.9 %;

b. in the process of generating solutions, all the members of that particular academic unit were not involved since majority of the respondents believed they were *never* (55.7 %

) allowed to have a voice in such processes. The second highest concordance was on the *sometimes* option with 36.4 %, whereas *always* received 8.0 %, only;

c. frequency of “*solutions formulated according to the wishes of the superiors*” seemed to be rather high because respondents’ answers explicitly favoured *sometimes* with 50.0 % and *always* 37.2 %. Only 12.8 % of the respondents believed this was *never* done by their administrators;

d. the academic administrators employed the above-mentioned procedures more frequently (71.9 %) than any other specific procedure.

4. While questioning problem-solving mechanisms, subjects were also asked about the frequency of different procedures executed in decision-making, as an essential component in the whole process. For this particular item the following results were obtained on each of the procedure specified in the survey:

a. “*Decisions are made by consulting to the related committee members, only*” concerning this particular procedure majority of the samples believed their administrators either *sometimes* (47.3 %) or *always* (49.5 %) preferred this method. Based on this concrete data, we can infer that working with committee members appears to be the most popular means employed by academic administrators, prior to decisions to be made at that particular academic unit. No statistically significant difference was observed regarding the perceptions of the two groups of subjects (academic administrators and academic teaching staff) at .05 level of probability after chi square calculation (see Table 87.).

b. Samples’ attitudes towards the item “*decisions are made with the involvement of all the academics working at that academic unit*” reaffirmed their consensus that this was not a procedure of high frequency, since 50.8 % believed all the academics were *never* involved in such a process at their academic units. However, 38.4 % and 10.7 % of them said either *sometimes* or *always*, respectively, decisions were made with the involvement of all the academics of the academic unit. For this particular item, it is rather difficult to come to a conclusion whether these results are good or bad. Because, sometimes direct participation of every single academic person in decision making process may be either unnecessary or

time consuming. Yet, there are some decisions to be made by the administrators, only. Although this procedure seems to be a controversial one, the findings simply imply lack of participation when making decisions at the public universities. Again no statistically significant difference was observed between the groups' perceptions at .05 level of probability;

c. To assure the subjects' consistency on the frequency of the procedures specified in decision-making process, they were also asked whether their administrators (superiors) employed any procedures other than the ones given above (4a,b); the answers supported the frequencies stated by 73.6 % of them saying the administrators *never* followed any other procedure but the ones specified in the item. Chi square calculation, however, did not suggest any statistically significant difference at .05 level of probability.

5. Another major step in the problem-solving process was concerned with the academic administrators' *handling of the conflicts while solving a particular problem*. When subjects were asked on this item, they mostly agreed that their superiors were inclined to avoid having a debate; this is supported by the 53.5 % and 25.2 % of the respondents who said this was the situation either *sometimes* or *always*, respectively. However, statistically significant difference was not observed (at .05 level of probability) between the two groups' (academic administrators and academic teaching staff) perception of the given item. The results concerning the ways and means utilized in handling the conflicts are as follows:

a. when the subjects were asked about whether their academic administrators tried to *reconcile the conflicting sides by informing them about the problem in hand*, percentile distribution of the answers revealed that most of the respondents (51.1 % *sometimes* and 22.7 % *always*) believed their administrators tried to reconcile conflicting sides throughout the problem solving process. This explicitly shows that academic administrators try to persuade opposing sides rather frequently on the way to the solution of a problem. Yet, no statistically significant difference was observed between the two groups with respect to the attitudes for this particular sub-item of the problem-solving process,

b. another " conflict " related issue presented was, " *if a conflict arises during a debate in the process of producing a suitable solution the administrators apply routine rules*

to eliminate the conflict.“ In response to this item the highest proportion of the academics agreed that their administrators applied routine rules for resolving conflicts between the participating sides, because 56.1 % said this was the procedure followed *sometimes* at their academic units and 33.3 % said this happened *always*. 10.5 % of them, on the other hand, stated such an implementation was *never* seen at their academic units.

c. The next issue brought into consideration was, whether academic *administrators used their personal authority for the elimination of conflicts*, if they did; what was the frequency ? In response to this particular item results suggested that academic administrators at the public universities, either *sometimes* (66.0 %) or *always* (19.2 %) used their authority for the elimination of conflicts. And chi square calculation of the cross tabulated variables yielded statistically significant difference between the two groups' perception of the procedure, at .05 level of probability.

d. The last “conflict ” related issue was whether any other procedures (other than the ones specified above) were followed when dealing with the conflicts throughout the problem-solving processes. Great majority of the samples (68.1 %) stated that conflicts, in most of the cases, were dealt with one of the ways mentioned in the fifth item. Only, 3.2 % of them believed academic administrators preferred some other ways in coping with conflicts at their academic units while solving a problem.

6. The stage in the problem-solving processes would be the “ evaluation of the decisions put in force. “ Therefore, academic staff members' perceptions of this final stage were attempted to be analyzed in five steps, for the clarification of how a decision was evaluated after it was implemented for while. This five-step analysis gave us the following results:

a. The academics were asked about whether their administrators requested any feedback for the evaluation of the decisions put in effect, and if they did how frequent it was. The overall answers to this item suggested that there was no clear-cut agreement on the frequency of evaluating outcomes by getting feedback from the subordinates. However, 40.6 % of the respondents believed there was *never* such an application, while a similar percentage 46. 1 % said they *sometimes* this at their academic unit. Those who stated their

academic administrators *always* evaluated administrative outcomes by getting feedback from them constituted 13.3 %, only. Based on these findings it can be concluded that evaluation was *usually* made according to the feedback obtained from all the members of that academic unit. Nevertheless, results did not reveal any statistically significant difference between the two groups as regards to their perception of this particular item at .05 level of probability.

b. The second item about the evaluation of the success of any solution applied, was mainly concerned with whether administrators considered solutions as successful designed to match the expectations of their superiors or not. The proportion of the academics who believed this happened *sometimes* (64.9 %) and *always* (16.1 %) was found to be higher than those who said their administrators *never* (19.0 %) considered any solution as successful by taking the expectations of their superiors into consideration, only. These results emphasize the influence of the superiors' (who are administrators) expectations in the evaluation of the solutions/decisions to be labelled as successful or not. Chi square calculation did not yield any statistically significant difference between the two groups' attitudes at .05 probability level (see Table 97.).

c. With the third item in the " evaluation " process, samples were asked, again, how frequent their administrators considered high level authorities' satisfaction as an important criterion when labelling administrative, at their own academic unit(s), executions as failure or success. 51.4 % of the respondents affirmed that they *sometimes* did this, and 34.7 % stated this was *always* their understanding in the evaluation process. Answers concurred on the *never* option constituted 13.9 % of all. Yet, chi square calculation did not indicate any statistically significant difference between the groups' perceptions at .05 level of probability (see Table 98.).

This item is also significant in that it provides support for the consistency of answers given to the former item, in which samples' perception was asked about a very similar procedure and indicated a similar distribution of the percentages.

e. The last item related to the evaluation of the solutions implemented, focused on whether the academic administrators employed any procedure(s) other than the ones introduced in the a, b, c, and d options of the sixth item. The results suggested that academic

administrators at the Turkish public universities, in most of the cases, followed the above-given procedures as the major evaluation criteria for the implemented solutions.

When the scores obtained from the Tables 72-100 considered on the whole, of the 28 items only three (see Tables 73, 85, and 94) yielded statistically significant difference between the two groups with respect to their perceptions of the given problem-solving mechanisms and approaches at their academic units. As a result, **hypothesis 3a** has been verified which assumed no statistically significant difference between the variables in question.

7.4 Academic Staff Members' Perceptions of the General Administrative Problems with Respect to Their Administrative Responsibility (Tables 101-134)

The third research question was concerned with the differences between the academic teaching staff members and their counterparts in administrative posts , regarding their perceptions of the general administrative problems at the Turkish public universities. These problems were presented in an inventory of 34 items in the second section of the questionnaire.

In this part of the Chapter, the results obtained on these 34 general problems will be discussed, to see whether the related hypothesis of the third research question has been verified. Because, hypothesis 3b assumed no statistically significant difference would be observed between the two groups' attitudes towards the problems posed. If the results are evaluated as a whole it is obvious that there is no statistically significant difference between the perceptions of the samples (specified as academic administrators and non-administrative academic staff), because only four (out of thirty-four) of the items suggested such a difference. The inventory of general administrative problems presented in the survey and the ones which indicated significant difference (given in *italics*) after chi square calculation are as follows:

Problem 1. “ those who are in charge of processing and employing products of universities are not given much initiative concerning both the administration and the

quality of the *products* of these institutions.”

Problem 2. “ due to the constraints originating from academic oligarchy and bureaucratic structures, decision-making and problem solving mechanisms at the higher education institutions, are not able to perform their intended goals.”

Problem 3. “ the absence of a meritocratic understanding, in which internationally recognized scholars are given a privileged status, has given rise to ‘anti-democratic and authorative’ structures in the university governance.”

Problem 4. “ introduction of the ‘1981 University Reform Act’ under extraordinary circumstances (such as 1980 military takeover, which resulted in the suspension of democratic institutions) and the subsequent top-down amendments in the Law 2547, has prevented universities from fulfilling their missions.”

Problem 5. “ political interventions, giving way to the return of dismissed students back to universities with multiple make up examination rights, in fact, is a violation of the institutional autonomy of the universities.”

Problem 6. “ since the higher education institutions are under a demographic pressure, distance education options are used for the elimination of college-age applicants seeking admission to universities other than the Open University.”

Problem 7. “ productivity of the universities cannot be measured in objective terms because there is not any objective criterion to be taken for the assessment of productivity at any level.”

Problem 8. “ there is almost no communication between the HEC (Higher Education Council) Organs and the academics working at lower levels of hierarchical pyramid of the universities.”

Problem 9. “ in the current higher education governance system, ‘the patient and the surgeon’ have to be the same persons. This situation is a handicap in the sense of being an open system.”

Problem 10. “ Availability and accessibility of resources for the researchers is becoming scarce and expensive, because the HEC Documentation Center is not capable of providing researchers with adequate supply of materials.”

Problem 11 . “ in the current Higher Education Law of 2547, there is no sanction to prevent administrators from establishing power-monopoly by expanding their ‘span of control’ beyond reasonable limits.”

Problem 12. “ financial constraints that the higher education institutions are experiencing, are mainly due not to delegating executive power to the administrative units and not allowing them to make their local decisions with a participative understanding. This is another barrier in front of the institutional autonomy.”

Problem 13. “ revolving budget revenues of the universities are sometimes distributed unfairly, among a group or clique, leading to economic hegemony over the others who were kept out of this ‘closed-interest cycle’.”

Problem 14. “ due to the differences in geographical location and institutionalization processes of the universities, ‘one-fits-all’ type of rules and regulations imposed by a ‘central body’ will not be of help in solving administrative problems of the universities nationwide.”

Problem 15 . “ due to the ‘authority-dominant’ character of the 1981 Reform Act and the organizational structure of the HEC, some of the non-academic staff members, working with academic superiors, have sometimes gained control over them. And this situation, from time to time, has given rise to non-academics’ interfering with academic affairs and overall governance.”

Problem 16 . “ politicians tend to underestimate the universities considering them ordinary government agencies as having no peculiar characteristics in terms of their missions and functions.”

Problem 17. “ sending students abroad for post graduate degrees has been a failure since it lacks long-range planning, organization and integrity. Thus, this project is far from contributing to the solution of the strategic and high priority problems of the Nation. “

Problem 18. “ the term university refers to a medium where research, discussion, teaching, making genuine discoveries and publishing go hand in hand for the advancement of science and technology. Presence of these qualities is a must for the existence of a ‘university’ in real terms.”

Problem 19. “ since successful graduates do not consider academic life as a promising career, the source of talented, well educated and internationally oriented staff members is drying up at the academe.”

Problem 20. “ lack of coordination among faculties, departments and research institutes causes unfair and disproportionate distribution of equipment and materials. This is one of the handicaps both for the quality and quantity of research studies at the Turkish universities.”

Problem 21. “ the requirement of having SCI/SCI. index referred publications as a prerequisite for candidates to be promoted to full or associate professorship has been exaggerated, since credibility of citations are changing from one discipline to another. Thus, SCI/SSCI Indexes can not be an objective measure in such promotions.”

Problem 22. “ lack of ‘Science Citation Index’ category national journals, is preventing Turkish universities’ contribution to the scientific world through publications.”

Problem 23. “ graduate program admissions are not always independent of restrictions and prejudice to political and religious considerations. Sometimes rules and

regulations not declared in the admission requirement, could be inserted later on. This is a typical example of arbitrary administration at the Turkish universities.”

Problem 24. “ academic promotion process which is considered as one of the most important criteria in measuring quality of education and research potential in a particular university do not seem to be based on objective criteria at the Turkish universities.”

Problem 25 . “ universities in Turkey are becoming coarse bureaucracies not capable of keeping up the ever growing complicated scientific branches and disciplines, and are far behind the societal expectations.”

Problem 26 . “ seniority and the title are the two basic criteria determining the economic status of academics at the universities. There is no distinction, as regards to salary and other incentives, for those who are outperforming their counterparts of the same title and seniority.”

Problem 27. “ since there is no ‘labour division’ among the academics as ‘researcher’ and ‘lecturer’, teaching and research functions of the universities are not performed properly.”

Problem 28 . “ in spite of the experts’ opinion new universities are being opened for the sake of political ambitions, even though they all lack some essentials of an academic institution. This movement has been destroying both the quality and the academic tradition at these politically oriented establishments.”

Problem 29. “ tenure is among the factors weakening the dynamism and productivity at the Turkish universities.”

Problem 30. “ because universities are not encouraged to set up their own ‘Research&Development’ centers, their contributions to the solution of societal and industrial problems are far below the desired level.”

Problem 31. “ university rectors derive too much power and authority with this law of 2547.”

Problem 32. “ the unfair distribution of income and a wide range of ‘hidden economic’ activities are the two important drawbacks hindering real tuition fee implementation at the Turkish public universities.”

Problem 33. “ every year 40.000 college-age students are attending universities abroad taking a national currency out of the country, worth of \$ 40.000.000 US annually.”

Problem 34. “ university curricula, in many respects, fall short of meeting students’ contemporary needs, while decreasing their chances of employment after graduation.”

Answers, on the whole, to these general administrative problems also confirmed the existence of a wide consensus among the respondent subjects, concerning their attitudes towards these problems. *In other words, they all agreed that they considered the above-given items as administrative problems at their academic units/departments/faculties/universities.* This is evidenced by the fact that in all the tables (101-134) “*agreement*” sides (both totally and partly) exceeded 50 % percent for all the items cross tabulated. In sum, with the results obtained from the tables 101-134 (except for the Tables 112, 117, 133, 134) *hypothesis 3b* of the third research question has been verified. This explicitly shows that there is no significant difference between the attitudes of academic administrators and their academic subordinates with respect to the administrative problems presented in the survey.

7.4.1 Academic staff members’ perceptions of the academic freedoms and rights regarding presence or absence of their administrative responsibility

In this subsection of the chapter, samples’ perceptions of the academic rights and freedoms will be discussed on the basis of eight major criteria, each taking an indispensable aspect of the universally recognized academic rights freedoms. As already mentioned,

subjects were asked to express their opinion whether they had these eight category of freedoms/rights, *fully, partially, little and none*, and a neutral choice has also been provided as " *no idea*." Academic freedoms and rights introduced by the survey reads as follows:

1. " *Faculty self government, by representatives freely elected, on organization and distribution of curriculum.* "
2. " *Freedom of criticism of curriculum and of conduct of administration.* "
3. " *Freedom of association in faculty societies and organizations provided these are legal.* "
4. " *Freedom from special requirements such as special oaths of loyalty or any pledge other than a simple affirmation to support the Constitution and to follow and teach the truth.* "
5. " *Assurance of tenure or seniority on established and declared principles relating solely to length and quality of service.* "
6. " *Freedom of research, independent of restrictions emanating from political or religious considerations.* "
7. " *Freedom to maintain citizenship activities and responsibilities without prejudice to academic status or advancement.* "
8. " *Freedom of benefitting from academic rights as stated in the law, independent of political and religious constraints, based, solely, on the meritocratic measures.* "

With the results obtained after chi square calculation, in the Tables 135-142, the *hypothesis 3c* of the third research question has been tested and *verified*. Because, no statistically significant difference was found between the two groups of subjects (academic administrators and their academic subordinates) as regards to the perceptions of their academic rights and freedoms at the Turkish public universities. However, the only

significance observed was on the item which is related to “ *assurance of tenure or seniority on established and declared principles relating solely to length and quality of service.* ”

7.4.2 Academic staff members’ attitudes towards the solutions suggested for the general administrative problems of the public universities

The fourth research question was concerned with the academics’ preferences of the solutions proposed for each *general administrative* problem as presented in section 7.1. As mentioned before (in the Methodology) one of the highlights of the study was to find answers for the administrative problems believed to exist at the public universities. Therefore, subjects were required to choose the best solution (out of three) which they thought to fit to the problem in hand. The questionnaire booklet was designed with the appropriate instructions to give way to the subjects’ preference of a suitable solution if they displayed agreement on a particular problem. The number of solutions accompanying each problem was three, however, there were problems with two probable solutions also (see, Tables 159, 169, and 175).

The subjects’ overall attitudes provided the answer to the fourth research question, because the percentile distribution of the choices affirmed that there was a consensus among the academic staff concerning the probable solutions for the given problems that they already agreed on. As illustrated in Chapter V, (Tables 143-176) at least one of the solutions was rated as the best by most of the samples ($n= 79$).

7.5 Conclusions

Throughout the six consecutive chapters, the raw data were analyzed for the investigation of the research questions and the hypotheses developed to guide the research. As with any scientific undertaking, some concrete conclusions could be drawn from this particular study also.

Based on the findings it can be concluded that academic staff members, *regardless*

of their academic and administrative status, of the Turkish public universities have displayed a strong agreement concerning the existence of the given administrative problems at their academic units. Furthermore, the analyzed data have also revealed that there was concordance among the subjects when they were asked to choose the best solution for the problem(s) they agreed on. These results are of great importance, in the sense that, our major research question was directed to the analysis of the subjects' perceptions of the commonly voiced problems of the Turkish academe. Now, it has become clear that ***any attempt aiming at the solution of administrative problems of the public universities in Turkey, will receive a caring attention from insiders***. Because, they have displayed a remarkable consensus both on the problems and their solutions, as well. However, they seem not to be fully aware of their academic rights and freedoms. The existence of ***such a consensus among the academics would be an indispensable prerequisite for the policy makers, especially at a time when insiders' involvement in the processes is considered seriously***.

However, increased state control over the higher education institutions has never allowed academics, who are actually serving at the universities, to have a voice in the inner circles of decision-making. Thus, the reform and the amendments introduced have never originated from the free will of the academics; but they have almost always been initiated by the governments based on the assumption that " Turkish universities had to be reorganized because they have fallen behind the contemporary developments taking place in the outer world " or " Universities have enjoyed academic freedoms and rights beyond the reasonable limits and became ivory towers. " To our surprise, such hypotheses have never been tested through scientific studies before the law enforcement.

It is also clear from the concrete data presented in this study that, problem-solving mechanisms at the universities are not operated, by the academic administrators, in accordance with scientific understanding. Therefore, it is concluded that academic administrators do not seem to be caring superiors, in the identification and solution of a particular problem faced at their academic department. Moreover, they tend to ignore the problems if possible. As for the procedures followed in the problem-solving processes, they do not respect their subordinates' opinion, and participative and information-oriented decision making is almost fully disregarded.

The findings also affirmed that decisions and their implementation were usually made according to the wishes of the superiors who are in the higher levels of the hierarchical pyramid. This also indicates that academic administrators, at any level, seem to be executives implementing the decisions imposed by the higher levels of the bureaucratic structure, leaving no room for the creativity, leadership qualities and personal or institutional initiatives. This current situation will be a great disadvantage for the higher education system in an era of Total Quality Management where quality would be assured by turning the hierarchical pyramid upside down.

Lack of, or malfunctioning of, the communication channels between the bottom and the top could be another drawback in the efforts to improve existing administrative understanding at the Turkish public universities. Surely, financial setbacks experienced for the past decade, have also contributed to the unrest in the academe. Low salaries of the academics and the abolished fringe benefits have also degraded the value of higher education in the eye of public.

This study has provided us with ample evidence in that academics believe, the working conditions have been deteriorating in many respects in the public universities. This has become more visible especially after the introduction of HEC (Higher Education Council) as the single body in charge of supervision and the coordination of higher education. However, the positive impact of the HEC on the universities can not be disregarded. Among these are the increasing number of higher education institutions (at an expense of erosion in quality), the introduction of documentation center to provide researchers with adequate and up-date material nationwide, provision of financial support for the research projects from the Research Funds, and sending graduate and post graduate students abroad in an orderly manner.

Another significant finding would be that the subjects believe academic institutions are seen by policy makers as large bureaucratic organizations which should be managed by the same criteria applied to other government agencies. Academics also have a feeling that the harder they try, the less they are appreciated by the governments just because universities are seen as ordinary bureaucratic organizations.

The whole enterprise of education is among the mankind's most ambitious effort. The institutions established for the education of people is directed to two major objectives; first, they must help people to meet the country's economic needs; second, it must strive to fulfil their aspirations of justice while ensuring individual self-expression and personal freedom. The aim of the higher education, on the other hand, would be the orchestration within society of varying interests, tensions and ethnicity. From this stand point, the missions and objectives of the Turkish higher education should be reformulated to achieve future well being of the society without sacrificing it to any temporary comfort.

In conclusion, it has become even clearer that Turkish universities are badly in need of new reforms to be initiated from inside the university, with the academics' free will and participation. This study, among other things, has confirmed their concern, expertise and preparedness for such a reform process which would start from the right end; the bottom.

7.6 Further Recommendations

Actually, suggestions made by the subjects in Chapter V constitutes the best recommendation list to be extracted from this study, however to be concise the following points are given for consideration. As it has been discussed, the context in which higher education functions is dramatically changing; consideration of the current and potential roles of the universities, policy makers and academics in charge of administration should take the following points into account. These are:

1. Discussions on the current system of Turkish higher education should be based on scientific studies. Therefore, scientific undertakings for the analysis of the functions, missions and the managerial operations of the university organs, should be encouraged.
2. Educational management should be considered as an independent discipline and each university should set up a unit to carry out scientific studies for the identification of their own problems and the society's expectations from the university.

3. There should be an intermediary organ to provide coordination and the flow of information between the universities and their immediate environment.

4. Academics should be allowed to have a voice in the inner circles of decision-making with a participative understanding. To put this into practice, there should be an independent and information-oriented unit, at each university, to report any malfunctioning of the university organs to the HEC and the government authorities.

5. An advisory council or an accreditation office may be introduced to monitor and evaluate performance at the public universities; other than the Higher Education Inspection Board of the HEC.

6. At faculty and department levels, independent and participatively elected executive committees should be the ultimate decision-making organs at the universities. And universities should be given full autonomy in the solution of their internal problems.

7. When allocating public funds, universities should be graded according to the internationally recognized standards. And different evaluation procedures should be applied to different universities, taking their level of *institutional maturity* and *developmental phases* into consideration. Student population cannot be a good measure in budgeting the universities.

8. Academic staff members should be given the right and freedom of forming legal associations and unions, making necessary arrangements in parallel to the international standards and treaties.

9. Public universities are becoming bureaucratic and closed organizations, with almost no competitive power. Privatization should also be extended to the higher education institutions which display poor performance. Because, current developments clearly show that cream of the crop of the academe will be attracted by the private universities, hollowing public universities in all senses.

10. The unfair distribution of income and wide spread unrecorded economic activities

are the two important drawbacks hindering a realistic tuition fee implementation at the Turkish public universities. Before switching to student financed higher education, problems like income distribution and hidden economy should be tackled first.

11. A higher education system can not be fully based on an imported system from other countries. Contemporary and advanced university systems of the developed countries can not be transferred overnight just by imitating their outcomes. On the contrary, we should be adopting the means they utilized, rather than the ends, to achieve their current level of success.

12. Internet and the communication technologies are bringing alternatives to the conventional universities. In the near future, a great deal of educational opportunities will be made available on the Internet with a worldwide access. Virtual universities will handle the bulk of student population at relatively low costs. This is an inevitable globalization process that the Turkish higher education has to undergo. Therefore, national plans should immediately be developed for the integration of Turkish higher education system with the world, by preparing the infrastructure in advance.

13. Each faculty/department should set up its own research unit to conduct studies for the identification of their own academic and administrative problems at reasonable intervals. Students should also be involved in this process as the major source of feedback. Such units are unavoidable since university governance is becoming more and more information-oriented. These units would serve as micro feedback suppliers in the macro system of a large university campus *to maintain the equilibrium*, rather than the *status quo*.

Based on these recommendations, further studies can be conducted to shed light on each of the above-given points as a complement to the study in hand.

7.7. Implications

This study is significant in that any reform movement or change to be implemented at the universities should involve all the parties that the change would have impact on. The findings obtained from this study provide some serious evidence to support this view.

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APPENDICES

APPENDIX A

**OFFICIAL APPLICATION LETTERS ASKING PERMISSION for the
ADMINISTRATION of the QUESTIONNAIRE**



T.C.
GAZİANTEP ÜNİVERSİTESİ

987

Yı : B.30.2.GZF.0.70.71.01-211-1157

003485 08/07/1996

onu : Anket

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İLGİ:27.06.1996 tarih ve 400-33-0033 sayılı yazınız.

Enstitünüz Eğitim Bilimleri doktora programı öğrencilerinden İ.Semih SUMMAK'ın, Mühendislik, Tıp ve Fen-Edebiyat Fakültelerinde görevli öğretim elemanlarına tez çalışmaları ile ilgili anket uygulaması teklifiniz doğrultusunda uygun görülmüştür.

Bilgilerini ve gereğini rica ederim.


Nedim AKKAYA
Rektör a.

Personel Dairesi Başkanı

10 Haziran 1996
Gaziantep

Rektörlüğünüz aracılığı ile size ulaştırılan bu zarflar içerisinde, bir doktora çalışmasında kullanılacak verilerin toplanmasına yönelik anket kitapçıkları konulmuştur. Söz konusu anketlerin Fakültenizdeki Öğretim üyelerine (Profesör, Doçent, Y.Doç., Doktoralı Öğretim elemanı) Araştırma görevlilerine ve öğretim görevlisi/ okutmanlara uygulanabilmesi için yardımlarınızı ve katkılarınızı beklemekteyiz.

Zarf içerisindeki anket kitapçıkları 'öğretim üyeleri' , 'araştırma görevlileri' ve 'öğretim görevlisi/ okutman' gruplarına ayrılmıştır. Her grup için öngörülen kitapçık sayısı *belli bir oran* gözetilerek destelenmiştir. Anketlerin yaz tatiline çıkış öncesi doldurulması son derece önemlidir, uygulamanın bu yönde gerçekleştirilmesi ve doldurulmuş anketlerin aşağıda telefon numarası verilen ARAS KARGO yetkilisine teslimi hususunda emir ve müsaadelerinizi arz ederiz.

Saygılarımızla,

Gaziantep Üniversitesi Sosyal Bilimler Enstitüsü

Doktora öğrencisi M.Semih SUMMAK ve

TEZ.DANIŞMANI:

Doç Dr. Erdal CEYHAN

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Not:Kitapçıkların zarfları dönüş için kullanılacak olup, kargoya verilecek şekilde adres formu doldurularak iliştilmiştir. ARAS kargo şubesine açılacak bir telefonla, kargo görevlisi istediğiniz yere gelerek zarfları teslim alacaktır. Bu amaçla bölgenizdeki ARAS KARGO telefonu aşağıda verilmiştir. Ücret tarafımızdan ödenecektir.ARAS KARGO TELEFONU:

APPENDIX B
ENGLISH VERSION of the QUESTIONNAIRE USED for DATA
COLLECTION

Dear colleague,

Attached is the questionnaire designed, in three separate chapters, for the investigation and *assessment of administrative problems at the academic units of the Turkish public universities from the academic staffs' standpoint*. This investigation aims at incorporating three major issues of university governance into the study. These are, problem solving mechanisms, academics' opinion of the commonly voiced administrative problems and the availability of academic freedoms and rights at the universities.

Above all, this study will be different from its predecessors with its pioneering initiative, in approaching the problems of universities and the academic staff by referring to the *insiders* for a comprehensive coverage of the degree of agreement among the academics of the public universities concerning the problems and solutions as well.

May, 1996 Gaziantep

M. Semih SUMMAK

Graduate School of Social Studies
Gaziantep University, Gaziantep

A. Personal Information

please tick in the () bracket that corresponds to your situation.

1. Academic degree gained

- 1.1. () P.hD**
- 1.2. () Masters'**
- 1.3. () No Degree (Instructor)**

2. Do you have any administrative responsibility ?

- 2.1. () Yes**
- 2.2. () No**
- 2.3. () Yes, but less than two years**

3. How long have you been working at the university ?

- 3.1. () 0-5 years**
- 3.2. () 6-10 years**
- 3.3. () 11-15 years**
- 3.4. () more than 16 years**

4. Have you received any degree (s) abroad ?

- 4.1. () I have not been abroad**
- 4.2. () I have been abroad but gained no degrees**
- 4.3. () I gained masters' degree**
- 4.4. () I gained P.hD.**

5. Geographical location of your university

5.1. () Ankara, Istanbul, Izmir

5.2. () Other provinces

this section is optional

Name :

Surname:

Name of the university you are working now:

SECTION B.

This section aims at identifying attitudes and approaches of both the administrators and their team at the academic units of the Turkish public universities. Items numbered 6, 11, 16, 21, 26, 33 must be answered after reading the following definition. If you *prefer "never" option for any of the items, proceed into the next item without marking* and read the following *definition* before you start the questionnaire.

Definition: "*Administration is the process of solving problems on the way to the accomplishment of the objectives of any organization. Being a scientific approach, it consists of a number of phases such as identification of the problem, collecting information on the problem, searching for alternative solutions, making decision in favour of the best solution and evaluation.*" In accordance with this definition *administrators* at your department/faculty/university:

	Never	Sometimes	Always
6. Try to sense problems;	()	()	()
7. with their own efforts,	()	()	()
8. if submitted in written format,	()	()	()
9. when warned by their superiors.	()	()	()

10. They try to ignore the problems. () () ()

11. Collect information on the problem; () () ()

	Never	Sometimes	Always
12. via questionnaires,	()	()	()

13. by face to face communication,	()	()	()

14. involving all the related parties in discussions.	()	()	()

15. Other than these.....	()	()	()

.....

	Never	Sometimes	Always
16. Seeks to solutions;	()	()	()

17. with the involvement of the related committee members,	()	()	()

18. with all the academic members of the unit (department, faculty etc.),	()	()	()

19. according to the wishes of their superiors.	()	()	()

20. Other than these.....	()	()	()

.....

21. Make decisions;

22. by consulting with the related, committee members only,	()	()	()

23. with all the academics in the department, () () ()

24. to satisfy their superiors, () () ()

25. Other than these () () ()

26. If a conflict arises during a debate in the process of producing a suitable solution, the administration;

	Never	Sometimes	Always
27. considers it dangerous and prevents,	()	()	()

28. tries to reconcile the conflicting sides by informing them about the situation,	()	()	()

29. applies routine rules,	()	()	()

30. eliminates the conflict using his authority,	()	()	()

31. Other than these.....	()	()	()

32. The degree of success of an applied solution is determined;

	Never	Sometimes	Always
33. by the feedback obtained from all members of the academic unit	()	()	()

34. by whether this solution has met the expectations of the immediate administrators	()	()	()

35. according to the satisfaction of high-level authorities,	()	()	()

36. according to whether the procedure has
been a lawful one.

() () ()

37. Other than these..... () () ()

.....

SECTION C.

ATTENTION ! TICK ONE SOLUTION ONLY FOR ANY PROBLEM YOU AGREED ON.

This section attempts to identify the subjects' attitudes towards the commonly voiced problems (referred as GENERAL throughout the study) at the Turkish public universities, which are 34. For each problem three (sometimes two) solutions are also provided. To show your agreement with any of the problems, *tick in one of the brackets* (1-5) placed right under the option that you wish to choose. This would mean that you agree with the statement (which portrays an administrative problem), and can proceed into the 'solution' proposals placed under the 'problem' statement. *If, however, you do not agree with the 'problem' then do not choose any solution items as well, but ignore them* by proceeding into the next problem.

	Totally	Partially	No Idea	Disagree	Totally
Problem 1 #	Agree	Agree			Disagree

Those who are in charge of
processing and employing products
of universities are not given much
initiative concerning both the
administration and the quality of
the *products* of these institutions.

() () () () ()

Solutions:

	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
1. Board of Trustees should be introduced to the Turkish public universities.	()	()	()	()	()
2. There should be an advisory <i>council</i> , independent of political power, to monitor and evaluate the performance of the universities.	()	()	()	()	()
3. Both students and parents should be represented on the governing bodies of the universities.	()	()	()	()	()

Problem 2 #

Due to the constraints originating from academic oligarchy and bureaucratic structures, decision-making and problem solving mechanisms at the higher education institutions, are not able to perform their intended goals.

() () () () ()

Solutions:

1. Both all of the academic administrators and the members of administrative boards and committees should be elected through democratic processes with the participation of all the academics of that unit.

() () () () ()

2. Regardless of the procedures by which administrative posts are distributed, the administration should be open to accept any complaints, criticism, and be ready to be replaced if found unsuccessful.

Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
()	()	()	()	()

3. Candidates for the academic administrative posts should be nominated by a preliminary election process. Then, the appointment should be executed accordingly.

()	()	()	()	()

Problem 3

The absence of a meritocratic understanding, in which internationally recognized scholars are given a privileged status, has given rise to 'anti-democratic and authoritative' structures in the university governance.

()	()	()	()	()

Solutions:

1. Academic performance and administrative knowledge (educational background) should be taken as the two most important criteria for nomination/appointment of any academic administrator.

()	()	()	()	()

	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
2. In academic units, administrative posts should be filled via appointment to be executed by the President/Dean/Chairperson etc.	()	()	()	()	()

3. Universities should be allowed to hire professional administrators for academic units, both permanently and temporarily.	()	()	()	()	()

Problem 4

Introduction of the '1981 University Reform Act' under extraordinary circumstances (such as 1980 military takeover, which resulted in the suspension of democratic institutions) and the subsequent top-down amendments in the Law 2547, has prevented universities from fulfilling their missions.	()	()	()	()	()

Solutions:

1. Independent and participatively elected executive committees should be the ultimate decision-making organs at the universities.	()	()	()	()	()

	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
2. Amendments in the University Law and the higher education laws, should not go beyond outlining the general rules. However, detailed functioning of academic freedom, institutional autonomy, and decision-making should be made explicit and clear, not cause any confusion in application.	()	()	()	()	()
3. Besides general rules and regulations, Turkish universities should be allowed to arrange its administration based on the internationally binding treaties (and declarations such as Lima, 1988) which would have impact on the inner dynamics of the university governance.	()	()	()	()	()

Problem 5

Political interventions, giving way to the return of dismissed students back to universities with multiple make up examination rights, in fact, is a violation of the institutional autonomy of the universities.	()	()	()	()	()

Solutions:	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
1. Other than the HEC (Higher Education Council) and the related executive organs of the universities, nobody else should be allowed to have a voice over the issues such as pass/fail rules and regulations. and such issues should be left to the universities, only to decide on.	()	()	()	()	()
2. Prior to any decision as indicated in problem 5 #, political authorities should consult to the HEC or its representative organs for advice.					
3. Such issues should be left completely to the universities to decide on.					

Problem 6 #

Since the higher education institutions are under a demographic pressure, distance education options are used for the elimination of college-age applicants seeking admission to universities other than the Open University.

Solutions:	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
1. Open University option should be directed to adult and continuing education purposes only.	()	()	()	()	()

2. The number of college-age students to be accepted by the Open University should be balanced by proportion not exceed, for example twenty percent of the total capacity of the higher education institutions.

3. Distance education options should be made available to anybody regardless of age and sex, for the upgrading of the country's workforce.

Problem 7 #

Productivity of the universities cannot be measured in objective terms because there is not any objective criterion to be taken for the assessment of productivity at any level.

Solutions:

1. The evaluation of the public universities' performance should be made according to some international criteria, besides the measures to be drawn by the State Planning Department, representatives of the business world and the HE organs.

Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree

2. Universities should be graded according to the internationally recognized standards of quality. And different evaluation procedures should be applied to different universities, taking their level of *institutional maturity* into consideration, then the state fund allocations should be based on this evaluation.

()	()	()	()	()

3. Universities' performance should be evaluated on the bases of international standards with the involvement foreign experts.

Problem 8

There is almost no communication between the HEC (Higher Education Council) Organs and the academics working at lower levels of hierarchical pyramid of the universities.

1. Bottom-up communication channels should be opened to academics at bottom levels of the hierarchical pyramid, to access HE authorities for any complaints, proposals, and suggestions to be made concerning the operation of universities.

2. Prior to any decision, concerning universities and their governance, HE and its related organs should refer to the academics' opinion via questionnaire (Internet can also be used for this purpose).

()	()	()	()	()

3. Communication between the HEC and the subordinates should be provided via 'an academic council', to be formed by participative processes in each university, whose members would be serving for fixed period of time, in rotation.

Problem 9

In the current higher education governance system, 'the patient and the surgeon' have to be the same persons. This situation is a handicap in the sense of being an open system.

Solutions:

1. Democratic and participative management processes should be employed in problem solving mechanisms.

2. Universities should be allowed to make their own developmental plans, and be able to implement them independent of any " central authority " and whenever needed, they should be free to demand expert opinion both from domestic and international bodies.

3. To provide quick and sound solutions for the “ internal “ problems of the universities, a separate division must be set up in the existing juridical system to handle academic affairs only.

() () () () ()

Problem 10 #

Availability and accessibility of resources for the researchers is becoming scarce and expensive, because the HE Documentation Centre is not capable of providing researchers with adequate supply of materials.

Solutions:

1. Law enforcement should be introduced to allocate a certain amount of public and the revolving budget revenues to the university libraries for the improvement of current conditions.

2. For the improvement of conditions the university libraries and documentation centres, one of the government funds should be channelled to this area, to provide extra support.

	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
3. Salaries of those involved in research studies should be increased, at least, while they are carrying out their studies.	()	()	()	()	()

Problem 11

In the current Higher Education Law of 2547, there is no sanction to prevent administrators from establishing power-monopoly by expanding their 'span of control' beyond reasonable limits.

Solutions:

1. Administrative positions to be occupied by full-time academics, should be restricted (even for the deputies). Those who are to serve as *deputy* for a post should be also be given a limited time.
2. An academicians should never be allowed to occupy more than one administrative post, unless needed by scientific studies for supervisory missions.
3. Administrative structure at the universities should be switched to a *flat* organization, by turning the hierarchical pyramid upside down, to set up auto-control system.

Problem 12 #

Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree

Financial constraints that the higher education institutions are experiencing, are mainly due not to delegating executive power to the administrative units and not allowing them to make their local decisions with a participative understanding. This another barrier in front of the institutional autonomy.

()	()	()	()	()

Solutions:

1. While using their budgets universities should be given flexibility for the transfer of allocations between the funds.

2. The criteria used in the allocation of public funds, should be revised and universities and their executive organs, that came to power by participative processes, should be given full authority in this sense.

3. Public revenues to be reserved for university budgets, should be intensified at two initial stages; at the time of foundation and; during the early years of institutionalization. After some maturity, the allocation should be arranged according to some certain measures to be valid for all the universities.

Problem 13 #

Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree

Revolving budget revenues of the universities are sometimes distributed unfairly, among a group or clique, leading to economic hegemony over the others who were kept out of this 'closed-interest cycle'.

()	()	()	()	()

Solutions:

1. Public-service units, where revenues are generated at the universities, should be made more transparent to a more equal share available for all those who have the potential to serve at these units.

2. A meritocratic understanding should be come in the first place, when offering job(s) to academics at such revolving budget establishments of the public universities.

3. For these units, professional managers from private sector could be hired and contemporary management methods should be implemented just as in the private sector companies.

Problem 14 #

Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree

Due to the differences in geographical location and institutionalization processes of the universities, 'one-fits-all' type of rules and regulations imposed by a 'central body' will not be of help in solving administrative problems of the universities nationwide.

()	()	()	()	()

Solutions:

1. Public universities in Turkey should be categorized according to their level of advancement, performance and achievement of its declared objectives, so that each category should adapt its own governance model.

2. Universities should be given full autonomy in the solution of their internal problems without any requirement of consent from an external authority.

3. Universities should be controlled and supervised until full *maturity* and allowed to switch to full autonomy in a gradual manner.

Problem 15 #	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
Due to the 'authority-dominant' character of the 1981 Reform Act and the organizational structure of the HE, some of the non-academic staff members, working with academic superiors, have sometimes gained control over them. And this situation, from time to time, has given rise to non-academics' interfering with academic affairs and overall governance.	()	()	()	()	()

Solutions:

1. For the assessment of managerial performance at the academic administrators, a " monitoring " system should be developed. When necessary they should be given " warnings " for any wrong doing.
2. Academic staff working at the public universities should be given the right and freedom of forming associations and unions by making necessary lawful arrangements in parallel to international standards at the Parliament. Thus, they will be able to defend their rights and freedoms without any fear.

	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
3. Since academic staff members, working at the public universities, are professionals, they can not be directed by top-down orders. However, their performance in achieving the intended goals could be assessed seriously.	()	()	()	()	()

Problem 16

Politicians tend to underestimate the universities, considering them ordinary government agencies as having no peculiar characteristics in terms of their missions and functions.

Solutions:

1. Academic staff members should be allowed to form and join legal organizations to fight for the recognition of their rights.

2. A "*counselling committee*" should be set up, having members from every university, to inform and counsel authorities before a law is issued on higher education.

3. The banning of academics from active political life should be abolished to open the route to the Grand National Assembly for them. And a ministry of higher education should be established immediately.

Problem 17 #	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree

Sending students abroad for post graduate degrees has been a failure since it lacks long-range planning, organization and integrity. Thus, this project is far from contributing to the solution of strategic and vital problems of the country.

()	()	()	()	()

Solutions:

1. Research students to be sent abroad for scientific studies, should be chosen according to how vital his /her study would be for both the country and the university. After completion of their study, they should be employed in jobs, relative to their backgrounds, but nothing else.

2. Sending graduate students abroad for degrees should be focused on providing adequate academic teaching staff for the needy universities, in this sense.

Problem 18 #

The term university refers to a medium where research, discussion, teaching, making genuine discoveries and publishing go hand in hand for the advancement of science and

technology. Presence of these qualities is a must for the existence of a 'university' in real terms. Turkish universities seem to lack these qualities.

()	()	()	()	()

Solutions:

1. Members of the academe should be allowed to have a free discussion atmosphere, where opposing ideas could clash, provided they are not connected to any political wing.

2. University staff members should have the right to gain membership from a political party, and they should take active part in the process of generating solutions for the current problems in the agenda.

3. Members of the academic community should be given the right and freedom to become active members of the political parties, and they should join the process of discussion and thought provoking activities for the good of the county.

	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
Problem 19 #					
Since successful graduates do not consider academic life as a promising career, the source of talented, well educated and internationally oriented staff members is drying up at the academe.	()	()	()	()	()

1. Academic profession should be upgraded to its former prestigious state, by making it financially attractive.

2. Academic staff members should be encouraged for scientific achievements while improving their conditions financially.

3. Prospective academics and researchers should be encouraged through a counselling programme and national policies to be implemented at the middle school level, with a long-term planning.

Problem 20 #

Lack of coordination among faculties, departments and research institutes causes unfair and disproportionate distribution of equipment and materials. This is one of the handicaps both for the quality and quantity of research studies at the Turkish universities.

	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
1. University budgets supported by the public revenues, should be shared between teaching and research & development activities. A committee should be in charge of monitoring the flow of spendings in each area of scholar activity. Researchers should also be allowed to move any equipment and material they need to maintain their studies wherever they go.	()	()	()	()	()
2. A communication channel should be established between the departments of universities ,carrying out studies in the same or similar disciplines, for easing sharing and exchange of human and material resources.					
3. A central body should be introduced for the coordination and financing of graduate studies in the high priority areas.					

Problem 21 #

The requirement of having SCI/SSCI index referred publications as a prerequisite for candidates to be promoted to full or associate professorship has been exaggerated, since credibility of citations are changing from one

Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree

discipline to another. Thus, SCI/SSCI Indexes can not be an objective measure in such promotions.

()	()	()	()	()

Solutions:

1. Besides having index referred citations, genuine studies leading to thesis should also be considered among the requirements.

2. Both national and international publications should be taken as promotion criteria, in such promotions.

3. Terms and conditions required by the systems, from which our higher education system inspired, should be applied in such promotion processes.

Problem 22 #

Lack of Citation Index category national journals, is preventing Turkish universities' contribution to the scientific world through publications.

Solutions:

1. Publication of SCI/SSCI referred periodicals in each discipline, should be the ultimate target of universities. And minor domestic publications should be transferred to the Internet.

	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
2. Each university should be encouraged and assigned a publication which will be referred by the Citation Indexes.	()	()	()	()	()

3. Universities should be assigned to publish internationally credited journals in the fields where their material and human resources are best utilized. This assignment should be made according to some basic criteria, such as the quality and quantity of scholarly work they undertake each year, number conferences held etc.

Problem 23 #

Graduate program admissions are not always independent of restrictions and prejudice to political and religious considerations. Sometimes rules and regulations not declared in the admission requirement, could be inserted later on. This is a typical example of arbitrary administration at the Turkish universities.

Solutions:

Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree

1. In all the disciplines, graduate programme admission examinations should be organized by each university under the supervision of representatives from a “central body” whose function would be to assure the objectivity in the examination process.

()	()	()	()	()

2. Written examinations for graduate admissions should be organized *by a ‘central authority’*, whereas interviews should be held at the related university/unit/department with the participation of the representatives from that ‘central body’ and the members of the institution offering graduate programmes.

3. TUBITAK, Turkish Scientific and Technical Research Association, and TUBA, Turkish Academy of Sciences, should function as reference in setting the minimum standards for graduate programme admissions, for all the disciplines.

Problem 24 #	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree

Academic promotion process which is considered as one of the most important criteria in measuring quality of education and research potential in a particular university do not seem to be based on objective criteria at the Turkish universities.

()	()	()	()	()

Solutions:

1. Academic titles gained after the introduction of HE (Higher Education Council) should be taken under scrutiny. And those who fail to meet the minimum criteria for the title they have already possessed, at least, should not be allowed to supervise any graduate study.

2. The members of the juri, in charge of evaluating applicants for associate and full professorship, should have the qualities far beyond that of the applicants.

Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree

3. All academic promotion processes should be kept out of the university governance, and an independent council should be established for the evaluation of academic studies and title delivery. TUBITAK and TUBA may act as scientific Supreme Courts of appeal to settle down any dispute in this sense.

()	()	()	()	()

Problem 25

Universities in Turkey are becoming coarse bureaucracies not capable of keeping up the ever growing complicated scientific branches and disciplines, and are far behind the societal expectations.

Solutions:

1. A dynamic university law, bearing no details for the arrangement of internal affairs, should be introduced. Every university should be made an independent corporate body responsible from its internal affairs.

2. Universities should be categorized according to the weight they give to the research & development, teaching and public service and the developmental phases after the foundation. And governance

	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
processes should also adjusted according to these criteria, being specific for different universities.	()	()	()	()	()

3. Assurance of life time tenure for the academics, should be abolished, instead a competitive atmosphere should be brought into the academe where better performance would be rewarded by better pay.

Problem 26 #

Seniority and the title are the two basic criteria determining the economic status of academics at the universities. There is no distinction, as regards to salary and other incentives, for those who are outperforming their counterparts of the same title and seniority.

Solutions:

1. Extra financial support should be provided for the universities and their members (may be provided that they have been accredited) based on the quality of education, and commitment that they displayed in the solution of both national and international problems through scientific studies.

	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
2. Academic staff members taking active part in the research projects (even as a supervisor) should be given some extra incentives on the basis of their performance and contribution. For example, each year spent as researcher should be added up to the seniority which would be equal to a three-month bonus, enabling the researcher to get a retirement three months earlier.	()	()	()	()	()

3. Academics should be awarded, by providing them with extra money, based on their scholarly undertakings and the internationally recognized publications.

Problem 27 #

Since there is no 'labor division' among the academics as 'researcher' and 'lecturer', teaching and research functions of the universities are not performed properly.

Solutions:

1. Universities should make contracts with researchers and scientists from other institutions. And their contracts should be extended as long as their studies continued.

	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
2. Academics working at the universities should maintain both teaching and research activities. However, they should be given the flexibility of switching from one field to another without much difficulty.	()	()	()	()	()

Problem 28 #

In spite of the experts' opposition new universities are being opened for the sake of political ambitions, even though they all lack some essentials of an academic institution. This movement has been destroying both the quality and the academic tradition at these 'politically oriented establishments.

Solutions:

1. No new universities (private and public) should be opened without getting the consent of the HEC until both the material and human resources are made readily available.

2. Local governments (municipal councils) and the Grand National Assembly should be the ultimate authorities to decide whether a new university should be opened or not.

Problem 29 #	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
Assurance of tenure for the academics, is among the factors weakening the dynamism and productivity at the Turkish public universities.	()	()	()	()	()

Solutions:

1. Academicians regardless of their title and seniority, should be employed by contract. And they should also be allowed for part-time jobs in their professional fields, outside the university.

2. Academic and administrative staff at the universities should be transferred to the temporary status and those who display high performance should be given the permanent status after a reasonable period of service.

3. Beginning from assistant professorship to full professorship, all the academic posts should be delivered on contract for a fixed period of service at the university.

Problem 30 #	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
Because universities are not encouraged to set up their own 'Research&Development' centers, their contributions to the solution of societal and industrial problems are far below the desired level.	()	()	()	()	()

Solutions:

1. Universities should be required to set up their own Research&Development units.

2. The focal point of graduate studies (master's theses and dissertations) should be the problems of business and industry. Joint ventures should be established between industry and the university to promote demand for Research & Development.

3. Graduate studies such as masters' and Ph.D, should be directed to the needs of the world of business and industry. And the infrastructure of the Research&Development units should be prepared via partnerships between university and industry.

Problem 31 #	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
University rectors derive too much power and authority with this law of 2547.	()	()	()	()	()

Solutions:

1. Authority and executive power of the university rectors should be delegated to the boards/committees, members of which are elected by democratic processes. Rectors should remain in *the first place among equals*.

2. Rectors' authority should be confined to the coordination of financial matters only. Academic promotions and provision of cadre, should not be left their decision.

3. Rectors should stay as competent authorities for reference and all the academic staff (without any discrimination) should be given the right to cast a vote in the presidential elections of the university. Non-academics could also be nominated as presidential candidates.

Problem 32 #	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
The unfair distribution of income and a wide range of 'hidden economic' activities are the two important drawbacks hindering real tuition fee implementation at the Turkish public universities.	()	()	()	()	()

Solutions:

1. The tuition fee supplement collected from university students should be abolished immediately.

2. A university system cannot be adapted to the highly advanced university systems of the developed countries just by imitating their outcomes. On the contrary, we should be adopting their processes that enabled them to achieve their current level of success.

3. Higher education can not be maintained without financial support from the public revenues. Therefore education budget and allocations should be expanded even further by the governments.

Problem 33 #	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
Every year 40.000 college-age students are attending universities abroad taking a national currency out of the country, worth of \$ 40.000.000 US annually.	()	()	()	()	()

Solutions:

1. The 130th article of the Constitution should be changed to make the establishment of 'private higher education' possible and easier while public universities are gradually privatized.

2. Some attractive incentives should be provided for the entrepreneurs to motivate them to promote private higher education. On the other hand, a tax should be imposed on the students going abroad for undergraduate studies.

Problem 34 #

University curricula, in many respects, fall short of meeting students' contemporary needs, while decreasing their chances of employment after graduation.

Solutions:	Totally Agree	Partially Agree	No Idea	Disagree	Totally Disagree
1. For example, <i>Turkish Republican Period History and Turkish</i> , courses should not be extended into the university curricula, 'World Political History' and 'Research Methods and Techniques' should be taught instead.	()	()	()	()	()
2. Besides their majors, students should be given the chance of obtaining a minor diploma by taking courses from different fields.					



Section D.

Full Partial No Idea Little None

In this section there are eight items to identify the extent to which academic freedom is available at the university. Please tick in the related bracket to indicate the level of availability of any freedom at your institution/department/faculty as **full**, **partial**, **no idea**, **little** and **none**.

() () () () ()

1. “ *Faculty self government*, by representatives freely elected, on organization and distribution of curriculum.”

2. “ *Freedom of Criticism* of curriculum and of administration.”

3. “ *Freedom of association* in faculty societies and organizations provided these are legal.”

4. “ *Freedom from special requirements* such as special oaths of loyalty or any pledge other than a simple affirmation to support the Constitution and to follow and teach the truth.”

5. “ *Assurance of tenure or seniority* on established and declared principles relating solely to length and quality of service.”

6. “ *Freedom of research*, independent of restrictions emanating from political or religious considerations.”

Full	Partial	No Idea	Little	None
()	()	()	()	()

7. “ *Freedom to maintain citizenship activities* and responsibilities without prejudice to academic status or advancement

8. “ Freedom of benefitting from academic rights as stated in the law, independent of political and religious constraints, based, solely, on the meritocratic measures.”

END

APPENDIX C
ILLUSTRATIONS FOR HIGHER EDUCATION STATISTICS

Figure 5. Number of Teaching Staff at Turkish Higher Educational Institutions, 1990-1994

Years	Professor	Associate Professor	Assistant Professor	Instructor	Language Instructor	Research Assistant	TOTAL
1990-91	4,775	2,433	3,862	23,399*			34,469
1991-92	4,841	3,226	3,762	5,224	2,961	13,879	33,893
1992-93	5,035	3,581	4,237	5,448	3,242	15,575	37,118
1993-94	5,503	3,575	4,991	5,918	3,456	17,525	40,969

Source: Higher Education Statistics (Ankara: OSYM Publications, 1995), pp. 3-4

* This figure represents total number of Instructors, Language Instructors and Research Students

Figure 6. Distribution of Undergraduate Students at the Higher Education Institutions, 1990-94

Year	Vocational Training Schools	Schools of Higher Learning	Universities	Open University
1990-91	72, 207	8, 891	363, 349	260, 962
1991-92	77, 018	9, 007	383, 277	289, 745
1992-93	134,045	9, 190	412,558	303, 691
1993-94	261, 778	9, 169	501, 483	310, 633

Source: Higher Education Statistics, op. cit., pp. 3-4.

Figure 7. Distribution of Academic Staff Members in Different Disciplines with Respect to Academic Titles in 1994, at the Turkish Universities

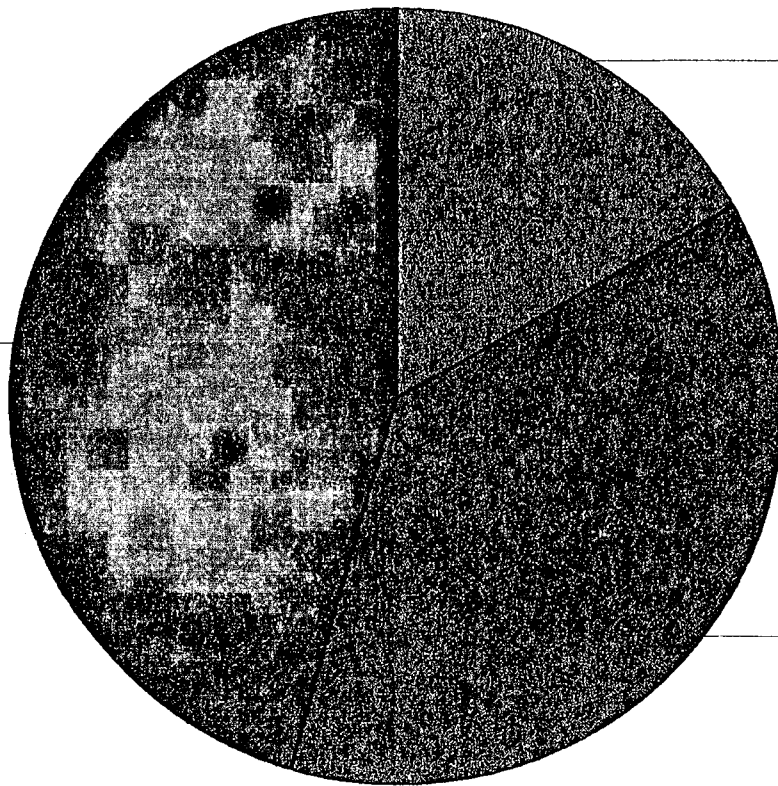
Discipline	Professor	%	Associate Professor	%	Assistant Professor	%	TOTAL	%
Basic Sciences	558	10,4%	386	10,7%	530	12,4%	1474	11,1%
Engineer- ing	923	17,2%	659	18,3%	758	17,7%	2340	17,7%
Health Sciences	1787	33,4%	1139	31,6%	121	23,8%	3947	29,8%
Agriculture	537	10,0%	276	7,7%	328	7,6%	1141	8,6%
Social Sciences	1290	24,1%	953	26,4%	1340	31,3%	3583	27,0%
Other	265	4,9%	193	5,3%	310	7,2%	768	5,8%
TOTAL	5360	100.0	3606	100.0	4287	100.0	13253	100.0

Source: OECD, National Science & Technology Policy Report on Turkey, 1996. p. 39.

APPENDIX D
ACADEMIC AND ADMINISTRATIVE PROFILES OF THE
SUBJECTS

P,hD,

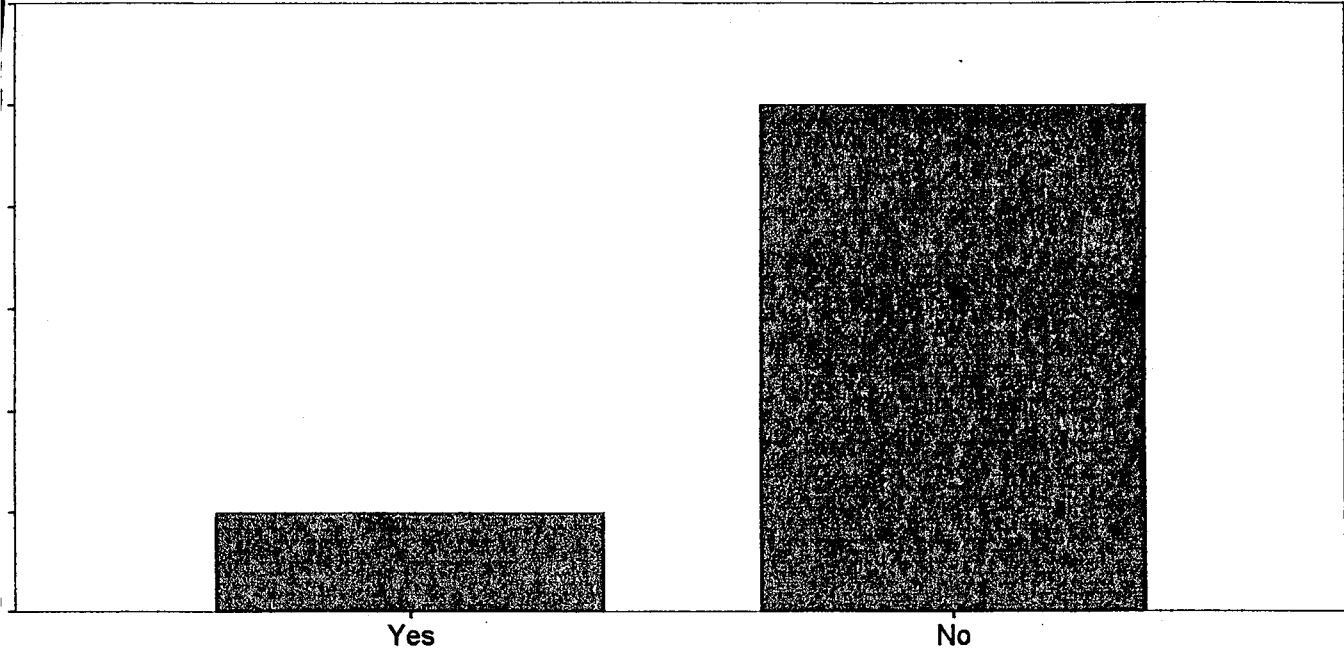
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Master



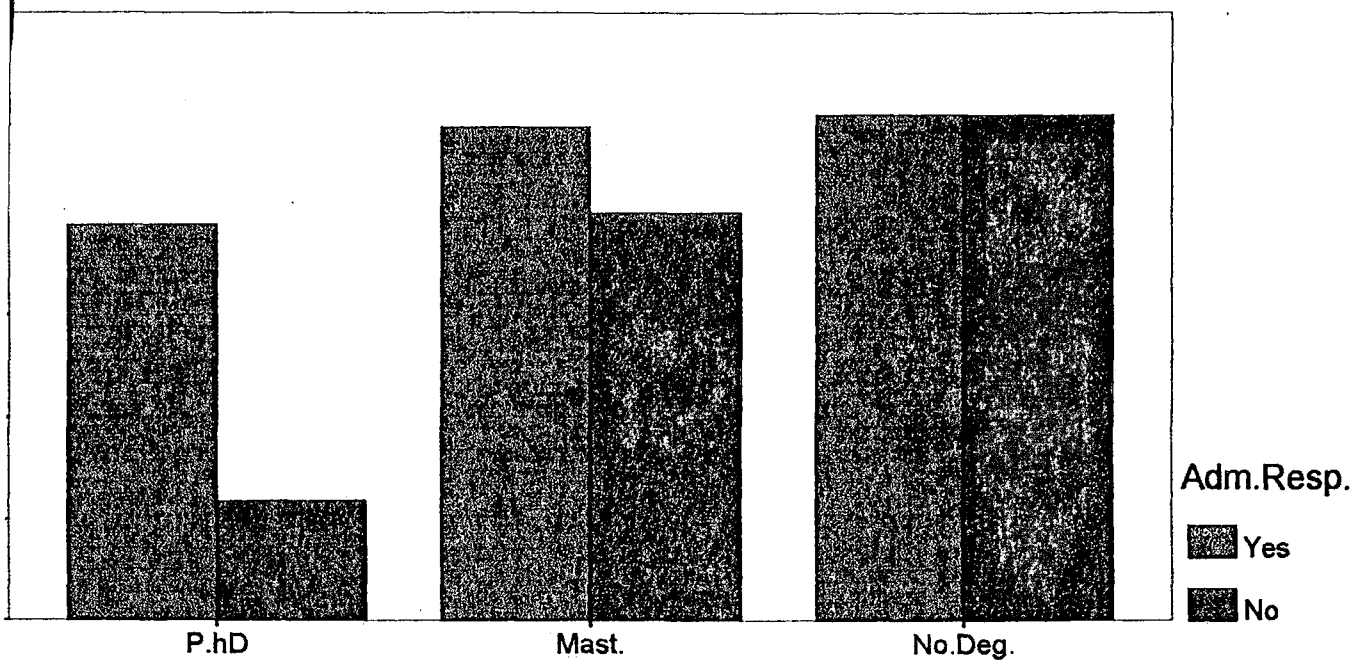
PERCENTILE DISTRIBUTION OF THE SUBJECTS
with RESPECT to THEIR ADMINISTRATIVE RESPONSIBIL



Adm.Resp.



RESPONDENTS' ACADEMIC STATUS versus ADMINISTRATIVE RESPONSIBILITY



Ac.Deg

