



**TRNC
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EDUCATIONAL SCIENCE INSTITUTE
EDUCATIONAL MANAGEMENT SUPERVISION PLANING
AND ECONOMICS DISCIPLINE**

**THE PERCEPTIONS OF THE ADMINISTRATORS ON
“ORGANIZATIONAL CHANGE” IN FORMAL AND INFORMAL
VOCATIONAL SCHOOLS**

(NICOSIA SAMPLE)

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MASTER OF ARTS THESIS

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"Organizational Change" In Formal and Informal Vocational Schools (Nicosia
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PREFACE

Professional education is one of the basic elements of financial development. For this reason, it has to be modernized, should be progressive and change. Dinamism in the economical, social and technological configuration of the countries requires re – construction in education. For this reason, pedagoguists and people concerning with education are always seeking. Projects for change and development for professional education in TRNC have been developed some of these projects are put in practice whereas some of them have not yet. Change activities approved by educational organizations have gained success.

Professional education in the adaptation process of EU should be raised to the level of EU. In this process, EU promises financial support to the project. Rapid growth in technology has changed educational methods and techniques. Education is one of the hardest structure to change. Since change process takes time and requires a hard work. Change issues in education should be patiently observed and evaluated in a planned programme. We should not forget that education is an investment which will come back the latest. What directs the future of nations are educational institutions.

I give my special regards to my worthy lecturer and advisor Assist. Prof. Dr. Fatoş SİLMAN, Assist. Prof. Dr. Osman CANKOY, my colleagues who have participated to my study.

May, 2006

Kürşad SABIRLI

CONTENTS

	<u>Page</u>
APPROVAL	i
PREFACE.....	ii
CONTENTS.....	iii
ABBREVIATIONS	vi
LIST OF FIGURES AND TABLES.....	vii
ÖZ.....	x
ABSTRACT.....	xi
PART I- INTRODUCTION.....	1
1.1. Problem Statement.....	4
1.2. Sub Problems.....	4
1.3. Purpose of the Study.....	4
1.4. Assumptions.....	5
1.5. Limitations.....	5
1.6. Definitions.....	5
1.7. Significance of the Study....	6
1.8. Relevant Research Studies.....	7
1.8.1. Relevant Research Studies Conducted in the TRNC.....	7
1.8.2. Relevant Research Studies Conducted in Abroad.....	10
PART II – THEORETICAL BACKGROUND TO THE RESEARCH.	
2.1. General Knowledge About Professional Education	14
2.1.1. Professional Education	14
2.1.2. Planning in Professional Education	16
2.1.3. Application of Professional Education	18
2.1.3.1. Formal Professional Education Institutions	18
2.1.3.2. Education of Apprenticeship	19
2.1.4. Professional Education in EU	20
2.2. Organizational Concepts and Organizational Change.....	25
2.2.1. Definition of Organization	25
2.2.2. Organizational Confirmation	25
2.2.2.1. Characteristics of Group	25
2.2.2.2. Variations of Groups	25
2.2.2.3. Relation Between Organization and Groups.....	26

2.3. Organizational Change and Resistance to Change.....	26
2.3.1. The Meaning and the Aim of Organizational Change.....	26
2.3.2. The Reasons of Organizational Change.....	27
2.3.3. The Appearance of Resistance to Change.....	28
2.3.4. Prohibition of Resistance to Change.....	29
2.4. Concept of Change Management	31
2.5. Change Model	33
2.5.1. Unfreezing.....	33
2.5.2. Change.....	34
2.5.3. Re-freezing.....	34
2.6. Planned Change in Education	34
2.6.1. Educational Administrator – Leader	36
2.7. Total Quality Management in Education	38
2.7.1. The Definition of Total Quality	38
2.7.2. Vision.....	38
2.7.3. Total Quality Principles of School	39
2.7.4. Quality in Class Management	41
2.8. Progress Expected in Education	43
PART III – METHOD.....	45
3.1. Research Design.....	45
3.2. Population.....	45
3.3. Sample.....	45
3.4. Data Collection	46
3.5. Data Analysis.. ..	48
PART IV – FINDINGS.....	50
4.1. Personal Characteristics of the Administrators in Educational Institutions.....	50
4.2. Findings Answers to the Questions in Part 2.....	56
4.3. Findings Derived from Part 3 of the Inquiry and Sub Problem ...	68
PART V – RESULT AND SUGGESTIONS	87
5.1. RESULTS.....	87
5.1.1. Results related to Personal Features of the Administrators	87
5.1.2. The Results of Practice Regarding Investigation Area.....	87
5.2. DISCUSSION AND SUGGESTIONS.....	89

BIBLIOGRAPHY.....	92
APPENDIXES.....	97

Appendix 1.

Permission Sample Received From Vocational-Technical Educational
Department.

Appendix 2.

Questionnaire Sample.

ABBREVIATIONS

A.D. : Assistant Director

C : Chef

D : Director

df. : Degree of freedom

EU : European Union

F : Frequency

HEC : Higher Education Council

M : Item

METGE : Project for Developing Vocational Education

MEYAP : Project for Constituting Vocational Education

N : Number of the sample

p : Asymptotic Significance

S : Sort

Std. Dev. (S.d.) : Standard Deviation

TQM : Total Quality Management

TRNC : Turkish Republic of Northern Cyprus.

\bar{x} : Average

χ^2 : Chi-Square

LIST OF FIGURES AND TABLES

<u>FIGURES</u>	<u>Page</u>
1. Education System Scheme of TRNC	15
2. Change Process in Education	32
3. Dispersion of Administrators According to Sex	51
4. Dispersion of Administrators According to Position	52
5. The Substances Administrators Participate The Organizational Change Most	63
6. The Substances Administrators Participate The Organizational Change Less	64
7. Participation Level of the Administrators in the Change Aim	68
8. Findings Related to Resistance to Change.....	69

TABLES

01. Dispersion of the Professional Education According to the Population in EU	
Countries.....	22
02. The Share Diverged to Education in EU Countries	24
03. Appearance of TQM in Class Atmosphere.....	42
04. Number of Administrator in Professional Educational Institutions in Nicosia....	46
05. Fivefold Graded Choices	47
06. Trio Graded Choices	47
07. Numerical Evaluation of the Questionnaire	48

08. Dispersion of the Administrators Regarding Sexuality	50
09. Dispersion of the Administrators Regarding Position	51
10. Dispersion of the Administrators Regarding Seniority	52
11. Dispersion of the Management Periods	53
12. Dispersion of the Administrators Regarding Institution	54
13. Education Level of the Administrators	54
14. The Entrance Reasons of the Directors to Change.....	56
15. Dispersion of the Neccessity to Be Done in Order to Have Change Accepted..	57
16. The Change Expectations of the Administrators	57
17. Dispersional Position of Resistance to Change..	58
18. The Methods Used in Order to Prevent Resistance to Change.....	59
19. Enumeration of Features to be Found in a Change Leader	60
20. The Rank of the Administrators to the Decisions Taken in Order to Confirm Change.....	61
21. Perception Level of the Administrators of the Items According to Their Importance Level	65
22. Findings Regarding Aims of Organizational Change....	68
23. Findings Related to Resistance to Change.....	69
24. Mann-Whitney U-Test Results to Show if the Change Process Has a Variation Related to Sexuality	71
25. Mann-Whitney U-Test Results to Show if the Resistance to Change Has a Variation Related to Sexuality.....	73

26. Mann-Whitney U-Test Results to Show if the Resistance to Change Has a Variation Related to Schools	74
27 Mann-Whitney U Test for Item 06.....	75
28. Kruskal-Wallis Test Results to Show if the Change Process Has a Variation Related to Position	75
29. Kruskal-Wallis Test Results to Show if the Change Process Has a Variation Related to Precedence	76
30. Mann-Whitney U Test Results to Find Out Which Groups Designate Meaningful Difference for Item 07.....	77
31. Mann-Whitney U Test Results to Find Out Which Groups Designate Meaningful Difference for Item 11.....	77
32. Mann-Whitney U Test Results to Find Out if the Change Aims Has a Related to Sexualtiy	78
33. Kruskal-Wallis Test Results Regarding If the Change Aims Has a Difference According to Schools	78
34. Kruskal-Wallis Test Results Regarding If the Change Aims Has a Difference According to Position	78
35. Kruskal-Wallis Test Results Regarding If the Change Process Has a Meaningful Difference According to Schools	79
36. Kruskal-Wallis Test Results Regarding If the Change Process Has a Meaningful Difference According to Position	81
37. Kruskal-Wallis Test Results Regarding If the Change Process Has a Meaningful Difference According to Precedence	83

ÖZ

ÖRGÜN VE YAYGIN MESLEKİ EĞİTİM KURUMLARINDAKİ YÖNETİCİLERİN ÖRGÜTSEL DEĞİŞİME İLİŞKİN GÖRÜŞLERİ

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Danışman: Yrd. Doç. Dr. Fatoş SİLMAN

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Bu Yüksek Lisans çalışmasının amacı, KKTC Milli Eğitim ve Kültür Bakanlığı'nın Mesleki Teknik Öğretim Dairesi'ne bağlı eğitim kurumlarında görev yapan yönetici konumundaki Müdür, Müdür Yardımcıları ve Bölüm Şefleri'nin örgütsel değişime ilişkin görüşlerini belirlemektir.

Çalışmanın evreni Lefkoşa ilçesindeki Mesleki Teknik Öğretim Dairesi'ne bağlı eğitim kurumlarında görev yapan yöneticilerden oluşmaktadır. Veriler ilçe merkezindeki 4 okulun tümüne, amaçlı örneklem metodu ile uygulanan anketten elde edilmiştir. Toplanan veriler SPSS for Windows programı kullanılarak frekans, yüzde, aritmetik ortalama, standard sapma ve gruplar arasındaki farklara parametrik olmayan istatistikler ile bakılmıştır.

Araştırma bulgularına göre mesleki eğitimde değişim arayışlarının temelini kalitenin artırılması ve örgüt etkililiği oluşturmaktadır. Yöneticiler değişime başlama sebebi olarak teknolojik gelişmeler ile eğitim politikalarını belirtmişlerdir. Değişimin bilimsel yöntemleri kullanan tecrübeli ve etkili bir değişim lideri öncülüğünde yapılması gereği ortaya çıkmıştır. Değişimin başarısı iyi hazırlanmış bir stratejik plan ile mümkündür. Yöneticiler değişime direnişin çoğunlukla öğretmenlerden kaynaklandığı görüşündedirler. Değişime direnişin azaltılması için çalışanların değişim çalışmalarına katılımının sağlanması ve değişim konusunda eğitilmeleri gereği ortaya çıkmıştır. Avrupa Birliği'ndeki ortak eğitim politikaları gereği mesleki eğitimin AB standartlarına getirilmesi gerekir.

Anahtar Kelimeler: örgütsel değişim, değişime direniş, mesleki eğitim, toplam kalite yönetimi.

ABSTRACT

THE PERCEPTIONS OF THE ADMINISTRATORS ON “ORGANIZATIONAL CHANGE” IN FORMAL AND INFORMAL VOCATIONAL SCHOOLS (Nicosia sample).

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The purpose of this research is to examine the views of the directors, assistant directors and division heads who are employed in the vocational-technical schools of the Turkish Republic of Northern Cyprus on “organizational change.”

The sample of the study comprised administrators working in four vocational-technical schools which are part of the Ministry of Educational system. SPSS for Windows Computer Program, frequency, arithmetic means, standard deviation and nonparametric tests were used to detect differences between the groups.

The findings of the study showed that the reasons for change in vocational-technical schools are to improve quality and effectiveness in these schools. According to the participants the success for change depends on an experienced leader who can make the change possible and an effective strategic planning. They said that the resistance for change usually comes from teachers and these teachers should be trained to accept change and participate in the activities as part of the change process. They finally added that vocational-technical education should be elevated to the EU standards compatible to EU educational policies.

Keywords: organizational change, resistance to change, professional education, total quality management.

PART I

INTRODUCTION

Organizations, in time, tend new seekings to adapt social, cultural, political and technological changes. Educational institutions need change in order to find out solutions to their problems, to compete, to supply educational needs of students, teachers and the society. The developments in 90ies caused fundamental changes in technology. When the developments in knowledge and communication are taken into consideration, it can be said that changes in professional education will accelerate.

Change in general, is the name given to turning of any system (people or organizations), process or ambience into another state (Tokat, 1999); Vardar (2001) has defined change as a process of creating new ideas, making decisions and putting them into practice in the surrounding we're in so as to confirm our necessities.

Investigation of steamy machines in the 18th century speeded up the developments and revealed industrial society, using of the computer in the 20th century obtained the transition from industrial society to knowledge society (Özkara, 1999).

Enterprises have to adopt situations experienced outside and inside the organization. The most important economical change all over the world is the globalism fact. Globalism, in the simplest terms, binding up the organizations and people in the world. The organizations should rival and be integrated in the economical provisions against global economical conditions (Özkalp and Kirel, 2001).

One of the priorities for change is to get the employees in the work. A system should be formed to inform the employees whatever the managerial decisions are. This will give them the opportunity to participate and orientate. If the process is successful, both the employees and the company will be successful. Change should be realistic and convincing. Otherwise, its application will reduce. Unless the change is realistic and convincing, it may lead the resisting people and organizations rave against it (Erdoğan, 2004). Educationalists show a true sensitivity for the aims of schools. The applications at school affect people personally and professionally. For this reason, they want to participate in the decisions given there. To achieve unanimity in giving decisions is a hard work. Personal skirmishes in groups, is a main agent for unanimity. With the studies, personal skirmishes in groups may be lessen. Acceptance of change may be supplied with terms of participation (Aydın, 2000).

The method of modelling purposing source saving, may not give the expected result because organizations may not carry the same features. putting into practice another organization's change programme, may not supply taking place of change expectations. For this reason, existing change models should be studied and the proper one should be chosen. Organizations should constitute a programme available to their own systems. Project of Developing Professional Education, known as METGE, is one of them and is applied in almost every EU country. In this project; marketing expert, cashier, waiter, cook, graphicier, printer are some of the labours needed in the works done in TRNC.

Our professional education has important changes. Professional changes in other countries should be made use of while materializing these reforms. School, family and student should be cooperative while the student is being leaded to the field he'll choose, the student should be guided to the field he has the ability so as to achieve the aim of the professional education. Change and change organization, which have been necessary terms, have been a process which organizations will always be in, not a handicap which they have to overcome in order to survive.

MEYAP Project has been tried to be enforced by the Professional Technical

Educational Department in order to set professional standards and cooperate with the ones who are side to professional education to increase the level of professional education. The project, as well as serving education of good quality, tries to find a solution to unemployment, develop increase professional sufficiency, and help individuals establish their own jobs. The following are planned as project activities;

1. Observation of the graduates
2. Determination of market place educational needs
3. Determination of present conditions of schools
4. Analysis of labour force needs
5. Defining professional levels
6. Establishment of the National Professional Standards Institute
7. Improvement of diploma ve certification system
8. Using of the EU and CEDEFOP standards in the programmes.

In the process of applying the project; determination of the existent state, designation of the educational standards, improvement of the educational programmes in respect of modular structure, information and advertisement ile have been planned (MEYAP, 2005).

Withe the seeking of change, Total Quality Management is the most important, philosophy of Total Quality Management is tried to be formed in the educational institutions. Total Quality Management sees everyone as member of the team and gives a chance to group work.. problems are solved by the help of group work. At the end, group works and meetings become the best way of the personel development, learning, communication, producing new ideas and participation.

1.1. Problem Statement

What are the ideas of the Directors, Assistant Directors, Department Chiefs charged in Professional Technical Educational Department in TRNC about organizational change?

1.2. Sub Problems

1. What are the ideas of the directors regarding reasons and aims of the organizational change in professional education?
2. Is there a difference between the ideas of the directors regarding the reasons and aims of the organizational change in professional education?
3. What are the roles of the change agent and leader in organizational change? What are their effects to the organizational change and what features should have a changing leader?
4. What is the position of Resistance to Change and the methods used for reducing resistance to change?
5. What are the opinions of the directors regarding resistance to change?
6. What suggestions the directors offer for achieving organizational?

1.3. Purpose of the Study

This research has been prepared appropriately for the TRNC Near East University, Educational Science Institute Educational Management Supervision Planning and Economics Discipline Thesis preparation regulations. The aim of this study is to learn the ideas of the Directors, Assistant Directors, Department Chiefs committed to "Professional Technical Educational Institution of TRNC Ministry of Education and Culture" and find out if there are differences between these ideas.

1.4. Assumptions

In the designation of the method of the research, following assumes were used.

1. Opinions of the directors to whom questionnaires administered are correct.
2. Samples represent population and measuring tools are suitable.

1.5. Limitations

The investigation in total, is limited in the size of opportunities as following.

1. The data was collected from the schools of the TRNC Nicosia district.
2. The research is limited with the directors of only four schools.

1.6. Definitions

Professional education: Aims to bring up the individual as compatriots responsible for having and improving the basic knowledge of his job (Doğan, 1997).

Formal Education: Formal Education involves preschool education, primary school, high school and university (KKTC Milli Eğitim Yasası, 1986).

Informal Education: Involves the whole education given to the citizens, appropriate to general aims and basic principles of Cyprus Turkish national education, who couldn't make use of formal education or who left formal education in any rank or who are in any rank of the formal education, together with or outside formal education (KKTC Milli Eğitim Yasası, 1986).

Organizational Change: Expresses every kind of difference that can take place in employees of organization, of inferior systems, relations among them and interaction that can take place between organization and its environment (Demirtaş and Güneş, 2002).

School Administrator: The Directors, Assistant Directors, and Department Chefs who work in professional educational institutions of TRNC Ministry of Education Professional Education Institution.

Change Employee (Agent): Adviser who help planned changes in the organization; appointed either from inside or outside of the organization (Demirtaş and Güneş, 2002).

1.7. Significance of the Study

Becoming difference of the needs of the shareholders in educational system, besides, rapid growth in science and technology increases the importance of education, causes new intentions. Educational institutions are always communication with their surroundings. According to the changes in the environment, they try to protect their process change their structure. For this reason, they have to keep up with continuously change conditions. For each organization, different strategies have to be applied in order to direct change. Change periods are powerful and problematic. Main factor in change periods is human. Directors, teachers, students etc. have an influence on change. Consequently, developing a prototype of change available for every institution is not possible. This research can be expected to provide assistance to be a sample for revolutionary planned organizational change, give a clue for researchers to approach to the topic in other dimensions and protect resistance to change. In orientational education related to TRNC Professional Education, in the scope of METGE Project and MEYAP Project change studies are done such as modular education. In formal and nonformal professional education institutions, easiness for the colleagues is expected relevant to insufficient researchment.

1.8. Relevant Research Studies

1.8.1. Relevant Research Studies Conducted in the TRNC

One of the researches in TRNC about professional education is in Near East University Educational Sciences Institute, Hoca'nın (2004), TRNC, is the Lecturer's postgraduate work Comparison of Professional Education in Turkey and European Countries. Data are obtained from Research and Documentation Centre of Near East University, library of East Mediterranean University, library of Kyrenia American University, library of Erciyes University and internet. The aim of the research is to study professional education in TRNC, Turkey and EU countries, note down differences and similarities, designate changes in education and make proposals for professional technical education in our country.

Findings of the research of the lecturer has shown that professional technical education, which is one of the most important fields of education, has provided job for many teenagers as well as preventing a collapse behind university, with its change dimension that professional technical education has to go on lifetime. He has examined the dispersion between the general professional education and showed that the professional education rate is 60 % in European countries, 40 % in Turkey and 27 % in TRNC.

In the same research, it is stated that in order to work as a teacher in professional technical education, experience in EU countries is needed as well as university degree. Experience in TRNC, is not a provision to be a teacher. Being a middle school graduate is enough for entering vocational schools. In recent years, exams have been made for schools and departments which are highly preferred. Schools in EU countries are classified according to fields or places they are responsible for. In TRNC, classification is done as vocational and trade schools. In EU countries, education period is full time and averagely 180 – 200 days. Not all schools are full time. In TRNC schools are part-time and 155 – 160 days. Apprenticeship education is common in EU countries and opportunities are available for students who want to continue their higher education as apprenticeship. Apprenticeship is enforced with the cooperation of school – business enterprise. In EU countries,

evaluation is done not only at school, but also by certificate exams with the help of authorities concerned with these fields. School report and diploma is given due to the exams in TRNC .

One of the researchements done for change management is in the Near East University Educational Sciences Institute of Çuvalcıoğlu (2005), TRNC Ministry of Education and Culture Central Association Inclination of Administrators for Change. The aim of the study is to measure inclination of the administrators for change. Çuvalcıoğlu has come up to this result The staff is not satisfied of the work they do.Upper administrators don't esteem subordinate administrators' ideas. He doesn't trust neutrality of the system in promotions. It is thought that factors of career, performance, success in present application aren't enough in promotion. Not having a corporation effects the penetration of the system negatively. It is seen that upper administrators don't have a proper experience. This is because the government changes very often.

Another work done in native country is of Okumuş (2003), in Near East University Educational Sciences Institute, Practice of Total Quality Management in TRNC in Vocational Technical High Schools and a Model. The aim of the research is to see the aptness of TQM, if the trainers in this school are available in Sedat Simavi Industrial Professional School in TRNC Ministry of Education and Culture.

In the search, Okumuş has drawn these conclusions.

1- It is observed that the leaders have cleamed TQM applications approximately on an average level.

2- It is attained that applications of trainers' management is on the average level close to TQM applications.

3- It is observed that the leaders have cleamed TQM applications approximately on an average level. For this state, trainers show knowledge deficiency of TQM as a result of this state. It is evaluated that, if the trainers think they're insufficient to TQM, they are willing to learn TQM applications.

4- In the personal evaluation of the leaders and the teachers, it is stated that; positive studies to get the students self – study for a lifetime, habit of daily plans, the studies to improve educational atmosphere all the time and participation of the students to participate the activities in different fields is on average level.

5- It is stated that the idea of secondary education is supported on average level, the idea of the time school is open during a year is sufficient is supportorted above average level, the point of view that term exams should continue was supported above average level. That the joined lessons prevent students get their various needs on average level, that the educational programmes should cover the needs of the professional world and higher education world appropriately.

1.8.2. Relevant Research Studies Conducted in Abroad

Güzel's (1996), work in Uludağ University, Social Sciences Institute named Change Management and Planned Change.

The aim of the research is to expose the ways of accomplishing change successfully and signifying what kinds of difficulties bussiness enterprises may come across and what kinds of precautions they take.

The research has been materialized on five companies which applied or are still applying the change programme. These companies are; Tofaş Auto, Hilton Otel, İnterbank, data processing firm İntertech ve Arçelik firm which pruduces washing machine.

At the end of Güzel's research, "planned change" concept, which is evaluated as main approach in organizational change, appears. In the general of bussiness enterprises; orientating subordinates who confirms change formation and change leader who is influential of the organizational structure and and culture have come out. In the same way, in the bussiness enterprises change agent is maintained to be important in educational processes, orientating the organizations and helping the organization to express itself.

Balım (2001), from Yıldız Technical University, Social Sciences Institute, studies point of view of the main producers to the technology in the Automotive sector, the direction and the level of change in technology in five years and factors that have caused change in his upgrade thesis named Technologic Change Management. Because technological change consists many different domains and is generally a very technical subject, the area is limited and data processing is chosen.

Balım's research and findings in which 13 of the main 18 productive firm of Turkish Automotive Sector have participated can be enumerated like this:

1-Most of the enterprises state that they get active in highly competing situations.

2-It is seen in the evaluation that, in the enterprises utilized, five years ago, the usage of data processing technology was in a very low level in substructural and costal conditions of the date.

3-Enterprises have to be making appropriate production, in other words, be more flexible in order to block uo their customers' needs faster. The biggest increase that should be found out in the provisionists is the choice of " The Ability to Cover the Needs of the Change".

4-It is seen that all the enterprises carry out total quality management. TQM have increased 36% in sector in general. Owing to the more usage of the data processing technology, enterprises can react the needs of their own customers faster.

Another research is of Uludağ (1998), İstanbul University, Social Sciences Institute, named Change, Change Management and Reconstruction in Management Strategies. In the research, the concept change is studied. It is investigated what kind of impact change makes on organization and how the change should be controlled. After these concepts, a new model connected with reconstruction is introduced; Alboy company application is discussed and there's a conclusion in which the topic is discussed in general.

Uludağ's research and findings can be enumerated like this.

In order to make change management; how creativity can be revealed, main concepts of change engineersing and how it can be applied, what benchmarking is and its application fields are studied and analysis of management strategies and how they are applied have been observed. This research has shown that change is an inevitable reality Everything changes in time and organizations are affected from this change excessively. The incredible impetus of change makes it inevitable to make changes in strategies. Change must absolutely be ruled, in other words, it should be an active, not passive, situation.

In the work named Progress in Technologic and Professional Education In the Russian Federation of Banatyne ve Hall (1998), from Purdue University, these are stated.

It is stated that educational politics hinder success in the schools of Russian Federation, progress can be supplied not only in marketing economy and schools but also giving importance to educational management. It is thought that change will be bare and 75 – year Soviet regime will change the ideas. For this reason, it will take teachers, students, managers and populace to change their minds. Since 1992, some changes have been made. Starting age to primary school has been reduced to 6, education of industrial arts has started in all schools, continual education of adults have been planned. In spite of these, effects of Russian Regime can still be seen in the schools. Banatyne ve Hall suggest the following concerned with change according to what he collected from different sources: responsibilities of the teachers and the students should be stated clearly, promotions should be done due to competence, transitions from secondary education to higher education should be increased, social statues and salaries of the teachers should be increased, assistance should be supplied to education and progress. Drafts of law should be offered in Russian Parliament (Duma), curriculums should be leant on marketing system.

Kunzman (1993), explains the progress in professional education from mid – 80s until today in his work East European Professional Education. He tries to expose the problems, differences and similarities in professional educational politics. He gives the simple results of the analysis and comparative studies. Change in educational politics and economy in time is compulsory. It is also stated that socioeconomic growth is due to the growth in professional growth. Stagnation in economy in Poland, Hungary, Bulgaria and Romania, under control of Soviet regime, can be stated as economical crisis. In the 1970ies, planned changes were confirmed easier in in Romania, Poland, Czechoslovakia; but socialist economical structure effected the change negatively. East European countries are investigated in two groups in professional educational process: Romania, Poland and Russia, the first group of countries, started change early. New ideas and models are put in discussion this very moment. Yeni düşünce ve modeller şimdiden tartışmaya açıldı. Czechoslovakia, Bulgaria and Romania, in the second group, took urgent precautions for change, new reform studies are preferred to the former ones. Educational system have become democratic. Individual characteristics of the students taken into consideration, curriculums are renewed, new ideas and experiments of other

European countries are taken into consideration, professional education of higher quality and flexible is transferred.

PART II

THEORETICAL BACKGROUND TO THE RESEARCH

2.1. General Knowledge About Professional Educational

2.1.1. Professional Education

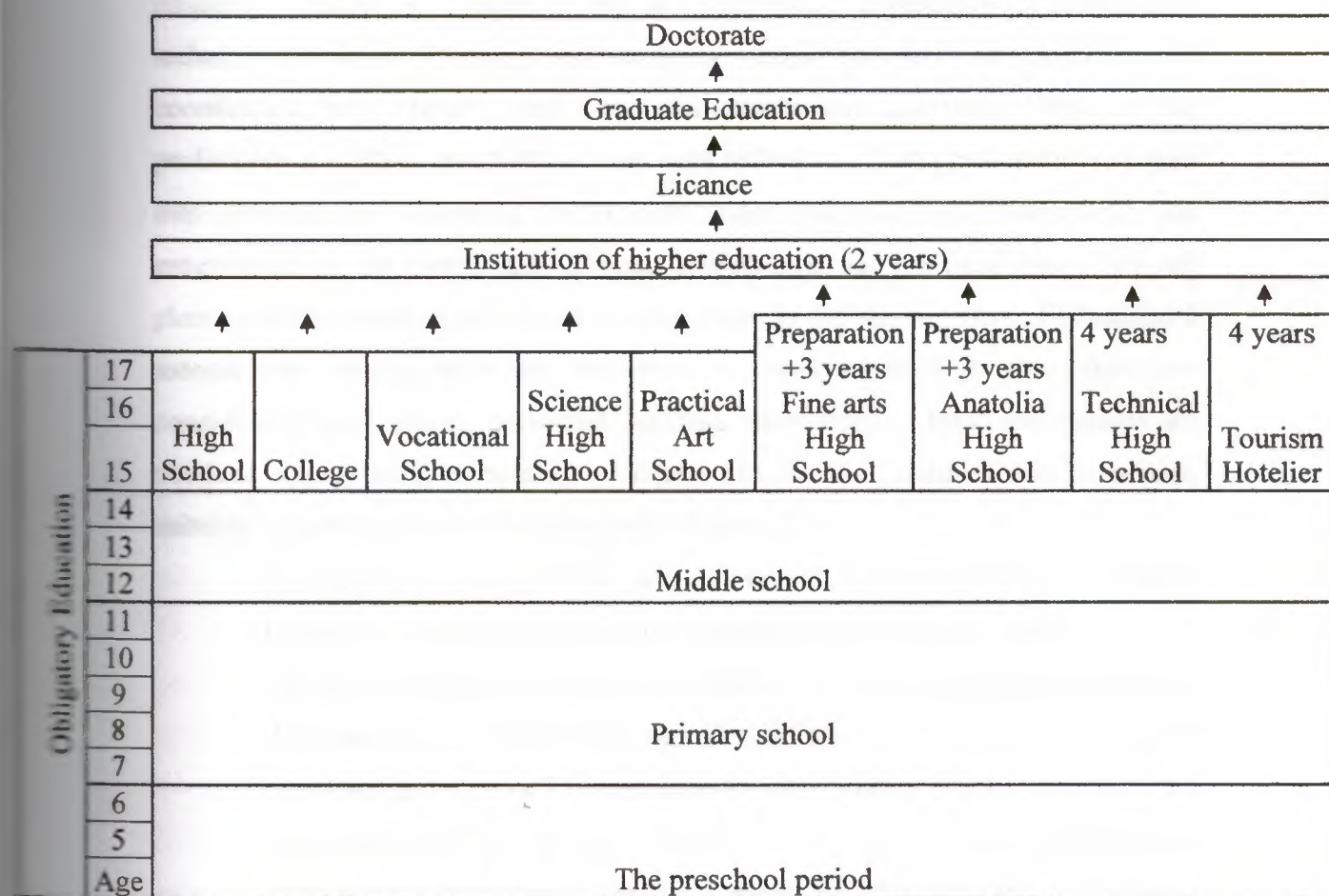
Professional education as an education done directed at a significant professional field. It is arranged for people who want to have a career or to get better in the present job. Professional education; aims to bring up the individual as a contemporary, responsible compatriot who has the basic knowledge, skill and attitude and who wants to improve them (Doğan, 1997).

Contemporary education, is an education which can adapt developments of the era, know the means of the present period, cover the needs of tomorrow. Whether in industry or in service sector, new business areas and qualified labour force comes out. In this point, Professional and Educational Education has become absolutely important. Training highly performed manpower who reaches knowledge, produces knowledge and uses knowledge has mainly taken place in all of the developed countries' educational systems. gelmiştir. Our aim is to create continuously “learning man” and “learning society” (Mebnet, 2005).

Professional education is confirmed emphasisedly practical. Applications, are divided into practices, and are done due to a schedule. Students are leaded to group work, in the same way, their performance in the group is evaluated. Classical education basically depends on a plain exposition and have the student take notes. In recent years, fundamental changes have taken shape. Due to the researchments; people remember 10 % of what they hear, 20 % of they both hear and see, 30 % of what they see, 50 % of they hear and see, 80 % of what they hear, see and say, 90

% of what they see, hear, see, say and do (Demirel, 2002).

Today, the need of manpower not only managing one job, but also adapting change conditions, having skills of communicating and problem solving, running group work, taking responsibilities of the property and service has increased (Doğan, 1997).



(Source: Mebnet, 2005)

Figure 1.

Education System Scheme of TRNC.

Traditional educational system was teacher based. In the new educational philosophy, not gaining knowledge but forming knowledge has become important. In other words, learning is more important. Precedently, an educational system which transplants prior generations but a system which supplies trains people who can produce new things gains importance (Erdoğan, 2004).

2.1.2. Planning in Professional Education

While planning in professional education; professional education has to offer programmes in different types and levels which can answer individuals' needs and abilities in order to take advantage of educational opportunities (Doğan, 1997).

Developing of Cyprus Turkish Pedagogics is planned and confirmed fit for economical, social and cultural improvement aims and protecting relations of education – manpower – employment, in a way which concentrates on professional technical education. Planning and verifying studies are enforced conjuncted and coordinated with Ministry and other institutions and committees. Steps of the professions and titles, qualifications and responsibilities of each profession are taken into consideration according to subjects under discussion and formations and programmes of the formal and informal professional and technical educations are planned and arranged appropriately to these steps. In the improvement of educational associations, characteristics and necessities of environmental are also taken into consideration and place, personnel, building, institutions of these associations are obtained appropriately according to equipment, device, material and capacities, suitably big and productively enterprised (Mebnet, 2005).

As Drucker stated, "What we understand from education is schools. However criticized from different points of view, school, today is one of the institutions we cannot give up. School is a social organization brought into existence for the purpose of confirming some aims. The most important agent which brings schools into existence is the needs of the individual and the society. School in general, is an institution of importance, which continues for a while, in which teacher and student changes, addressing the environment, which continues educational activity in a programmed way, continues teaching – learning activities in an organizational lesson activity, which takes shapes in general and professional varieties. School protects its place also in information society. But new school won't be what we know traditionally. We'll experience continual educational process and education consequently will gain characteristics of being the most important means of social activity." (Transferred by: Özdemir, 1998:11).

Planned change in education shouldn't be seen only the job of the teacher. Community, as well as pedagogues, should take part in decisions made due to education. Naturally, for obtaining this, more extensive crowds should pay attention in education (Erdoğan, 2004).

It is inevitable that organization of Ministry of Pedagogics should be reconstructed. It is inevitable that this reconstruction should be as well as in the direction of the aims and needs; having an understanding of productive, qualified and a dynamic service, personnel who carries the qualifications of the job should be charged, and all the legal arrangements which doesn't effected of the political pressures and exploitations should be put into life in order to have a complete change (MEB.Şuraları, 2005).

In the 4th Pedagogics Council, the resolutions that were taken can be listed as following.

Decision 1: Programmes in the professional and technical education are arranged according to broadly based and modular principles to get diplomas and certificates appropriate for international standarts in these arrangements, horizontal and vertical relationship on condition to cover necessary conditions are supplied.

Decision 2: In each stage, all involved institutions and foundations are obtained to participate in the process of incline, financing, planning, programme development, application and evaluation in the reconstruction of professional and technical education.

Decision 5: Professional Technical Educational Department is reorganized, in associational principles of Professional Technical Education in EU countries, according to productivity, focal point of aim.

Decision 9: Professional education programmes, evaluating manpower needs of bussiness marketing, are organized devoted to employment. In order to bring in-service training into force, in-service training Department should be constituted committed to Educational Common Service Institution. Carries out planning and enforcing in-service training practically and with periods all over a year, planned and programmed, scientific and professional.

Decision 16: necessary precautions are taken and arrangements are done in order

to have professional education more effective.

Decision 18: Whether having masterstroke certificate or not in order to open an office is investigated.

Decision 30: In order to improve professional technical education, new vocational high schools are opened, infrastructures and riggings are get to be in the standards of EU countries and developed countries.

Decision 35: The share of professional education in secondary education is aimed to increase to the level of 65% as in the EU countries.

Decision 47: In the vocational schools; "Technical assistant Directory" staff to follow the laws of the training periods (in binary systems), which will supply coordinations and relations among departments, carry out school – sector relations, establish and follow-up needs of the departments is obtained due to law (MEB.Şuraları, 2005).

Changes in the business life have shown that limiting education within school is not faithful. Educational activities in institutions apart from schools have gained importance. Chief institutions establishes educational departments and train their employees. This way, organizations are formed.

2.1.3. Application of Professional Education

2.1.3.1. Formal Professional Education Institutions

Secondary education graduates in formal education in TRNC are received in vocational schools with a selection and location examination. The students are located in order to the scores they get. Training time in vocational highschools is three, in technical schools and in tourism and hotel management schools it's four years.

Students of technical schools who will be professionally educated in the institutions start this practice in the 10th class according to the rules which are stated in educational programmes of the practical lessons. The students should complete their education in the same place of employment. But if some of the work cannot be carried out in the same place, these applications are completed in other places of employments or at school. Students have to do practice, work, at least 80% of the

application. Institutions which employ twenty or more employees let as much students as the 10% of their employees have skills education. Skills education application starts in the beginning of the semestre. Which work forces will be included in the range of educational application is determined with by ministry. Enterprises which possess students skills educations charge people who have masterstroke skills for this job (Mebnet, 2005).

Doğan (1997), enumerates that professional education should find solutions to these problems as well as having general functions: 1) Get the individuals to have new skills to reduce unemployment, 2) Get female participate in the bussiness life more, 3) To help people who emigrate from rural areas to the cities find jobs easily, 4) To make transition from agricultural society to industrial society, 5) To prepare individuals of each age for the new and developing industry.

2.1.3.2. Education of Apprenticeship

Apprenticeship education is one of the oldest systems to raise professional staff member. Student in apprenticeship education, gets practical education in the office and gets the technological knowledge related to his job at school. "According to applications of today, the apprentice master-builder comes to school once in a week and carries on the education in the office. Young, first starts as an apprentice, then, when he gets the necessary conditions and passes the exam, he becomes a master-builder and at last a master." (Doğan, 1997:47).

Apprenticeship education has a semiformal property. Learning comes true through observation, counterfeiting and repetition. Master acts like a teacher. While teaching professional processes, he moves from easy to hard. Supplies teaching according to the learning impetus of the apprentice and gets the student have new skills. Rewards the succes of the apprentice, corrects the errors showing them and lets the student have some errors (Yörükoğlu, 1980).

Apprenticeship education takes a very long time; carried out, to some extent, in a planned way. Informal educational process works very efficiently in apprenticeship. The apprentice gains most of the knowledge and skills living and doing it (Fidan, 1985).

To the 28/1988 Number Apprenticeship and Professional Education Law, apprenticeship education is defined as following.

The apprentices, to the features of the job, have a, not less than six hours a week, up to twelve hours, general and professional theoretical education. The apprentices have a paid permission from their offices in order to get this education. The apprentices complete their practical education in their offices or in apprenticeship offices; theoretical educations where ministry sees suitable. Theoretical and practical education are planned and enforced in a way to complete each other. Practical education is done in the care of Technical Educational Service (Instructive Master), according to prepared educational programmes, available for the features of the office and the profession. Principles and methods of the apprenticeship education are established by rules and regulations. Apprenticeship education starts with the agreement done between the student and the employer. Apprenticeship education is carried out with the cooperation of school – industry. The students get the theoretical lessons at school and practical lessons in the office. Practical education in the office is given by instructor or master. The apprentice has some legal rights such as working hours, holiday days and health insurance.

2.1.4. Professional Education in EU

Professional education in EU countries is tried to be applied in different ways. Professional education models and the kind of the education given in countries member of union can be collected in two different ways.

-Full Time Professional Technical Education Model

-Model of Apprenticeship Education

Full time professional technical education model is confirmed inside school leaning against compulsory education. After compulsory education, it prepares teenagers to bussiness life in the easiest way. The ones who assert some level of success head to higher education. This model which requires a continual progress in

school rigging increases educational cost, it is applied in countries which spare expense, such as Sweden, French, Belgium and Italy (Aykaç, 2002).

When education is investigated in different countries, professional education in Italy is carried out by government and private enterprise. Education is given in four main sources as agriculture, industry, handicraft and private service. Each main source has inferior sources which reserve a place in bussiness life. Students have a five – year education, in the first three years they become craftsman, after completing five years, they become technician. Apprenticeship age in apprenticeship education is between 15-24 years. In the private sector, the firms undertake to give adequate on the job training (EARGED, 2005).

In USA, Japan and in some EU countries, apprenticeship education is based on 8 – 10 years of compulsory education. In countries like Sermany, Sweden and Austria, professional education is based on apprenticeship education. Apprenticeship education is done with the cooperation of the government and the private enterprise. In Germany , it is confirmed by a system called dual system. The apprentices go to school one day instead of going to work one day a week. These models are applied together in the countries stated, but the burden given to them depends on the countries (Aykaç, 2002).

Apprenticeship education in France is confirmed by an agrrement signed between the education centre and government or district authorities. Apprenticeship education in France is approximately 400 hours. In order to give professional or high technical certificate to the students, at least 1500 hours of education should be given. The apprentice education centre can transfer some part of the therotical education devoted to high technical certificate to an educational institute, some part of the practical technological education to an enterprise (EARGED, 2005).

Diploma is given to the students who have taken Professional Education in TRNC. In countries such as Germany, Denmark, Austria, France, Holland, England, Ireland and Luxembourg, certificate is given. In countries such as Germany, Denmark, France, Holland, England, Ireland and Luxembourg, permission is given to

the students who have finished apprenticeship education to pass an higher education as long as they have supplied the conditions. In TRNC, there's not an opportunity to pass to the university (Hocanın, 2004).

Table. 01

Dispersion of the Professional Education According to the Population in EU Countries.

Country	Year	Population (Million)	Total Student Number	Number Of Student in Vocational Schools	The Student in Vocational Schools Rate (%)
TRNC	2002	0.20	9.526	2.071	27
Turkey	2002	72	3.175.000	1.397.000	44
England	2001	59.3	3.949.300	2551.101	57
France	1999	59	1.464.500	805.475	55
Germany	1999	82	3.402.124	2.680.415	79
Italy	2000	57.6	2.856.328	1.683.599	63
Greece	2000	10.5	247.835	142.132	35
Holland	2000	16.1	8.629	5.805	67
Austria	2002	8.1	222.856	153.584	69
Belgium	2002	10.2	790.063	537.243	68
Denmark	1999	5.3	242.303	129.592	53
Spain	2000	40	3.116.895	2.244.164	72
Ireland	2002	3.7	148.008	34.041	23
Portugal	2001	10	370.978	289.363	78
Finland	2001	5.2	188.177	129.842	69
Sweden	2001	8.9	409.342	311.100	76
Luxembourg	1997	0.40	28.483	19.020	67

(Source: Hocanın , 2004)

As seen in the Table.01, the percentage of the students who get professional education in industrial countries much more. Employment opportunities will increase if the needs of working life are truly stabilized truly in that estimate.

Sweden makes continual changes in educational system. In 1991, branches related to branches were diverged into 3 to four – year branches. Two branches, Science and Social Sciences, prepare for the university whereas quality is tried to be given to 14 branches. By these branches, Sweden tries to adopt developing technology. Branches such as electrotechnic, technique of energy, media and industrial management are designated and try to cultivate manpower of qualified and necessary (Aykaç, 2002).

Theoretical and practical application of knowledge renders learning more productive in German professional education. The success of the programme applied in Germany is due to the cooperation between schools and enterprises and the sufficiency of the teachers and lecturers. Doing the proper education which covers the demands of the firms and which is proper to the standards are important factors of the success in the professional education in Germany (Lindner, 1998).

Germany is the most developed country in means of professional education. What makes this education stronger is the harmony between education and employment. Free circulation in the European Union increases the importance of professional education. Professional education construction which keeps German industry existing taken model by many countries. Theoretical lectures are obtained in the vocational school several days a week, practical application is obtained by the education given in the enterprise. Opportunities of experience and employment devoted to increase by this way. General education in Germany is defined by an education which fits the extension of professional education or higher education. In this way, almost every person who lives in this country has to get professional education. The difference of Germany from other countries is that teachers and school administrators guide the students in the direction of their knowledge, skills and abilities to the professions they'll choose. Furthermore, science lectures and labour lectures and basic knowledge about business world and economy are given to students beginning from the 9th class. Additional to this, the students should have a two – week training period in order to learn professions (Aykaç, 2002).

Table 02.
The Share Diverged to Education in EU Countries.

Country	GNP Billion Euro by Current Price	the Share Diverged to Education %
TRNC	1.3	4.6
Turkey	256	3.48
England	1796	4.92
France	1651	6.24
Germany	2348	5.55
Italy	1350	5.01
Greece	146	4.76
Holland	469	4.61
Austria	257	6.36
Belgium	290	4.97
Denmark	202	7.17
Spain	697	5.30
Ireland	103	4.71
Portugal	133	5.65
Finland	151	5.72
Sweden	285	6.77
Luxembourg	20	4.51

(source: Hocanin ,2004)

In Table 02, the share diverged to education in the countries member of European Community and TRNC and Turkey. The abundance of Gross National Product and the high altitude of the percentage in the industrial countries show the excess of the financial sources spent on education for each individual and consequently educational opportunities and quality increases.

2.2. Organizational Concepts and Organizational Change.

2.2.1. Definition of Organization

Organization is a system which can be confirmed with the help of common needs and requests. Organizations are formed in order to convert efforts of the individuals to cooperation and solve the problems which individuals cannot solve. Members who undertake varied functions have different aims in educational institutions. Educationalists aim qualified education, students have various aims due to their personal expectations. In order to employ the individuals who have become together to confirm common aims without deviating from the goal, there should be a parallellism between members of the organizations and the aims of the organization (Özdemir, 1998).

2.2.2. Organizational Confirmation

2.2.2.1. Characteristics of Group

Group is a whole formed of two or more people who have come together in order to confirm common aims. A crowd can be a group as long as they share common aims, common norms, and feel themselves as a group. Common aims help the members motivate and an effective leader group work successfully. As well as having these characteristics, in order to form a group from a crowd, there should be an interaction among the individuals. In this respect, group is a community of people together for an aim and interacting among each other (Kağıtçıbaşı, 1980). Group will gain an importance as long as it covers the needs which are important for the individuals and the ones which cannot be covered individually. This effect causes the group to gain a power above individual. The group can use this power in order to confirm the aims. And the individual gains status with his actions in the group (Aydın, 2000).

2.2.2.2. Variations of Groups

The members of the group differ from each other psychologically, economically and socially. Members who are of use in the group differ from the aspect of knowledge and idea. Ways of the lives of people affect their social and cultural environment. Subordinates and tops have different expectations and

satisfactions from the work..

2.2.2.3. Relation Between Organization and Groups

Individuals should share their aims, problems and interests in order to interact within each other. There may be group structures having different features in the organization. In order to join all the groups around the aims, there should be obtaining information institute (Eren, 2000).

2.3. Organizational Change and Resistance to Change

2.3.1. The meaning and the Aim of Organizational Change

It states each kind of difference that can be seen in organizational employees, its lower systems, the relation among them and the effect among the organization and its surrounding (Demirtaş and Güneş, 2002).

Change and becoming new are terms which are confused and sometimes used instead of each other. Newness is a planned change whereas change is a spontaneous motion. The way of newness is forward, but change sometimes is backwards. In change, there's sometimes only quantity whereas in newness there's both quantity and quality (Bozkurt and Daşcan, 2002).

The aim of organizational change is to provide activity of the organization. As providing change, the climate and culture of the organization is also in question. That is, there's also change the climate and culture of the organization among the aims of organizational change (Schneider and Gunnarson, 1994).

Today, there are many agents that cannot be estimated which cause change in organizations and they continuously increase. Many organizations are always in a continual change state and time of taking a short breathe passing from one to another tends to disappears (Hussey, 1995).

The inclination and capacity of a group cannot be more than the inclination and capacity of its own members. Organizations should not only take benefit of the energies of people, but also activate their enthusiasms and exuberance. The institutions should spend time on interrogating themselves as well as defending themselves. An organization which protects a certain size and effectiveness without sheltering the aim, value and mission sense deeply shared inside itself

doesn't seem to exist longer (Özdemir, 1998: 8).

Change can be dealt in different fields. No field exists without a change; it can be observed in personal, organizational and technologic surroundings. Besides; it is also possible to differentiate change as an evolutionary, continually – partly verifying and revolutionary, fundamental change (Hussey, 1997).

2.3.2. The Reasons of Organizational Change

The developments in science and technology, and the increase in life standards force the people and the organizations to change. People express that everything changes very fast sometimes, and sometimes nothing changes and everything stays stable.

Another factor which effects formation of change is that, the global structure of our age and rivalry conditions which arises with its effect. Change is shaped as a natural result of developments and formations such as concept of globalism, privatization, communication and correspondence, freedom in economical area, international transportation and the increase in the means of transport, blocks and powerful regional polarizations (Haag, Cummins and Dawkins, 1998).

Schermerhorn (1989) who dwells upon the need of establishing performance vacancy states that starting change is a special effort of the agent of change. The difference between the present and the aimed state forms performance vacancy. Planned change is a result of direct reaction to this vacancy. Performance vacancies also reflect problems to be solved or chances to be discovered. The administrators, as agents of change, should see these performance vacancies and should start change in order to cover up these vacancies. Another study has a similarity of which Senge (2000) defined as creative tension. Employees of the organization want to cover up these faults when they see the difference between the reality and their visions. On the other hand, the difference between the point where they want to reach and the point they exist creates a tension. The wish for covering up this difference is also a source of energy. The tension which maintains to cover up this difference should be seen as creative tension. Individuals and organizations increase their effort or reduce their visions in order to reduce the tension and the stress they are in when the

time they should reach their vision is reduced. Increasing aim or abandoning is a situation which the organizations occasionally face.

The preparation stage of the organizational change, as Mangenelli (1994) defined, why should a change be confirmed in organizations should be understood and the ideas should be common. The working groups which take place in change project are defined and they are educated, a plan is made for change. In these stages, organizations of people who will confirm the change is important.

2.3.3. The Appearance of Resistance to Change

Employees of the organization may not have the courage when they don't have enough knowledge about change. In addition to this, fear of failure makes resistance to change easier. Not informing the personnel causes resistance in the way of present situation. Lack of informing the personnel or the idea that training period is not long enough may cause an opposite side to change.

It is inevitable that organizational employees resist to changing. There are different significances to resistant to change. These may be going on a strike, slowing down work and decreasing quality. Passive resistance may be seen as not coming to work, decreasing in motivation, decreasing industrial accidents and a clear rise in errors. *biçiminde olabilir*. A reaction against a small change may not be noticed. If there's a big harmony before the change in the group, all the members may resist for this (Özdemir, 1998).

Experienced school administrators know there exist many groups in their school, and there may be plenty of conflicts among them. They see and accept this case as a study area for their management. Acceptance of the present problem is the first step to solve it. Being aware of the problems helps the administrators in solving their problems. For this reason, the administrators should have an accurate knowledge about the content, function, sorts and leaders of the groups and conflicts in their school (Açıkalın, 1998).

Although the change is an inevitable concept, it is usually reacted by the employees. As the environmental factors rapidly change, the organizations are unlikely

to remain unchange. Administrators of the schools should both confirm the change and overcome resistance. Reasons of the resistance can be explained as following: benefit focal points of the individual. The employees think of personel benefits such as money, power and safety at work instead of organizational benefits. They try to form groups in the organization. Because of the lack of knowledge and confidence, they resist to the insufficiency change will cause, not tha change itself. Different ideas may lead to reaction. If the employees think that change will be more negative than positive, they will react to change (Akıncı, 1998).

2.3.4. Prohibition of Resistance to Change

Hage mentions three strategies in order to cease resistance to innovations and changes. These are; “establishing an independent and seperate organization for evolutionary strategies, revolutionary strategies, and newness, strategy of absolutely not joinning personnel working in previous works in new works.” (Transferred by: Eren, 2000: 219).

Although studies of evolutionary strategy innovation reduce resistance, it prevents change continually take place, reduces the speed of newness and increases the cost of newness. In many organizations evolutionary strategy is preferred in target of change but occasionally change ends in failure (Eren, 2000).

Knowing and observing kinds, members and leaders of the groups may obtain to reduce conflict to minimum. As Açıkalın (1998) clarified, the most dangerous group in the aspect of educational management is the biggest group contrary to the aims of school. Conflicts may be necessary in order to confirm school aims. The school administrator should know how to use these conflicts in the direction of the aims of the school. The the school administrators' accurate guidance of the group leaders may help the management of the groups. In another study, according to Balcı (1993) it is really hard to confirm a change unless the teachers approve it. For thias reason, while deciding a change, it is necessary to let the teachers participate in this process. Furthermore, the aims of the change should be the same as the aims of the teachers so that the teachers appreciate the change.

Gradual change almost confirms spontaneously and is a state which the administrators come across during their business life. Among these are the states working methods and processes which the individuals can see the continuity between the ancient state and the recent state. Here, a gradual development is in question instead of a fundamental development. At the end of gradual development, the ones who take care of the organization may see a great deal of differences between the previous state and the state arrived at. It is stated that these changes will not create a big amount of change feeling. Although, it cannot be said that these kinds of changes can be confirmed easily and there won't be a resistance to change (Hussey, 1995). In the revolutionary strategy; cost reduces, applications taking long time such as informing and education are not done. In the resolution stage related to change, participation of the members of the organization cannot be obtained. In the revolutionary strategy, the conflicts among the management and the employees and individual values are ignored (Eren, 2000).

In the new organizational strategy, the organization established for the change should be separated from the present organization. Resistance is out of question as the employees working in this unit doesn't have a past with the organization.

The agents which cause resistance to change should be examined, the source of the change should be known and precautions should be taken so as to have a success in change. Consequently, people affecting the change should be interested in it. This can be obtained by rendering a harmony of the change with the needs and the beliefs of the group it will affect. Change can be supplied by participation, not by compulsion or imposing (Erdoğan, 2004).

Employees should have an in-service training about both their professional formations and their specific areas. In-service training acquires the necessary information and skills to the employees in order to have an affectionate success. Making the knowledge and skills necessary for the aims of the organization in order to adopt change conditions provide the continuity of the organization. In-service training takes shape by the feeling of effective solidarity feeling (Kaya, 1993).

The precautions reducing reactions against change can be explained as following. For example according to Bozkurt and Daşcan (2002), the administrator and the staff should be made ready. Educating the personnel and those concerned according to the new conditions prepare the people for the change. Informing of those concerned, the aims, its benefits, its influence on the employees should be told. Communication brings the relation between the employee, misunderstandings will reduce, straightness in expectations will be obtained. It can provide the personnel who will be affected by the change have a word in the developing, as participating them to the development and practice and adopt the change. In order to have people adapt the new condition, studies of motivating and gaining new skills can be worked out. Various rewards may be applied to the ones that are likely to be damaged, and they lead the variation be accepted easily. Compensation may be given to the reactive people in need of necessity, important duties should be given to pull them to the change. When other methods cannot be used, people may be forced to change by authority or power. This method may be used in emergency situations. Akıncı (1998), in another work, states the precautions of the resistance to change such as pre-educating the employees, the change official should support the change taking short notes and a report. Including potential boycotters into the work in the planning and application level helps them to support what they help to occur and reduce resistance. Another way to reduce resistance is that to support the employees and makes things easier. When there is anxiety of doing things differently, the facilities in working which the director will supply will be useful. The organizations which don't want to lose time may force the employees with pressure in order to adopt change.

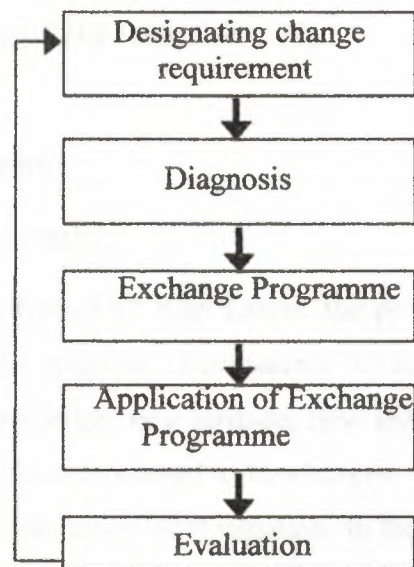
2.4. Concept of Change Management

Change is the observable formation in the pieces of a wholeness, the relations of these pieces with each other (Demirtaş and Güneş, 2002).

In the educational changes, it is seen that one of the approaches among two is chosen. The first of them is a local approach which aims to reform class books,

educational programmes, approaches of education and evaluation; the other is the approaches which deal with management leaning against school, giving decisions and making educational roles wealthier in a macro angle. It deals with large scales such as planning of teacher education, giving new roles, educational leader, sharing the missions and the aims of the school by the ones inside and outside the school. Change in education must confirm from the lower side to the higher side of the sytem, have a scientific and political base. Otherwise, change ends in failure (Bozkurt and Daşcan, 2002).

In a world where change is inevitable, it is obvious that no aim would remain unchange forever, it comes to conclusion that even some certain aims stay stable, they also should change. But on the contrary, the work of change the aims cannot be possessed with a speed that exceed the power of the people responsible of it to keep up with this speed (Ertürk, 1986).



(Source: Özdemir:1998)

Figure 2.
Change Process in Education.

In the process of change; why it is necessary for change should be established, what should change should be determined and then a programme prepared in the direction of strategical change plan should be applied. On the last stage, it should be evaluated whether the aims of change are reached. The lacking aspects at the end of evaluation should be examined in the change process. The change process will continue as a vicious circle as the change in the necessities will increase the need for change.

Progress and change in bussiness life which is trying to adopt developing technology has changed the standarts of profession, increased the need for some of the jobs, redyced some of them, caused change in the content of some of them. Change can also take place in a short time. For this reason, occupations also may change in the professional education. "Opportunity should be supplied for children to choose new kinds of occupations and make necessary changes. So professional education, in its all programmes, should have a flexible structure and adopt change. Otherwise, professional education with a high cost willnot answer the recquirements of students – parents – society." (Hocanın, 2004: 89).

2.5. Change Model

2.5.1. Unfreezing

In the model confirmed by Kurt Lewin, the process of disintegration can be explained as this: It is the stage the circumstance of the present has lost its stability, being aware of new knowledge, new attitude, new habits. In this stage, studies are done about the factor which is wanted to be changed to show change is necessary, at least it will be better than the present situation. In the disintegration phase, studies are made to persuade the people who may have negative feeling for the change (Tokat, 1999).

2.5.2. Change

Activities to produce are confirmed. Thus, a point different from the present situation is reached. Organizational construction, technology, strategies, culture,

2.5.3. Re-freezing

In the stage of re-freezing, to obtain continuity of the new state is in question reached as a result of change. Individual or the organization, in this stage, adopts the principle, rule and politics appropriating the change confirmed. Thus, remaining of the change is obtained. All the relations, procedures and the systems of the organization start to process taking the new condition as a base. Thus, the new condition becomes the basic topic of the organization in a way protecting to turn back to the former stage. Re-freezing stage is a compulsory process in change. Because, if this process doesn't exist, formerly used working ways will come out and will be used again (Özkalp and Kirel, 2001).

The most important point in a successful change is to protect and make widespread the new state which is revealed as a result of change. For this, change should be strengthened. For this reason, one of the most important duties to be done is, it should be paid attention that the developments, as a result of change, should affect the other lower systems in a positive way (Erdoğan, 2004).

2.6. Planned Change in Education

Traditional change characterized as evolutionary, tells the spontaneous change which holds the power of science ahead. Extension of the period in this change causes the staff inside the organization to extend this deliberately. It may not occur in the total evolutionary organization. Planned change is a system is an interventional system carrying the revolutionary characteristics of the change. It tends to the entire of the enterprise and radical change. It expresses a conscious change, coming from the social group or some part of it, which consolidates the power of the science with practice (Çelebioğlu, 1982).

The first step to be made constructing the educational systems is to designate the needs of the educational requirements of the individuals. The success of the organizational change is due to making accurate diagnosis. For the proper diagnosis, the questions should be asked appropriately, effective observation should be made, the data should be gathered and evaluated and the environment should be observed. A construction should be confirmed obtaining all the sections of the in the grade of compulsory education, in the other ranks, the ranks related. As Özdemir (1998) stated, educational institutions should be arranged so as to transfer knowledge as both content and process. One of the most important parts of this process is formed by the teachers. In another study, Bozkurt and Daşcan (2002) state that educational system should be re-organized as a structure which considers the needs of the individual and the society, as a structure which supports a life long education and a structure which considers quality and productivity on processes more than the product.

Forming organizational culture has some difficulties at schools. When the teachers and the directors are designated to other schools the staff always changes, and the students graduate from the school and thus a new texture shapes. As these changes are seen frequently, it may be difficult to supply an obvious culture and stability at schools (Erdoğan, 2004).

Studies in all of the countries are accelerated in order to increase the number of students carrying out professional educational institutions. The changes seen in the educational politics affect the number of students in the professional education. Besides, the limitation in the opportunities of employment reduces the interest for the professional education. As Doğan (1997) signified, today, the need of people doing not only one kind of job, but also adopting change conditions, having skills of problem solving and having communication and adopting change conditions, working in a group, having responsibility in order to improve the quality of education. For this reason, the need of the educational institutions increase day by day and it becomes difficult.

Change in the institutional structure is sometimes dealt with superficially; it is tried to be applied as the each change taking place in the surrounding may happen to us

understanding. By this way, change approaches requiring fundamental analysis become supposedly, and is limited by a label. This approach wears out the culture of the institution and causes not paying attention to change enterprises in the future. For this reason the institutions should determine whether they need a change before starting to apply it. If they designate their need and start to change, they should intensify over it (Erdoğan, 2004).

Change should have concrete results. Change attempts are superficial from time to time, that is they don't form a solution. This state is also experienced in the attempts of change related to educational system. However, it should be noticed that change attempts related to education should be aimed at increasing the quality of the education (Taymaz, 1986).

2.6.1. Educational Administrator – Leader

Educational director is the person who affects the others in the group at most level as having a leadership quality. Leadership is a duty given to people in necessity of occupation such as mayorship, traffic policeman and teacher. That's to say, one is sometimes appointed as a leader. Sometimes, leaders in groups which don't have a definite regularity, are revealed by their own efforts (Baymur, 1990). In another work Lunenburg and Ornstein (1996), dwelled upon people accepted as programme leaders are the keys of successful applications. Directors carrying characteristics of leadership may obtain the aims of the organization affecting the group they work with.

Educational directors are responsible of the application of politics exposed in order to supply the general aims of the education. They have to participate in successful managerial actions in order to contribute to enforce profits of the country suitable for the contemporary educational understanding. Participating in successful managerial actions requires the effective use of the people and the substance sources of the organization. And this is based on the director's having some abilities, qualities, having basic knowledge about theories and processes of management, in short, management qualifications (Kaya, 1993).

Leadership in change can be defined as: affecting the group in the way of achieving the targets; guidance in business and idea, being affective; an influential management; establishing teams of powerful and inclined to aims; persuade people

to show the necessary concern to the group's aims as if they are their own aims; leaving their personal anxieties to one side and following the target important for the group (Lunenburg and Ornstein, 1996).

School director in our present system is in the identity of school boss trying to rule the school alone, following bureaucratic works, strictly following the subjects under discussion, the one claiming to have known everything, putting a distance between him and the students – teachers, unwilling to reforms and trying to rule the educational organization alone (Arslan and Eraslan, 2003).

School director should be a talented and well – informed administrator as well as admitting the faults of the teachers, presenting personal developing chances, exhibiting model behaviours giving the importance of the teacher (Sagor and Barnett, 1994); in another work Kaya (1993:134) "Director as a professional administrator should be evaluated by the contribution of the people and the groups he is concerned with. However, it shouldn't be forgotten that inside and outside the organization, there will always be elements on the side and contrary to change. Reconciling these contradictory tendencies is in simple proportion with the sufficiencies of the directory." pays attention to the importance of the sufficiency to be found in an educational manager.

Professional and personal development of the educationalists is the necessity of the educational leadership of the school administrators. Developing while supervising, making proposals while criticizing and, if necessary, applying are among the duties of the directors. The personal development of the pedagogists is identical with the in-service training concept. The studies confirmed for identification of the pedagogists, determination of their needs, and quenching these needs is evaluated inside this concept. Group meetings are also can be used as educational means. The agents decreasing these meetings can be listed as following:

1. Incomprehensibility of Aims
2. Not designating agenda
3. One-way communication
4. Personal discussions

5. Refusing new ideas
6. Not applying decisions of the meeting (Aydın,2005).

Leader and director are concepts different from each other, management and leadership donot mean the same thing as well. Directors are necessary in planning, organization and supervision process. The directors may be unsuccessful in affecting their employees. Ideally, all the directors are expected to be leaders but many directors donot have these qualifications. A director may affect and guide the employees in yhe organization, but; if he is insufficient in succeeding other managerial functions, he will fail to transmit the individuals and the groups to organizational targets (Plunkett and Attner, 1992)

2.7. Total Quality Management in Education

2.7.1. The Definition of Total Quality

Improvement of all the activities in the institution in order to cover expectations of the all the shareholders (customers, employees, shareholders, provisionists, society) in a balanced way (Kalder, 2005).

In all of the stages of the process starting from quality management system and planning, a systematic structure with organizational and technical systems is aimed. Quality is the common aim and responsibility of all the employees, not only the specialists responsible of this work. Among the aims is to tend to the source of the error and remove it and have quality in every phase instead of sorting the errors done (Peker, 1993).

2.7.2. Vision

The dictionary meaning is seeing, strength to see, the power of estimating the feature, and power of dream. Vision is used in order to define the point of view of the organizations and the employees to the future. According to another definition, vision can be defined as the ideal position an organization will take place in the future (Özdemir, 1998).

Vision expresses the targets a school wants to reach in the future and the state of the education and the school in the future. On the contrary, the basic mission of the school and the education should be based on the belief that all the students learn and become successful. Leadership, apart from school management, should affect people due to some aims and should dispatch to action. School administrators should be problem solving, couraging, maintaining and facilitating so that the vision, mission and the aims of the school are confirmed. The schools where successful directors work are seen to be effective schools (Yıldırım, 2002).

2.7.3. Total Quality Principles of School

Total quality management is an approach which has cultural fundamentals and mostly reflects the social structure of Japanese. Application of total quality management in education at schools requires organizational structure appropriate for this. Constituting TQM at schools can be supplied by understanding the cultural structure of the society. If the values sovereign in the present school culture doesn't fit with this understanding, primarily, a cultural change plan may be necessary to be prepared. Cultural change is not a case to take place in a short time, but a long time requiring process. Application should be done not by imitation, but taking the characteristics into consideration. Managerial principles may differ due to definite circumstances and conditions. It is put forward to that this understanding will be insufficient with keeping up with the rapidly growing world (Yıldırım, 2002).

The self development of the educational institutions can be supplied by the in-service training of the employees. In-service training should be confirmed in the limit of continual development. For this, change should be closely observed and it must be ready. As Erdoğan (2004) stated, continual development in change is related with the principles of Total Quality Philosophy. As for the Total Quality Management, educational institutions should renew themselves and shouldn't stay behind the social developments. For this Total Quality Management may be used of. In another study Aydın (2005) explains the advantages of the education as this: The change in the works of the organization is inevitable. But this change is not always tolerated by the employees. Education is the most effective method to change the

employee. The rise in the rivalry day by day has made the increase of the productivity compulsory. In order to increase productivity, the employee skills should be developed. The mistakes done may damage the prestige of the organization. Education supplies getting information. Working of the employee in the same business methods and the criterion, that is to say, standardization, are of the benefits education provided for business.

In order to increase the productivity in educational institutions, group work is necessary. Including all the staff in the group work will join the employees together. Educational institutions, which have an important role in the future of the societies, should give importance to team work (Cafoğlu, 1996).

School administrators, as educational leaders, should support teachers. Knowledge, support and source should be supplied to the teachers. On the other hand, school directors should make the teachers feel they are always with them. In this topic, the school directors should always encourage the teachers, appreciate what they do, courage them in risk taking, be attractive, strengthen the support to each other (Bailey and Dyck, 1990).

Total quality understanding gives importance to prevent the errors, not to sort them, that is to say, controls the outputs, but the inputs. For this, great deal of time is left for supplying quality through planning and presentation. Total quality approach focuses on the groups such as students, family, employer, lecturer and other educational institutions who have expectations from the education. It gives importance on understanding and accepting the expectations of these groups (Köksal, 1998).

Correcting the ruined output of a system later, is neither economical nor very important. The mistake should be seen at the beginning and a precaution should be taken. This will create a state which will not hinder the work of the lower systems. For this, it should be pointed out that the management should consider the individual and natural group behaviours and in the environment the management has formed many mistakes should be prevented. It shouldn't be forgotten that, for the development of the organization, the employees working in each rank has ideas and are willing to develop the organization. But the employees may give up telling their

ideas based on their experiences and the risk of not being listened to. For this reason, the director should not obstruct participation (Aydın, 1992)

In the philosophy of total quality, teacher should be the organizer of the educational activities, taking decisions in a democratic structure with the other teachers, not controlling, but organizer, focusing on the student, measuring the success of the student not by marking, but according to the sufficiency, level and the interest, and a guide as well (Bozkurt and Daşcan, 2002).

2.7.4. Quality in Class Management

Education; should be continued lifetime, making student centered activities so learning through living, in a way that leading the student think, search, use the knowledge available and get the information necessary. Full learning should be supplied, and the personal differences should be observed in evaluating the student success.

The developments taking place in the management area force the educational organizations to change and renewal. One of the latest examples of this is that the application of the Total Quality Management. The zero mistake approaches seen in the other sectors force the educationalists to take up with all the educationalist approaches again (Özdemir, 1998).

In the educational institutions where the total quality management is applied, teaching and learning process are affected in an important rate and in a positive way. Changes such as group work, mutlipurpose labaroties, flexible lessons, applications in total quality management and the techniques increase the success in education in the class (Yıldırım, 2002).

Table 03.

Appearance of TQM in Class Atmosphere

Principles of TQM	Appearance in Class
•Continual Development	Teaching the student learn how to learn, teach a life – long learning consciousness
• Customer Centralism	Student centered education understanding
• Zero defect	Full learning
• Restrictive approach	Instead of punishing unwilling behaviours, preventing them to appear
• Full participation	Active learning atmosphere which all the students join. Furthermore, forming working groups in appearance of quality circle
•Cooperation with provisionists	Cooperation with the families and the previous educational grades
• Respect to human	Giving importance to motivation and communication, achievement in preventing in the direction of unwilling begaviours
• Being Process focused	A continual control whether the process of education – training period is available for its aim
• Making use of statistics	Making use of statistical techniques in order to state the general achievement status of the students numerically
•Leadership and responsibility of upper management	Of the teacher, putting into practice the quality increasing activities as a leader teacher

(Source: Yıldırım, 2002)

In the application of the total quality in the class, the director, teacher, student, parents and the other educational employee focus on the targets. In the light

of the common aims and the aims designated, the vision to be reached becomes the main target of everyone. Thus, working of the individuals and groups to increase their own performance, despite the risk of being in the contradiction with the common shares, reduce the risk. The analysis of the educational processes connected to each other show the place and the responsibilities of the educational members in a better way. Educational employees understand the client – provisionist relation among each other in a better way and appreciate each other more. Furthermore, working in teams such as project and quality team and quality circumference, and with the help of the education given strenghtens the communication among the teachers, directors, students and the other staff (Köksal, 1998).

2.8. Progress Expected in Education

In the search done for the modular education, the number of students tending to professional education in the formal education in TRNC is very low. Among its reasons are; vocational schools cannot bring up students in the standarts the marker wants, the graduates can find jobs in low fees (approximately 65% of the 1990-2000 graduates work in minimum wage), new opportunities cannot be obtained, the guidance service according to the abilities of the students in the vocational schools and the opportunities are lacking, the graduates of the general schools are preferred in the bussiness life, and vocational schools cannot be advertised properly (Hocanın, 2004).

Progress is expected from Turkish education in these topics (Kozlu, 1994).

1. Obtaining the skills of literacy and using computer, and obtaining cultural basic knowledge and skills,
2. Developing team work and communication skill,
3. Teaching each student a foreign language, developing the skill of solving the problems faced,
4. Developing the skill of learning to learn, teaching learning motivation and discipline to students of all ages,
5. Arrangement of the schools, in the limit of “ a life longe education”

understanding, for both people who are highly educated and people who somehow cannot reach highly education in their early years.

Educational standards, substructure and riggings commission; taking 'Total Quality Management in Education' understanding as a reference, regarding the conditions of our country, should get the standards and norms which are used in contemporary world, mainly in EU countries, and make them applicable, open to change – development and improvement and control their harmony. (Committee members; Engineering and Architectural Association Representatives, Pedagogical Experts, Representatives of the Universities, Representatives of the Trades Union, Representative of the Ministry of Health, Representative of the Ministry of Public Works and Transportation, and organizations seen necessary.) (MEB.Şuraları, 2005).

PART III

METHOD

In this part; the model of the investigation, population and sample, means and techniques of data gathering, studies of validity and reliability, collecting the data and data analysis will be seen.

3.1. Research Design

In this study, descriptive analysis method will be applied. The inquiry used in the investigation consists of three sections; the first sections consists of the demographic backgrounn of the administrators, the second sections includes questions regarding organizational change and the last section is about organizational change proses, resistance and change agents.

3.2. Population

The population of this study consists of the Directors, Assistant Directors and Department Chefs working in Professional Technical Educational Department in TRNC Ministry of Education and Culture.

3.3. Sample

There are 4 Directors, 15 Assistant Directors, 11 Department Chefs in the vocational schools in Nicosia and they form the sample of the investigation. The sample is selected on purpose.

In Table 04, the number of directors in charge at schools of vocational schools in Nicosia has been given. The personnel list by the Ministry of Education and Culture of TRNC is taken as a base.

Table 04.

Number of Administrator in Professional Educational Institutions in Nicosia.

Professional Training Institutions	Director	Assistant Director	Chef
Atatürk Vocational School	1	2+2*	2
Haspolat Industrial Practical Art School	1	1+1*	-
Haydarpasa Trade High School	1	4	-
Sedat Simavi Vocational High School	1	3+2*	3+6*

*Commissioned Employees included

3.4. Data Collection

The theorotical fundamentals of the investigation is formed by the data gathered by literature searching technique. For this reason, the doctorate and higher education dissertations as well as in the HEC Data-Processing Centre books and various magazines relevant to the topic are searched.

After formation of the theorotical basis of the investigation, the inquiry forms which are used in the investigations related with the change mangement. The inquiry by Güzel (1996), used as a higher education dissertation in Uludağ University Social Sciences Institute Bussiness Administration Department, is taken as a model. Specialist opinion is also asked regarding preparing and evaluating the inquiry questions.

In the investigation, professional and personal characteristics such as the title, being senior, educational status of the directors in the educational institutions are taken as independent factor. In part II there are 6 judgements, in part III there are 21 judgements as the dependent factor related to "Organizational change in Professional Education".

For measuring to what extend the administrators are participated and affected from the judgements, likert type of scale is used. Fivefold and Trio Graduated Choices are put into Tables 05 and 06.

Table 05.
Fivefold Graded Choices.

DEGREE OF INFLUENCE		LIMITS
Always	5	4,20-5,00
Frequently	4	3,40-4,19
Sometimes	3	2,60-3,39
Rarely	2	1,80-2,59
Never	1	1,00-1,79

Table 06.
Trio Graded Choices.

DEGREE OF IMPORTANCE		LIMITS
Very important	3	2,33-3,00
Important	2	1,66-2,32
Less important	1	1,00-1,65

Table 07.
Numerical Evaluation of the Questionnaire.

Vocational Schools	Number of Administrators	Number of Questionnaires Given	Number of Questionnaires Returned	Returning Questionnaire Rate (%)
Atatürk Vocational School	7	7	7	100
Haspolat Industrial Practical Art School	3	3	3	100
Haydarpaşa Trade High School	5	5	5	100
Sedat Simavi Vocational High School	15	15	15	100
TOTAL	30	30	30	100

The inquiry data are subjected to reliability analysis test, and cronbach alpha value is 0,752. Specialist opinion is taken for the validity of the inquiry. In the table seen above, the investigational sample, the number of the directors participating in the inquiry and the percentage rates take place. General participatioal rate is 100% which is sufficient for the inquiry.

3.5. Data Analysis

For the evaluation of the data, SPSS for Windows (Statistical package for social sciences) and Microsoft Excel packet are used. Analysing the data derived from the Organizational Change Scale related to Professional Education information for the participants is calculated by using frequency (f) and percentage (%).

The insufficient number of the subjects and then the insufficient number of the test subjects taken place in each category in the independent factors, the analysis has been completed by using nonparametric statistics. The tests used in

the investigation are descriptive statistic and frequency dispersion analysis. The differences between the groups are examined through Kruskal-Wallis and Mann-Whitney U tests.

PART IV

FINDINGS

In this part, the findings reached as a result of statistical analysis are stated. Statistical analysis of the findings related to lower problems and findings derived as a result of this can be seen.

According to the findings derived from the personal data form, "Sex, Mission titles, Seniority, Time of management, Educational conditions and Type of institution" of the individuals who form sample group are given as a table.

4.1. Personal Characteristics of the Administrators in Vocational Educational Institutions

The dispersion of the administrators in the investigation group due to sex can be seen in Table 08.

Table 08.

Dispersion of the Administrators Regarding Sexuality.

Sexuality	Frequency	Percent %
Woman	10	33
Male	20	67
Total	30	100

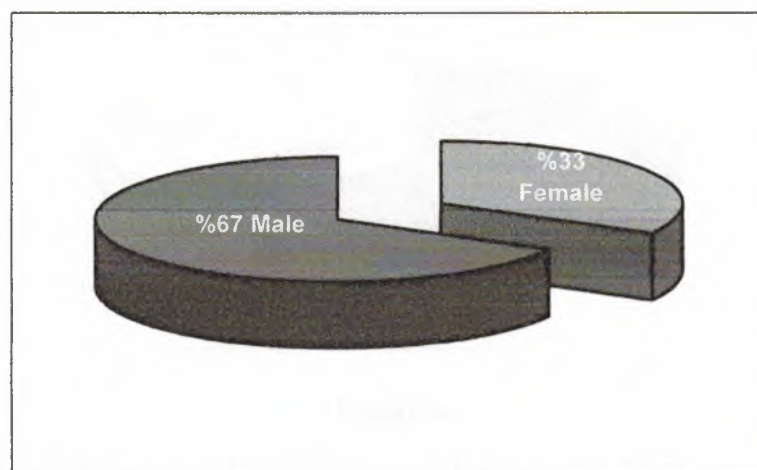


Figure 3.

Dispersion of Administrators According to Sex.

As seen in Table 08 and Figure 3, woman administrators, with 10 people, in the researching group constitutes 33% of the group, male administrators, with 20 people form 67% of the group. In the data gained, it is observed that male employees double female employees.

The dispersion of the administrators in the investigation group due to position can be seen in Table 09.

Table 09.

Dispersion of the Administrators Regarding Position.

Duty	Frequency	Percent %
Director	4	13
Assistant Director	15	50
Chef	11	37
Total	30	100

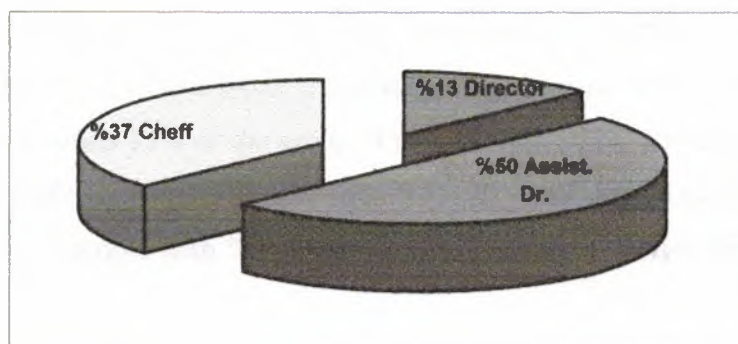


Figure 4.

Dispersion of Administrators According to Position

As seen in Table 09 and Figure 4, 4 of the administrators of the ones in the investigation group work as Directors, and they form the 13% of the group, 15 people work as Assistant Director, and the rate in the group is 50%. 11 people are Chefs and the percentage is 37%.

The dispersion of the administrators in the investigation group due to precedence can be seen in Table 10.

Table 10.

Dispersion of the Administrators Regarding Seniority.

Seniority	Frequency	Percent %
5 years or less	1	3
6-10 years	4	13
11-15 years	9	30
16-20 years	7	23
21 years on more	9	30
Total	30	100

As seen in Table 10, 1 person of the directors in the investigation group who has “5 years or less” length of service forms 3% of the group, 4 people with “6 – 10 years” of length of service forms 13% of the group, 9 people with “11 – 15 years” length of service forms 30% of the group, 7 people with “16 – 20 years” length of service forms 23% of the group, 9 people with “21 years on more” length of service forms 30% of the group.

Dispersion of management periods of the ones in the researchement group has been presented in Table 11.

Table 11.

Dispersion of the Management Periods.

The Management periods	Frequency	Percent %
5 years or less	14	47
6-10 years	10	33
11-15 years	4	13
16-20 years	1	3
21 years on more	1	3
Total	30	100

As seen in Table 11, 14 people in the investigational group who have “5 years or less” management time form 47% of the group, 10 people who have “6–10 years” of management time form 33% of the group, 4 people who have “11-15 years” of management period form 13% 13 of the group , 1 person who has “16-20 years” of management period form 3% of the group, 1 person who has “21 and more” years of management period form 3% of the group.

Dispersion of the institutions where directors in the researchement group work has been presented in Table 12.

Table 12.

Dispersion of the Administrators Regarding Institution.

Vocational schools	Frequency	Percent %
Vocational High School	15	50
Atatürk Vocational School	7	23
Industiral Practical Art School	3	10
Trade High School	5	17
Total	30	100

As seen in Table 12, 15 of the directors in the investigation group work in Vocational High School and form 50% of the group, 7 of them work in Atatürk Vocational School and form 23% of the group, 3 of them work in Industiral Practical Art School and they form the 10% of the group, 5 of the directors work Trade High School and form the 17% of the group.

Dispersion of the directors in the researchement group according to their training statues has been shown in Table 13.

Table 13.

Education Level of the Administrators.

Educational Level	Frequency	Percent %
Institution of higher education (2 years)	0	0
Pedagogical Faculty	16	53
Academy	0	0
Other	14	47
Total	30	100

As seen in Table 13, 16 of the directors in the investigation group are graduates

of Pedagogical Faculty and form the 53% of the group, 14 of the directors chose the choice "Other" and form the 47% of the group. Most of the directors who chose the other choice are graduates of engineering faculty.

The following table shows the distribution of the directors by faculty of origin.

Table 14

The distribution of the directors by faculty of origin

Table 15

The distribution of the directors by faculty of origin

Table 16

The distribution of the directors by faculty of origin

Table 17

The distribution of the directors by faculty of origin

Table 18

The distribution of the directors by faculty of origin

Table 19

The distribution of the directors by faculty of origin

Table 20

The distribution of the directors by faculty of origin

Table 21

The distribution of the directors by faculty of origin

Table 22

The distribution of the directors by faculty of origin

4.2. Findings Answers to the Questions in Part 2

In the findings to the questions related with the IIInd part of the inquiry; findings are seen as to change aims, designation of the change leader, organizational change process and resistance to change.

The effectiveness rank of the directors in the investigational group with the item "For what reasons did you decide to enter the change process?" is presented in Table 14.

Table 14.

The Entrance Reasons of the Directors to Change.

Item 1	Frequency	Percent %
Educational politics	13	27,08
Technological developments	17	35,42
New rivals	0	0,00
Style of the management	11	22,92
Entering EU	6	12,50
The other	1	2,08
Total	48	100

As seen in Table 14, 13 of the administrators chose the "Educational politics" choice as the reason for entering change and the rate in total group is 27,08%. 17 of them chose the "Technological developments" choice as the reason and the rate in total group is 35,42%. 11 of them chose "Style of the management" choice and the rate in total group is 22,92%. 6 of them chose "Entering EU" choice and the rate in total group is 12,50%. 1 person chose "The other" choice and the rate in total group is 2,08%.

The effectiveness rank of the directors in the investigational group with the item "Which topic did you give importance in order to get the organizational

structure accept the change?" is presented in Table 15.

Table 15.

Dispersion of the Neccessity to Be Done in Order to Have Change Accepted.

Item 2	Frequency	Percent %
Education	13	43,30
Meetings	12	40,00
Information	5	16,70
Total	30	100

As seen in Table 15, 13 people in the investigational group chose "Education" choice in order to get the change accepted and the rank in the whole group is 43,30%. 12 people chose the "Meetings" choice in order to get the change accepted and the rank in the whole group is 40,00%. 5 people chose the "Information" choice in order to get the change accepted and the rank in the whole group is 16,70%.

The effectiveness rank of the directors in the investigational group with the item "What are the targets you expect from the change?" is presented in Table 16.

Table 16.

The Change Expectations of the Administrators

Item 3	Frequency	Percent %
Raising quality	20	66,67
Raising motivation	8	26,67
Cutting down bureaucracy	1	3,33
Other	1	3,33
Nominative organization	0	0,00
To reduce uneasiness inside the association	0	0,00
Total	30	100

As seen in Table 16, 20 of the directors in the investigational group chose "Raising quality" choice and the rate in the total group is 66,67%. 8 of them chose "Raising motivation" choice and the rate in the total group is 26,67%. "Cutting down bureaucracy" was chosen by one of them, and the choice "Other" was also chosen by one of them and thier rate in the total group is 3,33%. The expectations of the directors in change is mainly raising quality and motivation.

Dispersion of the influence degrees with the item "In which level does the resistance to change shows itself?" of the directors in the investigation group can be seen in Table 17.

Table 17.

Dispersional Position of Resistance to Change.

Item 4	Frequency	Percent %
Director	4	13,30
Assistant Director	1	3,30
Teacher	20	66,70
Technical Educational Official	1	3,30
Student, Parent	4	13,30
Total	30	100

As seen in Table 17, 4 people of the directors in the investigation group chose "Director" choice as the position of the resistance and the rate in the group is 13.30%. 1 person chose the choice "Assistant Director" and "Technical Educational Official" and the rate in the group is 3,30%. 4 people chosed "Student, Parent" choice and the rate in the whole group is 13,30%. 20 people chose "Teacher" choice and the rate in the whole group is 66,70%. The idea that resistance to change result from the teachers appears.

Dispersion of the influence degrees with the item “Which methods do you use in order to prevent resistance to change?” of the directors in the investigation group can be seen in Table 18.

Table 18.

The Methods Used in Order to Prevent Resistance to Change.

Item 5	Frequency	Percent %
Giving knowledge	4	13,30
To obtain participation	16	53,30
Education	10	33,30
Press	0	0,00
Total	30	100

As seen in Table 18, 4 people in the investigation group in order to prevent resistance to change chose “Giving knowledge” choice and its rate is 13,30 in the whole group. 16 people chose “To obtain participation” choice and its rate is 53,30. 10 people chose “Education” choice and the rate is 33,30% in the whole group. It is seen that decreasing resistance to change is possible by participation and education.

The enumeration of the directors in the investigation group, “Enumerate the features you think that should be found in a director for the precedence order from 1 to 6,” is given in Table 19.

Table 19.

Enumeration of the Features to be found in a Change Leader.

Enumeration	Properties	N	\bar{x}
1	Being scientific and experience	30	4,97
2	Being determined and consequent	30	4,27
3	Respect and confidence	30	4,13
4	Forming an effective communication	30	4,07
5	Prudent behaviour	30	2,07
6	Charm	30	1,47

As seen in Table 19, the directors in the investigational group chose "Being scientific and experience" at the first rank as the features to be found in a change leader and the arithmetical average of this choice is 4,97. "Being determined and consequent" choice was chosen the second and the arithmetical average is 4,27. "Respect and confidence", with 4,13 the arithmetical average is the third important choice. "Forming an effective communication" is the fourth with 4,07 the arithmetical average, "Prudent behaviour" is the fifth with 2,07 the arithmetical average, "Charm" is the sixth with 1,47 the arithmetical average.

Table 20.

The Rank of the Administrators to the Decisions Taken in Order to Confirm Change

Item	Activities	Group	N	\bar{x}	S.d.	S	Confor mation Degree
M01	Reduces education expenses of change process.	Director	4	1,75	0,50	20,5	Never
		A.D.	15	2,87	1,36	20	Sometimes
		Chef	11	2,45	1,04	21	Rarely
M02	Designates and increases responsibilities.	Director	4	4,00	1,41	8,5	Frequently
		A.D.	15	4,07	0,80	6,5	Frequently
		Chef	11	4,55	0,52	4,5	Always
M03	Supplies a better coordination	Director	4	4,50	0,58	4	Always
		A.D.	15	3,93	1,10	10,5	Frequently
		Chef	11	4,36	0,67	7,5	Always
M04	Reduces the duty of the administration.	Director	4	3,50	1,29	15	Frequently
		A.D.	15	4,07	0,88	6,5	Frequently
		Chef	11	3,36	1,03	15,5	Sometimes
M05	Shortens the hierarchic chain among student, teacher, technical lecturer, director, assistant director.	Director	4	3,00	1,41	19	Sometimes
		A.D.	15	3,53	0,99	15,5	Frequently
		Chef	11	3,91	1,22	11	Frequently
M06	The decrease of work output in change process shows there's resistance to change.	Director	4	3,50	1,00	15	Frequently
		A.D.	15	3,67	1,18	14	Frequently
		Chef	11	3,27	1,10	18,5	Sometimes
M07	Strike, slowing down work and stopping work states resistance to change.	Director	4	4,00	0,00	8,5	Frequently
		A.D.	15	3,87	1,06	12,5	Frequently
		Chef	11	3,64	1,36	12,5	Frequently
M08	Change process; consists of short steps to be done in long – term compelled by the change forces.	Director	4	1,75	0,96	20,5	Never
		A.D.	15	2,47	1,36	21	Rarely
		Chef	11	2,91	1,14	20	Sometimes
M09	Change process; is formed of short steps planned to be done in long – term.	Director	4	4,00	0,82	8,5	Frequently
		A.D.	15	3,40	1,35	17	Frequently
		Chef	11	3,27	1,27	18,5	Sometimes
M10	Organizational conflicts, the complaints that come from employees and parents show resistance to change.	Director	4	3,50	0,58	15	Frequently
		A.D.	15	3,33	0,90	18,5	Sometimes
		Chef	11	3,36	1,12	15,5	Sometimes
M11	Lecturers' not following the technology sufficiently and	Director	4	3,50	1,00	15	Frequently
		A.D.	15	4,07	0,70	6,5	Frequently

	insufficiency of in service training causes resistance to change.	Chef	11	4,36	0,92	7,5	Always
M12	Before starting change process, a long – planned strategical project should be done.	Director	4	4,75	0,50	2	Always
		A.D.	15	4,53	0,64	1,5	Always
		Chef	11	4,91	0,30	1	Always
M13	In educational training, the aim of organizational change is to supply student – focused education.	Director	4	4,75	0,50	2	Always
		A.D.	15	4,40	0,83	3	Always
		Chef	11	4,45	0,82	6	Always
M14	Curriculums should be renovated in certain intervals in order to help the graduates to be successfull in bussiness life.	Director	4	4,75	0,50	2	Always
		A.D.	15	4,33	1,11	4	Always
		Chef	11	4,55	0,52	4,5	Always
M15	Training period of the students supply organizational change positively.	Director	4	4,25	0,50	5,5	Always
		A.D.	15	4,07	1,03	6,5	Frequently
		Chef	11	4,64	0,50	3	Always
M16	Revolving fund aplications have a positive effect on change process.	Director	4	3,75	0,50	11,5	Frequently
		A.D.	15	3,87	0,74	12,5	Frequently
		Chef	11	4,18	1,25	9	Frequently
M17	The budget which is shared from education to professional education enables organizational change.	Director	4	3,25	0,96	18	Sometimes
		A.D.	15	3,53	0,99	15,5	Frequently
		Chef	11	3,64	1,36	12,5	Frequently
M18	Team work should be supported in order to achieve change and present sources should be used as much as possible.	Director	4	4,25	0,96	5,5	Always
		A.D.	15	4,53	0,64	1,5	Always
		Chef	11	4,73	0,47	2	Always
M19	In change period, individuals should be taken from their functional groups and put to crosswise functional teams.	Director	4	4,00	0,82	8,5	Frequently
		A.D.	15	4,00	0,85	9	Frequently
		Chef	11	3,36	1,03	15,5	Sometimes
M20	For continuity of change looser and changeable organizational constructions should be formed.	Director	4	3,75	0,50	11,5	Frequently
		A.D.	15	3,93	0,70	10,5	Frequently
		Chef	11	4,00	0,77	10	Frequently

M21	Organizational improvement adviser doesn't take part in change, or offer solution, makes a diagnosis. For change, organizational improvement adviser is needed.	Director	4	3,50	0,58	15	Frequently
		A.D.	15	3,33	0,82	18,5	Sometimes
		Chef	11	3,36	0,92	15,5	Sometimes
TOTAL		Director	4	3,71	0,76	-	Frequently
		A.D.	15	3,80	0,95	-	Frequently
		Chef	11	3,87	0,92	-	Frequently

As seen in Table 20 and Figure 5, the item of which the directors agree with is "A well – organized plan should be made before starting organizational change," D,(M12, $\bar{x}=4,75$); A.D,(M12, $\bar{x}=4,53$);C,(M12, $\bar{x}=4,91$). The judgement "Team work should be important so as to achieve change and present sources should be used as well as possible," D,(M18, $\bar{x}=4,25$); A.D.,(M18, $\bar{x}=4,53$); C,(M18, $\bar{x}=4,73$) is among those directors agree with related to organizational change. The directors fully agree with the judgement "Curriculum in the change process should be renovated in intervals in order to have the graduates be successful in the business life" D,(M14, $\bar{x}=4,75$); A.D.,(M14, $\bar{x}=4,33$); C,(M14, $\bar{x}=4,55$).

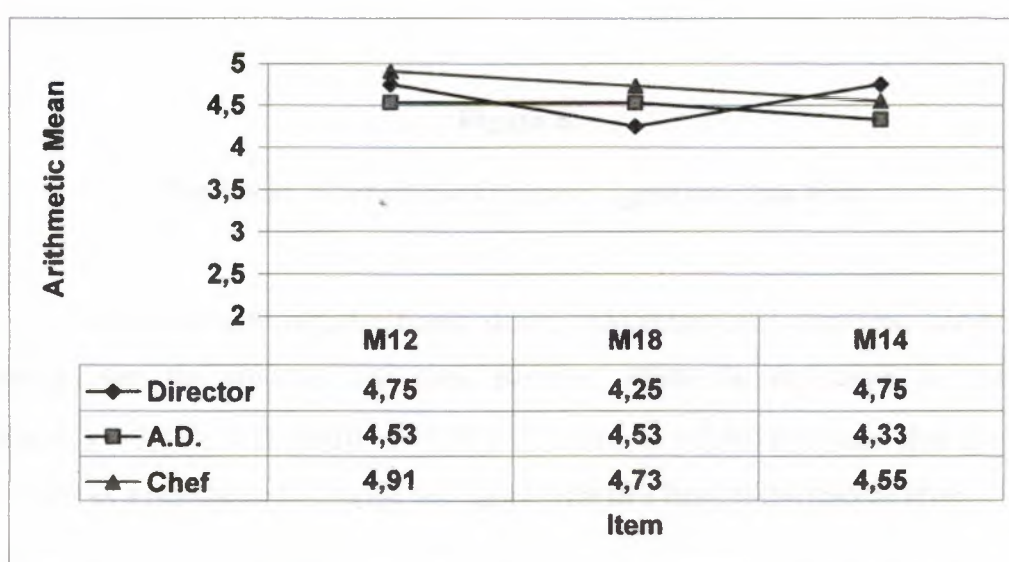


Figure 5.

The Items of Which the Directors Agree the Most With.

As seen in Table 20 and Figure 6, it is seen that the item of which the directors the less agree with is that "Change process reduces the cost of education", $D, (M01, \bar{x}=1,75)$; $A.D., (M01, \bar{x}=2,87)$; $C, (M01, \bar{x}=2,45)$.

The directors participating the research state that organizational change will take place in a long period and that it is necessary to make short term aims and have another aim after reaching this goal; not participating the item "Change process consists of short term long steps confirmed by the force of change powers" $D, (M08, \bar{x}=1,75)$; $A.D., (M08, \bar{x}=2,47)$; $C, (M08, \bar{x}=2,91)$.

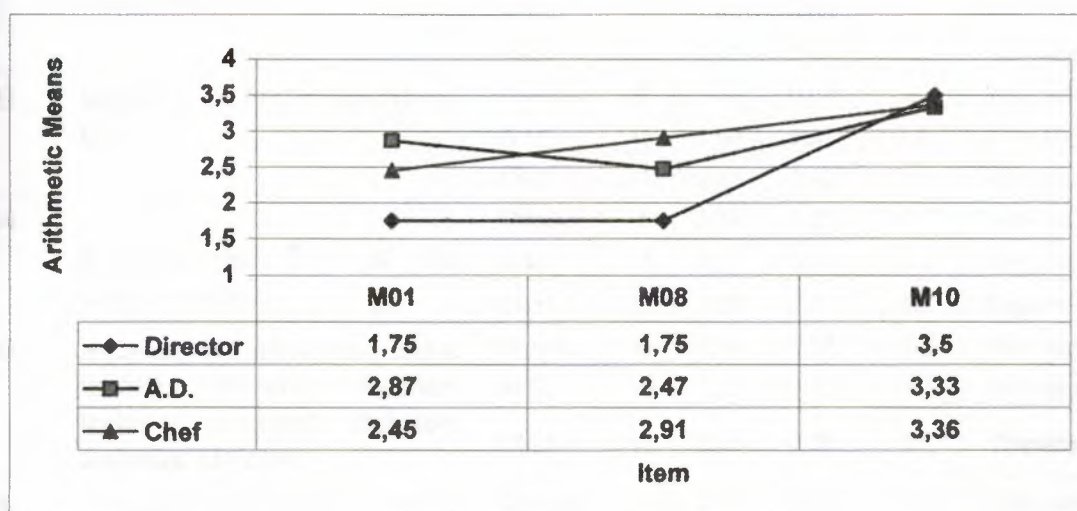


Figure 6.

The Items of Which the Directors Agree the Less With.

Connected with organizational study, "Organizational conflicts, complaints coming from the students and their parents show the resistance to change" $D, (M10, \bar{x}=3,50)$; $A.D., (M10, \bar{x}=3,33)$; $C, (M10, \bar{x}=3,36)$ it is seen that they see this item as a resistance to change and agree with this item in the middle level.

Table 21.

Perception Level of the Administrators of the Items According to Their Importance Level.

Item	Activities	Group	N	\bar{x}	S.d.	S	The Perception Level
M01	Reduces education expenses of change process.	Director	4	2,50	1,00	11,5	Very imp.
		A.D.	15	1,80	0,56	19	Important
		Chef	11	2,18	0,75	14	Important
M02	Designates and increases responsibilities.	Director	4	2,75	0,50	5,5	Very imp.
		A.D.	15	2,40	0,63	9	Very imp.
		Chef	11	2,45	0,69	7	Very imp.
M03	Supplies a better coordination.	Director	4	3,00	0,00	2	Very imp.
		A.D.	15	2,60	0,51	5,5	Very imp.
		Chef	11	2,36	0,67	9	Very imp.
M04	Reduces the duty of the administration.	Director	4	2,50	1,00	11,5	Very imp.
		A.D.	15	2,33	0,49	11,5	Very imp.
		Chef	11	2,00	0,45	17	Important
M05	Shortens the hierarchic chain among student, teacher, technical lecturer, director, assistant director.	Director	4	2,50	0,58	11,5	Very imp.
		A.D.	15	2,33	0,72	11,5	Very imp.
		Chef	11	2,00	0,78	17	Important
M06	The decrease of work output in change process shows there's resistance to change.	Director	4	2,50	0,58	11,5	Very imp.
		A.D.	15	2,20	0,56	16	Important
		Chef	11	1,91	0,83	20	Important
M07	Strike, slowing down work and stopping work states resistance to change.	Director	4	2,50	0,58	11,5	Very imp.
		A.D.	15	2,20	0,41	16	Important
		Chef	11	2,27	0,91	12	Important
M08	Change process; consists of short steps to be done in long – term compelled by the change forces.	Director	4	2,25	0,96	18	Important
		A.D.	15	1,73	0,46	20	Important
		Chef	11	1,91	0,83	20	Important
M09	Change process; is formed of short steps planned to be done in long – term.	Director	4	2,50	0,58	11,5	Very imp.
		A.D.	15	2,33	0,72	11,5	Very imp.
		Chef	11	2,18	0,75	14	Important
M10	Organizational conflicts, the complaints that come from employees and parents show resistance to change.	Director	4	2,25	0,50	18	Important
		A.D.	15	2,07	0,26	18	Important
		Chef	11	2,18	0,60	14	Important

M11	Lecturers' not following the technology sufficiently and insufficiency of in service training causes resistance to change.	Director	4	2,50	0,58	11,5	Very imp.
		A.D.	15	2,67	0,49	4	Very imp.
		Chef	11	2,73	0,47	3	Very imp.
M12	Before starting change process, a long – planned strategical project should be done.	Director	4	2,75	0,50	5,5	Very imp.
		A.D.	15	2,87	0,35	1,5	Very imp.
		Chef	11	2,91	0,30	1	Very imp.
M13	In educational training, the aim of organizational change is to supply student – focused education.	Director	4	3,00	0,00	2	Very imp.
		A.D.	15	2,60	0,63	5,5	Very imp.
		Chef	11	2,64	0,67	4,5	Very imp.
M14	Curriculums should be renovated in certain intervals in order to help the graduates to be successfull in bussiness life.	Director	4	2,75	0,50	5,5	Very imp.
		A.D.	15	2,87	0,52	1,5	Very imp.
		Chef	11	2,82	0,41	2	Very imp.
M15	Training period of the students supply organizational change positively.	Director	4	2,75	0,50	5,5	Very imp.
		A.D.	15	2,27	0,59	14	Important
		Chef	11	2,64	0,51	4,5	Very imp.
M16	Revolving fund applications have a positive effect on change process.	Director	4	2,25	0,50	18	Important
		A.D.	15	2,47	0,64	7,5	Very imp.
		Chef	11	2,36	0,67	9	Very imp.
M17	The budget which is shared from education to professional education enables organizational change.	Director	4	2,25	0,50	18	Important
		A.D.	15	2,47	0,52	7,5	Very imp.
		Chef	11	2,36	0,51	9	Very imp. Very imp.
M18	Team work should be supported in order to achieve change and present sources should be used as much as possible.	Director	4	3,00	0,00	2	Very imp.
		A.D.	15	2,73	0,59	3	Very imp. Very imp.
		Chef	11	2,55	0,52	6	Very imp.
M19	In change period, individuals should be taken from their functional groups and put to crosswise functional teams.	Director	4	2,50	0,58	11,5	Very imp.
		A.D.	15	2,33	0,72	11,5	Very imp.
		Chef	11	2,00	0,78	17	Important
M20	For continuity of change looser and changeable	Director	4	2,00	0,82	21	Important
		A.D.	15	2,20	0,56	16	Important

	organizational constructions should be formed.	Chef	11	2,27	0,47	12	Important
M21	Organizational improvement adviser doesn't take part in change, or offer solution, makes a diagnosis. For change, organizational improvement adviser is needed.	Director	4	2,25	0,50	18	Important
		A.D.	15	1,53	0,52	21	Less imp
		Chef	11	1,82	0,60	21	Important
		Director	4	2,54	0,54	-	Very imp.
TOTAL		A.D.	15	2,33	0,55	-	Very imp.
		Chef	11	2,31	0,63	-	Very imp.

As seen in Table 21, when the perception level of the administrators' due to the importance level is examined, they see the item "Before starting the change process, a well – thought strategical plan should be made." As the most important problem. D,(M12, $\bar{x}=2,75$); A.D.,(M12, $\bar{x}=2,87$); C,(M12, $\bar{x}=2,91$) this item related to strategical planning is perceived as "Very important" by all the groups.

"In order to supply the graduates be successfull in bussiness life, the curriculums should be renewed so as to answer the requirements." D,(M14, $\bar{x}=2,75$) ; A.D.,(M14, $\bar{x}=2,87$); C,(M14, $\bar{x}=2,82$) this item related to the curriculum is perceived as "Very important" by all of the groups.

When the perception level due to the importance level is examined, "Organizational development counselor doesn't participate in the change or offers a solution, he makes a diagnosis. Organizational development counselor is necessary for the change." D,(M21, $\bar{x}=2,75$); A.D.,(M21, $\bar{x}=2,87$); C,(M21, $\bar{x}=2,82$) This item related to the organizational counselor is perceived as "Less important" by the assistant administrators and "important" by the others. Anyway, this item is drawn conclusion as the less important item related with the other items.

4.3. Findings Derived from Part 3 and Lower Problem

Table 22.
Findings Related to the Aim of Organizational Change.

Item	Director			Assistant Director			Chef		
	N	\bar{x}	S	N	\bar{x}	S	N	\bar{x}	S
m13	4	4,75	2	15	4,40	3	11	4,45	6

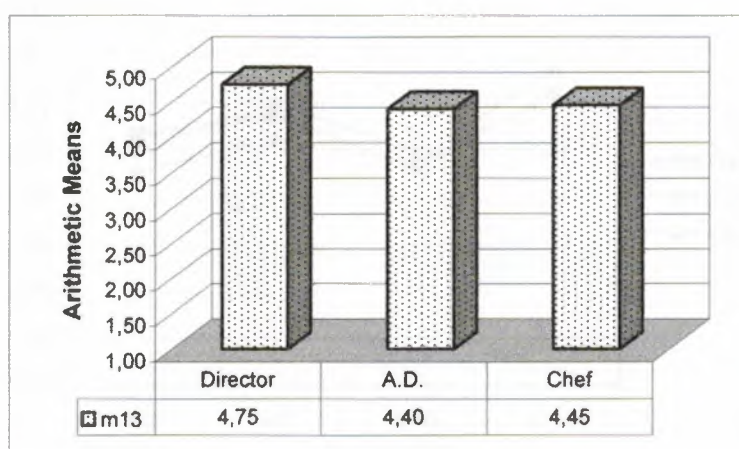


Figure 7.

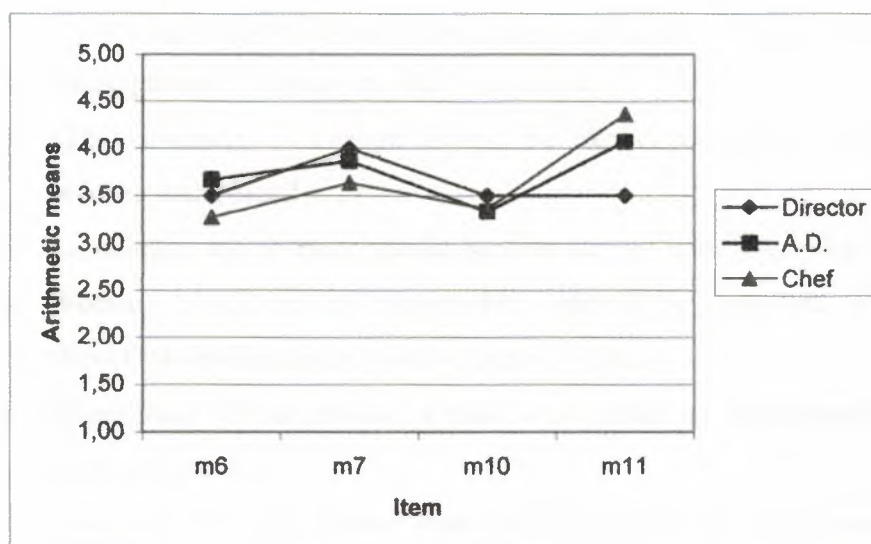
The Participation Level of the Administrators to the Aims of the Change.

As seen in Table 22 and Figure 7, administrators fully agree with the item “The aim of the organizational change is to supply student focused education” D,(M13, \bar{x} =4,75); A.D., (M13, \bar{x} =4,40); C,(M13, \bar{x} =4,45).

Table 23.

Findings Related to Resistance to Change.

Item	Director			Assistant Director			Chef		
	N	\bar{x}	S	N	\bar{x}	S	N	\bar{x}	S
m6	4	3,50	15	15	3,67	14	11	3,27	18,5
m7	4	4,00	8,5	15	3,87	12,5	11	3,64	12,5
m10	4	3,50	15	15	3,33	18,5	11	3,36	15,5
m11	4	3,50	15	15	4,07	6,5	11	4,36	7,5

**Figure 8.**

Findings Related to Resistance to Change.

In Table 23 and Figure 8, when data related to change is examined, the chefs in average level, the other groups plenty of agree with the judgement "In the process of change, bussiness output shows resistance to change." D,(M6, $\bar{x}=3,50$); A.D.,(M6, $\bar{x}=3,67$); C,(M6, $\bar{x}=3,27$), "Strike, slowing down work and quitting work are the signs for resistance to change." D,(M7, $\bar{x}=4,00$);A.D., (M7, $\bar{x}=3,87$) ; C,(M7, $\bar{x}=3,64$) judgement and "Organizational complaints coming from the employees and the parents show the resistance to change" judgement. The administrators fully agree and the other directors agree a lot with the judgement

D,(M10, $\bar{x}=3,50$);A.D.,(M10, $\bar{x}=3,33$);C,(M10, $\bar{x}=3,36$), 'Not following the technology adequately of the lectures and the insufficiency of the in-service training causes resistance to change.'

The administrators who are chief fully agree, the others plenty of agree with the judgement D,(M11, $\bar{x}=3,50$); A.D.,(M11, $\bar{x}=4,07$); C,(M11, $\bar{x}=4,36$).

Opinions and the proposals obtained from the answers the directors who participated the questionnaire to the open ended question are as following.

1. The manpower and natural sources of the country and economical aims should be determined.
2. Technological developments and regional conjuncture should be noticed.
3. Participation to change should be obtained.
4. The continuity of change should be explained, change spirit should become widespread.
5. Knowledge and abilities should become current with in-service training.
6. Working conditions of the teachers should be improved. Promotions should be confirmed due to competence system.
7. Educational labour unions should work with an understanding which bases productivity.
8. University lecturers should make publication in their own branches and follow the developments as to EU criterion. Studies in this way should be made.

Table 24.

Mann–Whitney U –Test Results Whether the Resistance to Change has a
Meaningful Difference Related to Sexuality or not.

Item	Sex	N	Mean Rank	Sum of Ranks	U	p
M01	Female	10	13,15	132	76,50	0,280
	Male	20	16,68	334		
	Total	30				
M02	Female	10	12,35	124	68,50	0,124
	Male	20	17,08	342		
	Total	30				
M03	Female	10	13,80	138	83,00	0,418
	Male	20	16,35	327		
	Total	30				
M04	Female	10	15,85	159	96,50	0,871
	Male	20	15,33	307		
	Total	30				
M05	Female	10	16,20	162	93,00	0,750
	Male	20	15,15	303		
	Total	30				
M08	Female	10	15,80	158	97,00	0,891
	Male	20	15,35	307		
	Total	30				
M09	Female	10	16,00	160	95,00	0,821
	Male	20	15,25	305		
	Total	30				
M12	Female	10	15,15	152	96,50	0,842
	Male	20	15,68	314		
	Total	30				
M14	Female	10	15,90	159	96,00	0,839
	Male	20	15,30	306		
	Total	30				

M15	Female	10	18,10	181	74,00	0,206
	Male	20	14,20	284		
	Total	30				
M16	Female	10	17,30	173	82,00	0,399
	Male	20	14,60	292		
	Total	30				
M17	Female	10	11,90	119	64,00	0,098
	Male	20	17,30	346		
	Total	30				
M18	Female	10	15,40	154	99,00	0,959
	Male	20	15,55	311		
	Total	30				
M19	Female	10	19,80	198	57,00	<u>0,041</u>
	Male	20	13,35	267		
	Total	30				
M20	Female	10	17,40	174	81,00	0,357
	Male	20	14,55	291		
	Total	30				
M21	Female	10	17,65	177	78,50	0,310
	Male	20	14,43	289		
	Total	30				

Mann-Whitney U-Test results whether change process change due to sex are given in Table 24. When the findings derived are examined, it is observed that in Figure 19, it is meaningfully differentiated to sex according to the answers they gave. ($U = 57,00$ $p < 0,05$). When the order average of the administrators is examined, female administrators agree with the judgement "In the change process, the individuals should participate in the crosswise functional teams taken from their teams" more than male administrators.

Table 25.

Mann–Whitney U –Test Results Related to Whether the Resistance to Change has a Meaningful Difference According to Sexuality or not.

Item	Sex	N	Mean Rank	Sum of Ranks	U	p
M06	Female	10	17,80	178	77,00	0,296
	Male	20	14,35	287		
	Total	30				
M07	Female	10	19,45	195	60,50	0,064
	Male	20	13,53	271		
	Total	30				
M10	Female	10	13,80	138	83,00	0,429
	Male	20	16,35	327		
	Total	30				
M11	Female	10	18,00	180	75,00	0,229
	Male	20	14,25	285		
	Total	30				

Mann-Whitney U-Test results whether resistance to change differs due to sex are given in Table 25. When the findings are examined due to the answers to the judgements "In the process of change, the fall of bussiness output shows resistance to change," "Strike, slowing down bussiness and quitting work are symbols of resistance to change.", "Organizational conflicts coming from the employees and the parents show the resistance to change.", "Not following the technology adequently of the lectures and the insufficiency of the in–service training causes resistance to change." Of which the administrators answered, (M06,U=77,00, $p>0,05$); (M07, U=60,5, $p>0,05$);(M10, U=83,00, $p>0,05$);(M11, U=75,00, $p>0,05$) it is observed that there isnot a meaningful difference according to sex.

Table 26.

Kruskal – Wallis Test Results Whether the Resistance to Change has a Meaningful Difference Related to Schools or not.

Item	Kind of school	N	Mean Rank	Chi-Square	df	p
M06	Vocational High School	15	13,20	10,979	3	<u>0,012</u>
	Atatürk Vocational School	7	23,71			
	Practical Art School	3	6,50			
	Trade High School	5	16,30			
	Total	30				
M07	Vocational High School	15	12,63	5,961	3	0,113
	Atatürk Vocational School	7	21,79			
	Practical Art School	3	14,33			
	Trade High School	5	16,00			
	Total	30				
M10	Vocational High School	15	15,90	4,165	3	0,244
	Atatürk Vocational School	7	19,71			
	Practical Art School	3	12,00			
	Trade High School	5	10,50			
	Total	30				
M11	Vocational High School	15	16,63	7,341	3	0,062
	Atatürk Vocational School	7	20,14			
	Practical Art School	3	9,17			
	Trade High School	5	9,40			
	Total	30				

Kruskal-Wallis Test results whether resistance to change differs due to school is given in Table 26. When the findings are examined due to the answers to the judgements, it is seen that in Item 06 it has a meaningful difference $.(x^2_{(3)} = 10,979, p < 0,05)$. During the analysis done using Mann-Whitney U test, in order to designate which groups cause the meaningful difference, it is seen that the meaningful difference is among the employees working in “Industrial Professional High School” and “Professional High School” in Table 27 ($U=17, p < 0.05$). when the findings are examined, according to the sequence average, the directors working in Industrial Professional High School agree with the judgement “The decrease in bussiness output

shows resistance to change” more than the directors working in Professional High School.

Table 27.

Mann – Whitney U Test for item 6

Kind of school	N	Mean Rank	Sum of Ranks	U	p
Vocational High School – Atatürk Vocational School	15	9,13	137	17,00	<u>0,012</u>
	7	16,57	116		
Total	22				
Vocational High School – Practical Art School	15	10,20	153	12,00	0,192
	3	6,00	18		
Total	18				
Vocational High School – Trade High School	15	9,87	148	28,00	0,386
	5	12,40	62		
Total	20				

Table 28.

Kruskal – Wallis Test Results Whether the Resistance to Change has a Meaningful Difference Related to Position or not.

Item	Duty	N	Mean Rank	Chi-Square	df	p
M06	Director	4	15,38	0,843	2	0,660
	A.D.	15	16,83			
	Chef	11	13,73			
	Total	30				
M07	Director	4	15,50	0,037	2	0,982
	A.D.	15	15,77			
	Chef	11	15,14			
	Total	30				
M10	Director	4	17,25	0,213	2	0,899
	A.D.	15	15,10			
	Chef	11	15,41			
	Total	30				
M11	Director	4	10,13	3,811	2	0,149
	A.D.	15	14,53			
	Chef	11	18,77			
	Total	30				

Table 29.

Kruskal – Wallis Test Results Whether the Resistance to Change has a Meaningful Difference Related to Precedence or not.

Item	Seniority	N	Mean Rank	Chi-Square	df	p
M06	5 years or less	1	19,50	9,551	4	0,051
	6-10 years	4	19,38			
	11-15 years	9	19,39			
	16-20 years	7	7,21			
	21 years on more	9	15,89			
	Total	30				
M07	5 years or less	1	7,00	10,559	4	<u>0,032</u>
	6-10 years	4	26,50			
	11-15 years	9	16,89			
	16-20 years	7	12,57			
	21 years on more	9	12,44			
	Total	30				
M10	5 years or less	1	28,50	3,774	4	0,437
	6-10 years	4	13,88			
	11-15 years	9	17,50			
	16-20 years	7	14,79			
	21 years on more	9	13,33			
	Total	30				
M11	5 years or less	1	25,50	10,909	4	<u>0,028</u>
	6-10 years	4	19,25			
	11-15 years	9	17,56			
	16-20 years	7	7,14			
	21 years on more	9	17,17			
	Total	30				

Kruskal–Wallis Test results related to whether the resistance to change has a meaningful difference according to position or not are given in Table 29. According to the data obtained; (M06, $\chi^2_{(4)}=9,551, p>0,05$); (M07, $\chi^2_{(4)}=10,559, p<0,05$);

($M10, \chi^2(4)=3,774, p>0,05$); ($M11, \chi^2(4)=10,909, p<0,05$) It is observed that resistance to change has a meaningful difference in the point of precedence factor. For item 07, in order to determine which groups cause the meaningful difference among the groups, it is observed that Mann-Whitney U test becomes different in Table 30 and for Item 11 in Table 31 in a meaningful way. When the sequence average of the administrators in the groups are examined, for Item 07, an administrator who has 5 years or less seniority participate more than an administrator who has 6-10 years of seniority. For Item 11, the ones having 16-20 years of seniority participate more than the ones who have 6-10 years of seniority.

Table 30.

Mann-Whitney U Test for Item 07 in Order to Determine Which Groups Lead to the Meaningful Difference Among the Groups.

Seniority	N	Mean Rank	Sum of Ranks	U	p
5 years or less - 6-10 years	1	1	1	0,00	<u>0,032</u>
	4	3,5	14		
Total	5				

Table 31.

Mann-Whitney U Test for Item 11 in Order to Determine Which Groups Lead to the Meaningful Difference Among the Groups.

Seniority	N	Mean Rank	Sum of Ranks	U	p
6-10 years- 16-20 years	4	8,75	35	3,00	<u>0,028</u>
	7	4,43	31		
Total	11				

It was observed whether "The aim of the organizational change is to provide student focused education" item of the administrators in the searching group differs according to sex or not in Table 32 by Mann-Whitney U-Test.

Table 32.

Mann-Whitney U-Test Results Related to Whether Change Aims Have Meaningful Difference According to Sex or not.

Sex	N	Mean Rank	Sum of Ranks	U	p
Female	10	12,55	125,5	70,50	0,130
Male	20	16,76	339,5		
Total	30				

Table 33.

Kruskal-Wallis Test Results Related to Whether Change Aims Have Meaningful Difference According to Schools or not.

Kind of school	N	Mean Rank	Chi-Square	df	p
Vocational High School	15	17,30	2,628	3	0,453
Atatürk Vocational School	7	13,29			
Practical Art School	3	10,83			
Trade High School	5	16,00			
Total	30				

Table 34.

Kruskal-Wallis Test Results Related to Whether Change Aims Have Meaningful Difference According to Position or not.

Duty	N	Mean Rank	Chi-Square	df	p
Director	4	17,88	0,492	2	0,782
A.D.	15	14,90			
Chef	11	15,45			
Total	30				

As seen in Table 32, the administrators in the investigation team ($U=70,50$, $p>0,05$) there's not a difference in the aims of the change according to sex, in the same way, in Table 33 ($\chi^2_{(3)}=2,628$, $p>0,05$) there's not a difference according to schools and in Table 34 ($\chi^2_{(2)}=0,492$, $p>0,05$) there's not also a difference according to the position of the administrators.

Table 35.

Kruskal-Wallis Test Results Regarding If the Change Process Has a Meaningful Difference According to Schools.

Item	Kind of school	N	Mean Rank	Chi-Square	df	p
M01	Vocational High School	15	15,87	0,250	3	0,969
	Atatürk Vocational School	7	15,07			
	Industrial Practical Art School	3	13,50			
	Trade High School	5	16,20			
	Total	30				
M02	Vocational High School	15	16,77	3,060	3	0,383
	Atatürk Vocational School	7	16,79			
	Industrial Practical Art School	3	15,50			
	Trade High School	5	9,90			
	Total	30				
M03	Vocational High School	15	16,70	5,740	3	0,125
	Atatürk Vocational School	7	19,14			
	Industrial Practical Art School	3	12,50			
	Trade High School	5	8,60			
	Total	30				
M04	Vocational High School	15	14,33	0,664	3	0,882
	Atatürk Vocational School	7	16,57			
	Industrial Practical Art School	3	15,67			
	Trade High School	5	17,40			
	Total	30				
M05	Vocational High School	15	15,80	7,590	3	0,055
	Atatürk Vocational School	7	20,71			
	Industrial Practical Art School	3	4,83			
	Trade High School	5	13,70			
	Total	30				
M08	Vocational High School	15	18,07	3,263	3	0,353
	Atatürk Vocational School	7	11,79			
	Industrial Practical Art School	3	12,00			
	Trade High School	5	15,10			
	Total	30				
M09	Vocational High School	15	15,13	2,356	3	0,502
	Atatürk Vocational School	7	17,43			
	Industrial Practical Art School	3	19,83			

	Trade High School	5	11,30			
	Total	30				
M12	Vocational High School	15	16,33	0,627	3	0,890
	Atatürk Vocational School	7	15,36			
	Industrial Practical Art School	3	14,67			
	Trade High School	5	13,70			
	Total	30				
M14	Vocational High School	15	16,83	1,381	3	0,710
	Atatürk Vocational School	7	13,50			
	Industrial Practical Art School	3	16,83			
	Trade High School	5	13,50			
	Total	30				
M15	Vocational High School	15	15,83	4,181	3	0,243
	Atatürk Vocational School	7	17,71			
	Industrial Practical Art School	3	19,00			
	Trade High School	5	9,30			
	Total	30				
M16	Vocational High School	15	17,87	5,128	3	0,162
	Atatürk Vocational School	7	16,71			
	Industrial Practical Art School	3	8,33			
	Trade High School	5	11,00			
	Total	30				
M17	Vocational High School	15	18,83	5,060	3	0,167
	Atatürk Vocational School	7	12,93			
	Industrial Practical Art School	3	13,50			
	Trade High School	5	10,30			
	Total	30				
M18	Vocational High School	15	15,03	0,508	3	0,917
	Atatürk Vocational School	7	17,00			
	Industrial Practical Art School	3	16,33			
	Trade High School	5	14,30			
	Total	30				
M19	Vocational High School	15	12,10	7,813	3	0,050
	Atatürk Vocational School	7	21,57			
	Industrial Practical Art School	3	20,67			
	Trade High School	5	14,10			
	Total	30				

M20	Vocational High School	15	14,70	2,957	3	0,398
	Atatürk Vocational School	7	17,93			
	Industrial Practical Art School	3	20,17			
	Trade High School	5	11,70			
	Total	30				
M21	Vocational High School	15	15,90	6,526	3	0,089
	Atatürk Vocational School	7	19,57			
	Industrial Practical Art School	3	17,17			
	Trade High School	5	7,60			
	Total	30				

Kruskal-Wallis Test Results Related to Whether Change Aims Have Meaningful Difference According to Schools or not are shown in Table 35. ($p>0,05$) there's not a meaningful difference.

Table 36.

Kruskal-Wallis Test Results Regarding If the Change Process Has a Meaningful Difference According to Precedence.

Item	Duty	N	Mean Rank	Chi-Square	df	p
M01	Director	4	9,38	3,065	2	0,216
	A.D.	15	17,57			
	Chef	11	14,91			
	Total	30				
M02	Director	4	15,38	2,454	2	0,293
	A.D.	15	13,43			
	Chef	11	18,36			
	Total	30				
M03	Director	4	18,25	1,496	2	0,473
	A.D.	15	13,73			
	Chef	11	16,91			
	Total	30				
M04	Director	4	13,63	3,505	2	0,173
	A.D.	15	18,33			
	Chef	11	12,32			
	Total	30				
M05	Director	4	12,00	1,659	2	0,436

	A.D.	15	14,70			
	Chef	11	17,86			
	Total	30				
M08	Director	4	10,13	3,293	2	0,193
	A.D.	15	14,63			
	Chef	11	18,64			
	Total	30				
M09	Director	4	19,13	0,915	2	0,633
	A.D.	15	15,37			
	Chef	11	14,36			
	Total	30				
M12	Director	4	15,88	3,125	2	0,210
	A.D.	15	13,43			
	Chef	11	18,18			
	Total	30				
M14	Director	4	18,00	0,498	2	0,780
	A.D.	15	15,10			
	Chef	11	15,14			
	Total	30				
M15	Director	4	13,38	2,628	2	0,269
	A.D.	15	13,80			
	Chef	11	18,59			
	Total	30				
M16	Director	4	12,50	2,891	2	0,236
	A.D.	15	13,87			
	Chef	11	18,82			
	Total	30				
M17	Director	4	13,00	0,539	2	0,764
	A.D.	15	15,37			
	Chef	11	16,59			
	Total	30				
M18	Director	4	12,63	1,210	2	0,546
	A.D.	15	15,03			
	Chef	11	17,18			
	Total	30				
M19	Director	4	17,13	2,873	2	0,238
	A.D.	15	17,50			

	Chef	11	12,18			
	Total	30				
M20	Director	4	13,50	0,342	2	0,843
	A.D.	15	15,50			
	Chef	11	16,23			
	Total	30				
M21	Director	4	17,00	0,170	2	0,919
	A.D.	15	15,10			
	Chef	11	15,50			
	Total	30				

Kruskal-Wallis Test Results Related to Whether Change Aims Have Meaningful Difference According to Position or not are shown in Table 36. ($p>0,05$) there's not a meaningful difference.

Table 37.

Kruskal-Wallis Test Results Regarding If the Change Process Has a Meaningful Difference According to Precedence.

Item	Seniority	N	Mean Rank	Chi-Square	df	p
M01	5 years or less	1	21,00	1,045	4	0,903
	6-10 years	4	13,88			
	11-15 years	9	14,00			
	16-20 years	7	16,50			
	21 years on more	9	16,33			
	Total	30				
M02	5 years or less	1	24,50	1,558	4	0,816
	6-10 years	4	14,38			
	11-15 years	9	15,94			
	16-20 years	7	15,64			
	21 years on more	9	14,44			
	Total	30				
M03	5 years or less	1	24,50	1,920	4	0,750
	6-10 years	4	15,13			

	11-15 years	9	15,67			
	16-20 years	7	13,14			
	21 years on more	9	16,33			
	Total	30				
M04	5 years or less	1	17,50	2,250	4	0,690
	6-10 years	4	19,75			
	11-15 years	9	13,89			
	16-20 years	7	17,36			
	21 years on more	9	13,56			
	Total	30				
M05	5 years or less	1	10,00	8,645	4	0,071
	6-10 years	4	22,38			
	11-15 years	9	17,61			
	16-20 years	7	8,36			
	21 years on more	9	16,50			
	Total	30				
M08	5 years or less	1	12,50	3,237	4	0,519
	6-10 years	4	15,75			
	11-15 years	9	11,94			
	16-20 years	7	15,93			
	21 years on more	9	18,94			
	Total	30				
M09	5 years or less	1	27,00	4,671	4	0,323
	6-10 years	4	15,63			
	11-15 years	9	18,28			
	16-20 years	7	15,29			
	21 years on more	9	11,56			
	Total	30				
M12	5 years or less	1	19,50	2,793	4	0,593
	6-10 years	4	15,88			
	11-15 years	9	14,67			
	16-20 years	7	12,71			
	21 years on more	9	17,89			
	Total	30				

M14	5 years or less	1	21,50	2,832	4	0,780
	6-10 years	4	18,00			
	11-15 years	9	12,39			
	16-20 years	7	15,50			
	21 years on more	9	16,83			
	Total	30				
M15	5 years or less	1	10,00	7,043	4	0,134
	6-10 years	4	23,50			
	11-15 years	9	12,61			
	16-20 years	7	12,86			
	21 years on more	9	17,50			
	Total	30				
M16	5 years or less	1	15,00	3,829	4	0,430
	6-10 years	4	17,75			
	11-15 years	9	16,44			
	16-20 years	7	10,29			
	21 years on more	9	17,67			
	Total	30				
M17	5 years or less	1	19,50	4,386	4	0,356
	6-10 years	4	10,00			
	11-15 years	9	13,28			
	16-20 years	7	16,07			
	21 years on more	9	19,28			
	Total	30				
M18	5 years or less	1	21,00	1,436	4	0,838
	6-10 years	4	17,50			
	11-15 years	9	16,33			
	16-20 years	7	14,21			
	21 years on more	9	14,17			
	Total	30				
M19	5 years or less	1	17,00	0,623	4	0,960
	6-10 years	4	16,00			
	11-15 years	9	16,67			
	16-20 years	7	13,57			

	21 years on more	9	15,44			
	Total	30				
M20	5 years or less	1	16,50	7,109	4	0,130
	6-10 years	4	22,00			
	11-15 years	9	17,61			
	16-20 years	7	9,64			
	21 years on more	9	14,94			
	Total	30				
M21	5 years or less	1	23,00	3,436	4	0,488
	6-10 years	4	20,00			
	11-15 years	9	14,78			
	16-20 years	7	12,00			
	21 years on more	9	16,11			
	Total	30				

Kruskal-Wallis Test Results Related to Whether Change Aims Have Meaningful Difference According to Seniority or not are shown in Table 37. ($p>0,05$) there's not a meaningful difference. From the findings derived, it is observed that the approach of the administrators to the change is near to each other.

PART V

RESULT AND SUGGESTIONS

5.1. RESULTS

In this study, the problem “What are the points of view of Director, Assistant Director and Department Chefs working in Professional Technical Education Department of TRNC Ministry of Education and Culture concerning change? Is there a difference among these ideas?”

5.1.1. Outcomes related to Personal Features of the administrators

33% of the ones participating the investigation are female and 67% of them are male. This is because the department chefs in professional educational institutions are mainly male. 12% of the ones participating the investigation are director, 50% of them are Assistant Director and 37% of them are Department Chefs. 50% of the directors work in Industrial Professional High Schools, 23 of them work in Vocational Schools, 17 of them work in Trades School. 53% of the group joining the investigation are Pedagogical Faculty graduates, and 47% of them are graduates of other faculties. The ones who chose the other choice are mainly engineering faculty graduates.

5.1.2. The Results of Practice Regarding Investigation Area

1. According to the investigation results “Before starting change process, a well thought strategical plan should be made” and “Group work must be given importance to and present sources should be used” items are seen to be chosen at most rank.

2. According to all the groups, in the problem related to the organizational change, the directors agree most with the item “The aim of the organizational change

in professional change is to supply student focused education" $\bar{x} = 4,53$. Whether the aim of the change differs according to the directors were investigated, it was seen from the findings that there weren't any difference. It may be resulted that student should take a more effective role in the educational activities in the professional educational schools.

3. In the enumeration question "What are the features you think should be found in a change leader?" asked to the directors in the investigational group, "Being scientific and experiment" is the first with $\bar{x} = 4,97$ arithmetical average, "Determination and consistency" is the second with $\bar{x} = 4,27$ arithmetical average. It is seen that change is done in the leadership of the change leader and the methods based on scientific bases.

4. In the lower problem related to resistance to change, the directors agree with the "The decrease in the bussiness output shows resistance to change" but it is stated that there is a meaningful difference among the directors working in Industrial Professional High Schools and Professional Hish Schools ($U=17$, $p<0,05$). Resistance to change shows itself in different ways; passive resistance, delaying the work, the significant increase in the mistakes etc. At the same time, it is seen that resistance to change 66,70% arises from the teachers. The results may be because the inquiry was applied only to the directors, the teachers not participating the inquiry. According to the findings derived from the research, the group work and in-service training is necessary in reducing resistance to change.

5. The directors participating the investigation perceive "So as to the graduate students be successfull in the bussiness life, in the change process, curriculum should be renewed from time to time in a way they answer the needs." Item as "very important".

6. It is seen that, to the question about change expectations, the directors answered "Increasing the quality" 67%, chose "Increasing the motivation" 27%.

7. The male directors agree with the "In the change process, the individuals should be taken from their groups and participate crosswise functional teams," judgement, more than female directors. Difference has been found among male and female directors concerning this item. ($U = 57$, $p < 0,05$) this finding show that male directors can adopt different groups more easily. Being distant of the vocational schools to each pther in TRNC may be affective in such a difference.

5.2. DISCUSSION AND SUGGESTS

1. Many educational plan that have been thoght to be confirmed up to today couldnot be achieved because the proper strategy couldn't be signified and it couldn't be told to the ones who will be affected from the change. The best example to show for this can be that exam regulations change every year. To develop a strategical plan and apply it successfully, it should be thought what difficulties the educational institutions which have applied change came across and what precautions they took. In prder to provide organizational change, the difference between the present state and the vision and the ideas of the people who are likely to be affected from the change should be listened to.

2. The most important aim of the professional education is to bring up an interval staff member to the sector. The professional Schools bring up staff member to the indy-ustrial enterprises and Trade Schools bring up financial staff members. The graduates work in low prizes because they are not in the quality the sector requires. For this reason, the expectations of the students from the professional education, so the quality of education goes bad day by day. The educational system should be investigated by educational experts and thus the change requirement should be determined. Modular education is a student centered programme. The student gets the modules he wants from the school and the professional institutions confirm the exams of these modules. In education, not only the knowledge is given to the student, but also producing information according to the re - stucruralism

philosophy educational programmes due to ruling knowledge should be considered. According to this understanding, people do not take the knowledge as it is, they interpret it according to themselves. Sufficient education should be given to the student about how to reach the information and opportunities should be presented in getting knowledge.

3. The investigations done on the change show that, change has not changed as evolutionary changes, that is to say spontaneously. For this reason, change plan prepared in scientific methods should be applied by the full participation of the shareholders (Teacher, Student, Director, Parent, Employer Representative, Civil Community Establishments). Change leaders in the educational institutions are commonly school directors or administrators. Directors should be supplied to have education on educational management and change.

4. As for the change should be accepted, educational studies should be done beforehand the change process. The most important reason for the failure of the change is resistance. To reduce the resistance to change to the minimum degree, team work should be given importance. The in-service training of the educationalists should be developed, and all the opportunities should be used in this topic. Leonardo da Vinci programme is a group programme designed in order to educate man power of each age and profession through the requirements of the society, form a common business programme, to increase the level of professional education, especially to encourage the projects devoted to relations among the educational institutions and entrepreneurs. During the years of 2000-2006, private, public or semi-public institutions may appeal to the programme having a 1,150 million Euro budget. By the projects to be developed, this programme should be made use of.

5. Change indicates continuity and in order not to remain behind the developments, it should always be applied. Because the professional education is expensive and the impossibility of following technological developments day to day, makes the professional education compulsory in the companies. Rivalry in the enterprises reveals the need of more qualified employee. Specially, average scale enterprises establish their own educational units because of the need of qualified staff. For this reason, educational units should frequently be scrutinized, that is to say, change consciousness should be constituted.

Because of the insufficiency of numbers of population and sample, in order to get a wider perspective, it may also be observed in qualitative dimension. As the research is limited by administrator points of view in professional education, it prevents getting the idea of the teachers and the students. This research should have been done by directors, teachers, students and parent altogether. This same research may be applied in other districts of TRNC as well as Nicosia.

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Ek-2. Mesleki Teknik Öğretim Dairesi'nden Alınan İzin Örneği.



**KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI
MESLEKİ TEKNİK ÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ**

Sayı:MTÖ.0.00-13-04/ 832

22 Aralık 2004

**Sayın Kürşad Sabırlı
Sedat Simavi Endüstri Meslek Lisesi
Lefkoşa.**

Müdürlüğümüze yaptığınız başvuruda okullarımızda görev yapan yöneticilere yönelik "Mesleki Eğitimde Değişim Yönetimi" konulu anket uygulaması yapma istemiyle izin talebinde bulundunuz.

Talebinizle ilgili olarak Talim ve Terbiye Dairesi Müdürlüğü'nce yapılan incelemede, anket uygulamanız uygun görülmüştür. Ancak, anket uygulanmadan önce anketin uygulanacağı okulların müdürlükleri ile istişarede bulunup anketin ne zaman uygulanacağı birlikte saptanmalıdır. Keza, anket uygulandıktan sonra da sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne de ulaştırılması gerekmektedir.

Bilgi edinmenizi ve gereğini saygı ile rica ederim.


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Appendix -2. Questionnaire Sample.

ORGANIZATIONAL EXCHANGE SCALE IN PROFESSIONAL EDUCATION

This form has been designed **Organizational Exchange Scale in Professional Education** to designate. The knowledge derived from the questionnaire will be used in postgraduate thesis. the answer you'll give will only be used in terms of investigation. This research doesn't have an aim to get knowledge of individuals or institutions. For this reason don't write your name or the institution you work for. Choose the choice which best reflects your idea. Thank you for participation and cooperation.

Kürşad SABIRLI
Near East University
Educational science Institute
Educational Management Supervision Planning
and Economics Discipline Master of Arts Student

PART 1

(Put an X in the paranthesis () which suits you.)

1. Your sex?

() 1. Female () 2. Male

2. The position and the duty of the person responding.

() 1. Director () 2. Assistant Director () 3. Department Chef

3. Your total working time in the professional education instituon?

() 1. 5 years and less () 2. 6-10 years () 3. 11-15 years
() 4. 16-20 years () 5. 21 and more

4. Your total working time as a director in your institution?

() 1. 5 years and less () 2. 6-10 years () 3. 11-15 years
() 4. 16-20 years () 5. 21 and more

5. Department you graduated from,

() 1. Institution of Higher Education (2 years)
() 2. Education Faculty (Licance 4 years)
() 3. Teachers' Training School (Academy)
() 4. Other (please write).....

6. The educational institution you work in.

() 1. Industrial Vocational School () 2. Vocational High School
() 3. Practical Art School () 4. Trade High School

PART 2

1. What reasons made you join the changing programme?

- ☐ 1. Educational politics
- ☐ 2. Technological developments
- ☐ 3. New rivals
- ☐ 4. Management comprehension
- ☐ 5. Entering process to EU
- ☐ 6. Other(please write).....

2. What are the targets you expect from changing?

- ☐ 1. To increase the quality
- ☐ 2. The increase of motivation
- ☐ 3. Nominative organization
- ☐ 4. To reduce bureaucratic process
- ☐ 5. To reduce uneasiness inside the association
- ☐ 6. Other (please write).....

3. Which subject did you give priority in changing process to make the organization to accept the starting changing process?

- ☐ 1. Education
- ☐ 2. Meetings
- ☐ 3. Prizes (kind:.....)
- ☐ 4. Information

4. In which level does resistance to changing can be seen?

- ☐ 1. Director
- ☐ 2. Assistant Director
- ☐ 3. Chefs
- ☐ 4. Teachers
- ☐ 5. Technical Educational employees
- ☐ 6. Students and parents

5. Which methods will you use to protect resistance to changing?

- ☐ 1. Communication, give information
- ☐ 2. To supply participation, to form an opinion
- ☐ 3. Training(seminar,meeting etc.)
- ☐ 4. Pressure

6. Can you number the properties which should be found in a changig leader from 1 to 6?

- ☐ 1. To have an effective communication
- ☐ 2. Respect and trust
- ☐ 3. Charm
- ☐ 4. Being scientific and experience
- ☐ 5. Prudent behaviour
- ☐ 6. Being determined and consistent

PART 3

Importance Degree of the Aim			The decisions chosen to supply organizational change in professional education; (Put an X in the <input type="checkbox"/> you choose)		The level of the aim to come true				
Very Important	Important	Less Important			Never	Rarely	Sometimes	Frequently	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Reduces education expenses of changing process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Designates and increases responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Supplies a better coordination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Reduces the duty of the administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Shortens the hierarchic chain among student, teacher, technical lecturer, director, assistant director.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	The decrease of work output in changing process shows there's resistance to changing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	Strike, slowing down work and stopping work states resistance to changing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	Changing process; consists of short steps to be done in long – term compelled by the changing forces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	Changing process; is formed of short steps planned to be done in long – term.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	Organizational conflicts, the complaints that come from employees and parents show resistance to changing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11	Lecturers' not following the technology sufficiently and insufficiency of in service training causes resistance to changing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	Before starting changing process, a long – planned strategical project should be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13	In educational training, the aim of organizational changing is to supply student – focused education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please write down your considerable evaluation for “supplying organizational change in professional education” except these questions?

Thank you for responding.