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The Institute Of Social Sciences

A STUDY ON THE EFFECT OF THE TEACHERS' PERCEPTIONS  
REGARDING THEIR ROLES ON THE ORGANIZATIONAL SYSTEM AT YADIM

MASTER OF ARTS

in the subject of

ENGLISH LANGUAGE TEACHING

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A Thesis Presented

by

Gülsun Korkmaz Özdemir

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## ABSTRACT

This thesis is devoted to the investigation of the underlying causes of the problems that occurred during the application of the 'small group meeting system' at the Foreign Language Center at Çukurova University (YADIM), Turkey, and the differences in the perception of 54 teachers. The differences were expected to take place due to the development sessions which were held at YADIM at the beginning of the 1993-1994 academic year. The aim was to lead to teachers' awareness of their roles, both as individuals and as small groups. In this study, two questionnaires, a structured interview and the researcher's observations were used in collection of the data. The subjects of the study were 54 teachers working at YADIM. Analysis of the data showed that at YADIM the existence of level coordinators was one of the main drawbacks in the system and that one of the main reasons for the system's not working efficiently was the human factor. The most important thing that YADIM needs to do for establishing a more effective system seems to be offering teachers more adequate training in working as members of teams.

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## CHAPTER 1

### INTRODUCTION

The primary focus of this section will be on explaining the mission of the preparatory schools to enable the reader to understand the reason for the application of the small group meeting system at YADIM. Therefore, it is necessary to have an idea about the language preparatory schools and their purpose.

In Turkey, many universities have started offering their courses through the medium of English. This requires students to achieve a certain level of language proficiency in English to be able to follow and understand the courses offered in English. Since only a small percentage of students have the required language proficiency before starting university education, they need to be offered an intensive language program to be able to follow the Freshman courses in their faculties. Students in these language programs are expected to reach an exit level specified by the preparatory school. Students who are successful in achieving the required exit level can continue their education in their own faculties.

Students in these language programs are educated by the staff who generally have degrees in Literature, Linguistics, Philology and English Language Teaching.

Certainly, there have been a great deal of research carried out by the staff in these schools on the trends of language learning theories and methodologies, the needs analysis, the effectiveness of the language programs, the evaluation of the programs and the assessment system.

The reason for a research of this kind is that if language schools at universities are considered to reflect the process between the supplier and the customer, this can be analyzed into linked elements that can be optimized individually as well as being designed collectively for greatest effectiveness (Crawford cited in Hergüner 1991). The analysis of this complex process may help these schools to be perceived as highly complex organizations and thus be treated accordingly.

Since students in language programs who are the customers in this case have to take some of their field courses in English in their own faculties, the mission of the language schools is to prepare these students so that they can pursue their courses in English.

Whatever language learning theory or whichever best material the schools use, if it does not meet the requirements of the faculties, it may create complaints and dissatisfaction and thus both the graduates of the language school and the staff members in the related faculties may accuse the language school of being ineffective.

Recently, "academic institutions have begun exploring the adaptation of business and industry management innovations for quality improvement" (Dill cited in Hergüner 1992). This brings with it the concept of Total Quality Management which is defined by Saunders & Walker (1992: 92) as a process of steady improvement and culture change.

Total refers to the participation of everyone in the organization encompassing all the aspects of work and continuity of the concept of quality. Quality refers to the quality of goods and services and the work and human relationships. Management refers to working with and through people who achieve organizational goals (Bilginçan 1992).

The concept of Total Quality Management is process-oriented and it will be explained in more detail later in this study.

The adaptation of Total Quality Management in academic institutions brings with it the process-oriented system which leads to the concept of questioning situations, finding causes of problems and suggesting some ways for betterment procedures. Since schools are open to innovations and change, the concept of Total Quality Management can be implemented in schools.

### **1.1. Background to the study**

Like many other universities, Çukurova University has established a Foreign Language Center (YADIM) to meet the requirements of the faculties.

YADIM having 259 graduate and 774 undergraduate students (1033), 73 teachers and 12 administrative staff is a very large institution. It is not only a language center but also a miniature society which needs to be organized and managed. Since organizations are defined as social arrangements for the controlled performance of collective goals, (Buchanan & Huczynski 1985: 5) it seems logical to assume that a language teaching center like YADIM meets the requirements of the definition of an organization.

The main purpose of this study is to investigate the human factor in the organization of Language Teaching Institutions with specific reference to YADIM (the Foreign Language Center at the University of Çukurova). The aim is to define the contributions made by the various academic units within the system applied at YADIM and to find out the underlying causes of the problems that have arisen during the application of the organizational system. The focus is on the small group meetings held by the teachers to support the various academic units. This study does not aim to solve the problems but to highlight the causes of these problems and to suggest some solutions.

My own view was that, as it will be explained in the statement of the hypotheses, the organizational system at YADIM was analytical, and there appeared to be no reason for its not working. In such a large organization like YADIM, a problem would be expected to occur if there were not a system. But this was not the case. Although the administration was trying to solve the problems in the information flow from the teachers to the administration and vice versa before they occurred, there were still problems. I observed that the main drawback was the teachers' being not aware of the fact that they were a part of a system in an organization and they should behave as a

member of it instead of perceiving their roles as individuals teaching their own classes and doing nothing else. To me, this was not the fault of anybody, it was only a problem originated from the cultural background and from the people's not being trained in working in organizations. As one of the teachers at YADIM, I was aware of the problems and complaints of colleagues. After talking with the Assistant Director about the organizational system's success, I asked if the system would be applied the following year. To my surprise the answer was positive, although she was aware of the fact that the system was not effective enough. What the administrators were planning to do was to organize some development sessions to create an awareness of the importance of the human factor in Language Teaching Institutions, to make people aware of the underlying causes for the application of such a system and the reasons for their trying to streamline the organization, that is to reduce hierarchy and the levels between the administration and teachers. In addition to this, I was told that they were not going to have level coordinators to streamline the organization and to reduce bureaucracy. I decided to investigate the differences in the perceptions of the teachers of their roles before and after the development sessions because the administration's view was that what all the teachers needed was to be trained about being a

member of an organization, sharing the responsibilities, and helping the organization work properly.

My view was that if they were aware of their being crucial to YADIM not only as individuals but also as groups of people and members of the organization, the system would work perfectly.

### **1.2. Statement of the problem**

The administration of YADIM, aiming to cope with the management of YADIM as well as to refine the institution academically, is in search of a system which will enable it to work more efficiently. The need for an effective system is vital because the number of teachers at YADIM is 73 and it is impossible to give students a standard level of English, aimed at by the administration, if an effective working system is not implemented.

From the foundation of the institution up to the present, two systems have been experimented within sequence for the purpose of providing a standard exposure to English and testing system that would bring the students to the same language level. The implementation of each system affected the amount of English instruction and the tests students were exposed to.

### 1.2.1. First system applied

Within this first system, the administration worked in close contact with level coordinators and area coordinators. The level coordinators were supposed to meet every week with the teachers in order to obtain feedback on students' performances in relation to the teaching materials. The assignment was given to level coordinators by the administration. The main problem with this system had to do with the teachers' not attending the meetings. Thus, the administrators had to organize extra meetings with teachers to inform them about the changes in the schedule and also to discuss the problems they had and to find possible solutions to these problems. The problems were generally related to the syllabus and the materials used, which were not reflected to the administration due to the breakdown in the flow of information from the teachers to the administrators via the level coordinators. Consequently, related units coordinators were not aware of these problems.

At the initial stage, a group of 17 teachers were selected in relation with their teaching areas (Core language / Reading-Writing / Listening-Speaking). The aim was to produce teaching materials, to distribute them to other teachers, to evaluate these materials and to compile



a booklet by the end of the year to be used in the following years. There were team leaders assigned to have meetings with the participating teachers and give feedback to the level coordinators. Level coordinators were supposed to take the feedback and write a report to the area coordinator accordingly. However, teachers preferred to take the materials from each other instead of joining the meetings, which made it again impossible for the administrators to get any feedback. The purpose was to provide a standard level of education for the great number of students. The relationship between the level coordinators and the Assistant Director was not satisfactory enough to be productive. The Assistant Director's explanation for this problem was that the main objectives were not clearly stated. The groups representing each level were made up of 20 teachers and it was difficult for the level coordinator to work with 20 teachers at the same time. Additionally, teachers were dissatisfied with the too many meetings involved.

In the second year there were many complaints about the system but there were not many suggestions forthcoming. In view of this, the administration wanted to streamline the organization. Level coordinators were not happy with the system because they could not understand the mission of the team leaders and they felt excluded. There

was no need for the level coordinators because there were team leaders. Also there was the human factor: Level coordinators were authoritative towards teachers but they did not have the right to say anything in the Operational Board, i.e. they were powerless. However, the area coordinators had to. Thus, it was easy for the teachers to accept the area coordinators but they did not want the level coordinators because they thought that the level coordinators were authoritative.

### **1.2.2. Second system applied**

In the third year, (1992-1993) the small group system was applied. The system was based on weekly meetings of the Core languages, Reading/Writing and Listening/Speaking teachers of the same classes. The core language teachers of two classes and the Listening/Speaking and Reading/Writing teachers of the same classes were to get together every week to identify the problems they face in their classes with their students and with the syllabus, material etc., to discuss solutions to these problems, to talk about the learning problems of the students (barriers to learning, participation etc.) and to suggest ways to solve these problems. At the end of every meeting the group members were supposed to write a report to be given

to the level coordinator who was assigned to read the reports and to write his/her own report based on the small group reports to the Administration Board to inform the administrative staff about the problems and the suggested solutions. However, this proved problematic. The aim was to make everybody take part in the decision making and problem solving process, but not enough training was given. The origin of such an application was the quality circle idea. Although this system seemed to be perceived by the teachers better than the first system, some problems occurred in the application of the system, which was not again reflected to the administration. The administration, on the other hand, being aware of the potential causes of the problems, decided to organize development sessions held in the beginning of the 1993-1994 academic year to create an awareness in teachers of their roles in the system and the importance of working in groups within the system.

In order to find out how much the teachers are going to be aware of their roles as a result of these development sessions, two questionnaires and an interview were given to the teachers one before and the other after these development sessions to investigate the differences in their perceptions.

### 1.3. Scope of the study

The main motivation of this study is the idea that a better understanding of organizations and the way these organizations function help the members work more effectively. YADIM, like other organizations, suffers from problems caused by the human factor in the organization. People in most organizations have a tendency to work individually and ignore the fact that they are part of the organization they work in. People's awareness of their roles as individuals and as members of an organization will lead the organization to work more efficiently.

The scope of this study is limited to the breakdown in the flow of information at YADIM caused partly by the unawareness of the people working at YADIM of their being crucial to YADIM not only as individuals but also as part of the system. The Assistant Director hoped to solve this problem to some extent by creating awareness within individuals by organizing development sessions. In this study, the change in teachers' behavior will be observed in the 1992-1993 and 1993-1994 academic years.

The subjects in this study are the 54 teachers who were at YADIM both in the 1992-1993 and 1993-1994 academic years. Those teachers who joined the staff at the

beginning of the 1993-1994 academic year were not involved due to the fact that they were not at YADIM before the development sessions. Since the aim is to observe the differences in the teachers' perceptions of their roles in the system, they were not given the questionnaire and the interviews.

#### **1.4. Statement of the hypotheses**

1. The main cause of the problems at YADIM in the functioning of the organizational system is the human factor.

2. Teachers at YADIM were not aware of their importance to YADIM as individuals as well as parts of the system.

3. The development sessions held before the beginning of the 1993-1994 academic year would help teachers become aware of their roles in the organizational system since in any system, the idea is that the participants need to know what is expected of them clearly. Employees need to be informed of the program objectives and the roles they are expected to play within the system. They should be trained to understand the basics of the system. This would be achieved as a result of the development sessions held at

YADIM.

4. As a result of the development sessions, the organizational system would work more efficiently if not perfectly in the 1993-1994 academic year.

5. One of the main causes of the lack of information flow is the malfunctioning of the level coordinator system. In the 1993-1994 academic year, there was not going to be such a system and this would help the system work more effectively since the more an organization is streamlined, the easier the flow of information.

#### **1.5. Definition of terms**

**1. Development Sessions:** Development sessions were comprised of the seminars and workshops organized by the administration at YADIM. The aim was to create an awareness in the teachers of their roles as individuals as well as parts of the system. (See **Appendix A**)

The first workshop, Teachers' Importance, aimed at creating awareness on the importance of each individual teacher. In this workshop, the teachers were given an extract from the life of a young girl and were asked to

work in groups to find the person most responsible for making her life so bad and order the people in her life from the most responsible to the least. The orders the groups listed were different from each other which showed perceptions could be different and everyone could carry responsibility individually. The message was that there is not always one person responsible and one person's actions may be extremely harmful for another.

The second session was on the Participation Scoring System (PSS) and the aim was to give information to the teachers about the modifications in the system.

The third workshop (Ways for being more effective as YADIM) aimed at emphasizing the importance of group work and the importance of each member individually in a group. The teachers were again asked to form groups and complete a task. Each individual teacher was supposed to learn his part and then, when teachers were regrouped, they were asked to pool their knowledge in order to perform a task. In each group, there was a problem because of at least one teacher's not doing his/her part. The message was that in group work every member is important for the successful accomplishment of a task.

The fourth workshop, The Students' Affairs, was to give information to the teachers about the changes in the regulations, what the students should be informed about, the differences between the rights of graduate and undergraduate students, etc.

In the fifth, the Reflections Workshop, teachers were asked to list the problems they face in core language and skills lessons. After listing them all, again in groups, they were asked to find solutions to these problems. The aim was to show how everything depends on teachers and their working adequately.

The last meeting was only for the We Care Committee to identify the aims and to write the activity procedure accordingly.

**2. Small Group Meetings:** The meetings that have been held at YADIM since the beginning of the 1992-1993 academic year once a week by the teachers of the same classes to talk about the students and their problems, to discuss the problems within the system and the problems with the materials and the teaching order etc., to suggest solutions to these problems, and to write a report accordingly to be given to the administration. Subsequent to these meetings, the administration gets together with the area coordinators



(syllabus, material production, testing, etc.) to discuss the problems and the suggestions and try to solve the problems taking the suggestions into consideration.

**3. We Care Committee:** A committee formed of 10 volunteer teachers at YADIM aiming at guiding and helping the YADIM students who experience their first years away from their families at a university setting and have difficulty adapting to the system at YADIM as well as at the university. The major aims of the committee are to help the students financially (giving them free lunch tickets, scholarships, providing students with old clothes and coursebooks etc.), and to organize social activities to help them become sociable individuals. In addition to these, the committee aims to listen to their problems about their families, dormitory life, friends, health problems etc.

**4. Library Improvement Team:** A team, formed by 4 volunteer teachers at YADIM, that aims to organize the library, to make it easy-to-use both for students and teachers, to encourage students to use the library efficiently and to establish and maintain an efficient library system at YADIM.

## CHAPTER 2

### REVIEW OF LITERATURE

Although no committee would ever have composed Beethoven's fifth symphony, it is also unlikely that any individual could have sent a rocket to the moon. A great deal of human achievement will in future be the result of teamwork.

Wragg (quoted in Handy & Aitken 1988: 88).

#### 2.1. Educational Management

##### 2.1.1. Organizations

Buchanan & Huczynski (1985: 5) define organizations as "social arrangements for the controlled performance of collective goals". They explain their terms as follows: Organizations are social arrangements in that, they are collections of people and these people interact with each other. The goals are collective because organizations

exist when there is a goal that individuals can not achieve alone. For the controlled performance, their explanation is that it is the performance of an organization that determines its survival. Thus performance should be monitored so that if it is not good enough, this is known, and something can be done for the betterment of it.

In addition, Buchanan & Huczynski point out that preoccupation with performance is vital when a group of individuals forms an organization, because the existence of a group of individuals does not depend on satisfactory performance, we cannot call it an organization. So, "the preoccupation with performance and the need for control distinguish organizations from other forms of social arrangements" (Buchanan & Huczynski 1985: 6).

There have been many other attempts made to describe what an organization is. Although there are some differences among the definitions made, there are three factors listed by Arnold & Feldman (1986: 2) that characterize all types of organizations. These are:

1. Organizations are made up of individuals and groups. Here, the authors (1986: 2) emphasize that although it is obvious, the important thing to be

understood is that people are the organization. Without people, no organization can exist.

2. The orientation of organizations is towards the achievement of goals. Organizations exist because there is a number of people who have a common goal that they want to achieve and that they cannot achieve alone. To give an example, the goal of educational institutions is to provide an education for certain groups of people. So organizations are goal-oriented.

3. If organizations exist because there is a goal which a single individual is unable to achieve since s/he can not perform all the functions and activities necessary to create a product or provide a service to clients and customers, then, in organizations, the work to be performed must be divided up and each person or group of people must be given the responsibility of performing a specialized function. But this is not enough. The organization requires some means to coordinate the activities to be performed. If there is no coordination, then, there will not be people working towards achieving common goals. Instead, there would be individuals or groups of people working in an uncoordinated and chaotic way.

### 2.1.2. Schools as organizations

White et al. (1991: 5) state that schools are two things: institutions and organizations. He maintains that, when considered as institutions, schools have a legal status with governors or shareholders, depending on whether they are state or privately owned. They have a management board, staff and students. Since they are institutions, they have to conform to the legal requirements identified for such institutions and they are registered with the appropriate authority as an employer. Because they are institutions with legal identity, they have legally defined responsibilities. Thus, schools can be held accountable for fulfilling these obligations only as institutions.

Also, as organizations, White et al. (1991: 6) consider that schools consist of a network of relationships among the individuals who belong to that organization. These relationships among the individuals are directed towards achieving the goals of the organization, towards the maintenance of the organization as a social unit, and towards the fulfillment of the personal needs of the individuals. Organizations can only exist through the people who make them up, although it is possible to describe the relationships among the individuals in terms of structures and functions. If there are no people, there

is no organization. Similarly, a school cannot exist as a living and functioning organization without students. They also emphasize the fact that although people talk about organizational goals, it is not the organization which has goals. It is the individuals within them.

It is necessary to understand how organizations work to be able to work in them or to manage them. Davis (1979: 3) states that organizations combine technology and humanity - science and people. Technology is not simple in itself but when the people are taken into consideration, the social system gets immensely complex.

It is true that organizations need to reassess the way they organize themselves. They need to find out what kind of an organization is needed to cope with the fast-moving and complex international environment. Those organizations that are aware of the need to keep pace with the rate of advancement in the world and to speed up the decision-making process, try to reduce bureaucracy and find other ways to streamline the organization. Some of these organizations are trying to set up more flexible structures by forming project teams. (Barham & Devine 1992: 7).

### 2.1.3. Human Behavior in Organizations

When the fact that everybody is different is taken into consideration, it is not surprising that there arises a diversity of goals among the individuals in an organization. One of the greatest problems management has to face is to establish a general agreement of opinion as regards organizational goals and the means of achieving those goals.

It is not easy to understand human behavior but there are some ways to understand it partially in terms of behavioral science and management. There are no guaranteed formulas for working with people.

The operation of any system involves a number of different tasks and roles to be shared among the different people who form the organization and thus the system.

White et al. (1991: 8) list three sets of needs a school has to fulfill and maintain a balance as an organization.

1. Task needs: These are the needs which have to be satisfied for the work of the organization to be carried out.

2. Group needs: These concern the organization as a social unit. White et al. here emphasize that for an organization to be able to meet task needs, it is vital to have successful group maintenance.

3. Individual/Personal needs: If these are not met, there will be a loss of morale and motivation among the individuals within the organization who make up the group or team. They point out that all people like to be given value and they define a successful organization as one in which people feel that they are being given appropriate attention and value as individuals.

Katzenbach & Smith (1993: 14) underline that most people develop a strong sense of individual responsibility when they grow up. Moreover, although people are taught to be fair, they always look out for number one. They are not very often taught sentiments such as "we're all in this together" or "if one fails, we all fail". Katzenbach & Smith (1992 :109) also report that natural instincts of people, family upbringing, formal education and employment experience all stress individual responsibility as the primarily important issue and that people feel more comfortable when they are doing their jobs and when their own performance is measured by their boss.



The term "organizational behavior" refers to the interaction of people within all types of organizations. (Davis 1979: 4). An organization is created whenever people get together in a formal structure to achieve an objective.

Organizational behavior is the study and application of knowledge about human behavior in organizations as it relates to other system elements such as structure, technology and the external social system.

Arnold and Feldman (1986: 3) connect organizational behavior with two basic issues. The first one is the way organizations influence the thoughts, feelings and actions of the individuals within them. Organizations, they say, have an influence on the individuals who are their members in the way they see the world, they feel about their jobs and themselves as people; and the way they perform their duties and obligations as members of the organization.

Organizational behavior studies are attempts to understand the various ways in which organizations influence their members and the aim is to create healthier and more productive organizations.

According to Arnold and Feldman (1986: 4), the second issue is that if the ways in which the behavior and performance of individuals in organizations influence the effectiveness and performance of the organization as a whole, the organization will succeed in accomplishing their goals and objectives.

As stated by Handy (1985: 20), the study of people in organizations is not a new phenomenon. However, in modern times, the functioning of organizations has been studied from three different perspectives cited below and these perspectives always affect one another:

- \* the individual
- \* the organization and its form
- \* the systems and interactions within the organization

Any organization should have systems. Handy & Aitken (1988: 12) state that systems are needed for communicating and for arranging things and in addition to this, he emphasizes the importance of systems for assigning and defining the relationships between people. When considering organizations, it is useful to regard them as collections of individuals and as political systems. Individuals in organizations have their own personality, characteristics, their own needs and their own ways of

adapting themselves to the roles they are given. The concept "political systems" refers to all systems which have defined boundaries (i.e. whose membership is known), which have their own values and goals, which have administrative mechanisms, and in which there are hierarchies of power. (Handy & Aitken 1988: 12). Thus, YADIM, as an organization, is not only a group of people working together but within this, different groupings of people and thus, it too is a political system which therefore needs to be managed.

Since this study is based on the perceptions of individual teachers of their roles within the system at YADIM, and as one of the hypotheses is that teachers at YADIM are not aware of their importance to YADIM as individuals and as parts of the system, it is necessary to touch briefly on the concept of "perception".

What people do depends on how they perceive their circumstances; that is, the way one understands his place in the world, the way he sees himself and his environment. Different people see things differently. According to Buchanan and Huczynski (1985: 42), the reason for this is that people interpret everything in the light of their past experiences and, also according to their present needs and interests. Thus, although the basic features of the

perceptual process are common to almost all people, people have different social backgrounds and different expectations which lead to different perceptions. The important point to be considered in this study is that human beings behave in response to the world as they perceive it. Therefore, each person has his own perceptual world which often differs from what is "really the case". For this study, it is vitally important to understand that each person has a personal and unique understanding of what is in the real world and his place in it. In order to understand other people, a person must first have a knowledge of himself. Many people lack this self-knowledge or they do not have the opportunity to develop it which makes it very important for organizations to offer training courses in "self-awareness" and "personal growth" to help individuals to overcome the problems.

#### **2.1.4. Organizational Structure**

Organization is defined as "a goal-oriented system seeking effectiveness and efficiency" (Buchanan & Huczynski 1985: 293). Child lists the fundamental requirements for the continued operation of an organization as follows:

The allocation of responsibilities, the grouping of functions, decision-making, coordination, control and reward -.... The quality of an organization's structure will affect how well these requirements are met.

(Buchanan & Huczynski 1985: 293)

The objective of organizational structure depends on whether one is managing it or being managed in it. According to Drucker (cited in Buchanan & Huczynski 1985: 293) "structure is a means for attaining the objectives and goals of an organization."

For him, organizational structure is "the extent to which and the ways in which organization members are constrained and controlled by the organization and the distribution of activities and responsibilities and the organizational procedures and regulations" (Buchanan & Huczynski 1985: 293).

Pugh and Hickson (cited in Buchanan & Huczynski 1985: 293) define the term 'organizational behavior' and also highlight the existence of different structural arrangements:

All organizations have to make provision for continuing activities directed towards the achievement of aims. Regularities in activities such as task allocation, supervision and coordination are developed. Such regularities constitute the organization's structure and the fact that these activities can be arranged in various ways means that organizations can have differing structures.

White et al. (1991: 11), when defining organizational structure, quote Paisey (1981: 64): "It is the deliberate patterning of relationship between organization members." They also cite Mullins (1985: 72) who defines it as the pattern of relationships among positions in the organization and among members of the organization. He goes on to say that structure defines responsibilities, work roles, tasks and relationships and communication channels. The purpose of structuring an organization is to divide the work among its members and to coordinate their activities in order to direct them towards achieving the goals and objectives of the organization. Structure makes the application of the management process possible and therefore creates an order and command framework. Through this framework, the activities taking place in the organization can be planned, organized, directed and controlled.

Arnold and Feldman (1986: 42) define organizational structure as "the way in which the different groups and departments in the organization are set up and the way in which the reporting relationships and lines of communication are established among different positions in the organization."

Thus, organizational structure is the formal arrangement of activities and the operations within an organization (Arnold and Feldman 1986: 24).

Organizational structure is important due to the fact that it helps organizations to achieve three goals as summarized by Arnold and Feldman (1986: 24). Firstly, it defines the lines of responsibility and authority. Secondly, it helps the information to flow within the organization and thirdly, it helps to achieve coordination of the work activities among different employees.

There is a relationship between the structure of an organization, the kind of decision-making process that is followed, the management style and the culture of the organization (White et al. 1991: 23).

Mortiboys (Dale & Plunkett 1990: 33) puts forward the idea that to manage quality as part of the normal management structure, a company-wide perspective and approach is vital. The only way to start is at management level. Employees need to be informed of the program objectives, and the roles they are expected to play in the system. They need to be trained to understand the basics of the system. It is also necessary to train employees in some techniques including procedure analysis, problem-solving, team activities, effective communication (Dale & Plunkett 1990: 41).

In the quality improvement program, communication is a very important feature. The important thing is not only to pass down appropriate information through the organizational structure, but also to encourage the employees to pass information up through the system. It must also be made clear that the employees may and should pass comments up through the system and expect to be answered.

If quality is important, so are the people who need it. To achieve quality is not easy. It requires planning, systems, people and hard work.



What the administration aims at doing at YADIM is to achieve such quality and set up such a system which helps communication between the administration and the teachers.

## **2.2. Total Quality Management Philosophy**

The system at YADIM was applied along the lines of the Total Quality Management philosophy. To understand the system at YADIM and the rationale behind it, it is essential to touch very briefly on the philosophy and the tools of Total Quality Management and of the part that this philosophy can play and has been playing within companies and organizations recently.

In this section, some introductory information will be given about the idea of quality and the Total Quality Management philosophy, and thus of what system is applied at YADIM and why it is applied.

### **2.2.1. Historical Background**

Total Quality Management (TQM) is defined as "a philosophy for continuously improving processes at every level" (Carter 1992: 1). It creates a better working environment and the aim is to achieve customer satisfaction. The result is supposed to be continuous

improvement involving all leaders, managers, workers using technical tools and a disciplined approach. To do this, the first step in the process is to identify the requirements and expectations of the customers. The second step is to make small improvements within the process. The next is to identify and analyze potential improvement areas and to implement strategies for improvement. The last is to measure progress. Besterfield (cited in Handfield 1989: 79), a quality control professional, summarizes these four categories as follows:

- \* Designing for quality
- \* Process control
- \* Process improvement
- \* Inspection

Every product and/or service manufactured is used by some people in our society. For this reason, these products and services must satisfy the people using them. No matter who the target customer is - this can be another firm or company which aims to sell the product to another company or firm after the product becomes subject to some changes or without any changes or this can be the customer who will use the product directly - the aim is to produce the best product that will meet the requirements of the customer. Thus, although there have been various attempts

to define what quality is, quality is referred as 'fitness for purpose' of the product to the requirements of the customer (Bendell 1990: 3). It is "giving the customer - or the next person in the process - what is required, namely a product or service fit for use, and doing this in such a way that each task is done right the first time" (Barra 1989: 1). In fact, there is no single definition of quality. According to Juran, the customer is the definer of quality (Dale, Lascelles & Plunkett 1990: 9) because meeting the needs and the expectations of the customer leads to quality (Carter 1992: 1). This is because, the customer, when choosing the product s/he will use according to his/her needs and the qualifications of the product, will prefer to buy the cheapest one. Therefore, the importance of quality has been widely-recognized as an objective within manufacturing industry. But "the achievement of quality takes more than words; it takes planning, systems, people and hard work" (Bendell 1990: 3). Unfortunately, the quality ideal can not always be translated into quality production.

To understand this point requires some idea about the history of quality. Before the industrial revolution, production used to take place in workshops or factory studios. The person who was responsible for the quality of the product was the person who produced it.

During the industrial revolution, there was an integration of the manufacturing process and thus the workshops changed into factories. This meant that these business enterprises had to employ a great number of workers. As a result, responsibility for the quality of the product could no longer be only one person's. It was the responsibility of the person who was to supervise and to inspect. However, the main task of the supervisor or the inspector was to produce and it was not so easy to control all the workers with one person in charge.

This application ended with World War I. During the war, especially, quality of the product was vitally important because, for example, if an armored vehicle did not have enough resistance or if a hand grenade would not explode on time, it meant the loss of personnel and so being defeated in the war. Therefore, the status of the supervisor was kept, but additionally, at the end of the manufacturing process, the product was being inspected as well. This application gave the manufacturers the chance not to sell the product which was not properly-produced. The disadvantage, however, was that such an application was enormously expensive for the manufacturers. The percentage of the rejected product was 40-60 %, which increased the costs and which resulted in the customers' suffering because of the high prices of the products.

Both the customers' becoming more aware of their rights and the economic depression as a result of the war caused the application of a brand-new quality system after World War II. As a result of improvements in the area of statistics and industrial engineering, business enterprises developed their production management techniques and employed Statistical Quality Control.

Edward Deming, the father of Total Quality Management (TQM) has advocated quality and productivity improvement and achieved this through statistical process control (Carter 1992: 1). The application started with the idea of assembly lines with uneducated workers as a unit in every factory to have a statistical quality control of the production process. Instead of controlling the quality of the product after all the procedure was completed, groups of working people were formed within the organizations, and control took place during the production process at the end of each step. With the application of this system, the potential problems were solved in advance.

Quality Control can be summarized as controlling the quality of the product, comparing it with the standards identified before and doing what is necessary to solve any problem that arises.

With the application of this method, manufacturers had the opportunity to gain control over the production process and to produce the product according to the standards identified during the planning process. In other words, the problems which might appear during the production process could be predicted before the beginning of the process and so prevented in advance. Therefore, there is no loss of product at the end of the process at the inspection stage.

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Quality problems decrease systematically. The most important point to be made here is that although the application of this system requires some money to be spent by the manufacturer, it is far less than the amount paid for the products which cannot be sold because of bad quality.

TQM is based on two ideas: The primacy of customer satisfaction and the necessity of using non-traditional sources (especially employee ideas) to institute quality. TQM creates a quality promoting environment by advocating workplace changes based on Deming's 14 points condensed into 4 categories: Positive customer relationships, employee empowerment, continuing gathering and use of statistical data, and creation of an environment promoting unity and change.

To achieve quality, people in organizations need to be trained because no matter how well-organized the system is, to make the system work is directly dependent on the human beings in the system. This idea makes the human resource management extremely important in organizations.

The principles that define the TQM are:

- 1 participation of everyone in the organization
- 2 fitness for purpose, and
- 3 management.

The philosophy which operates TQM is that the leadership of any organization must make it clear for the employees that to run an organization is the responsibility of every member in the organization and to do this there needs to be a structured system to create an organization-wide participation in quality improvement.

As claimed by Crawford-Mason (cited in Bahls 1992: 17), TQM brings a revolution in the way people and companies think. According to her, the idea it brings is that employees no longer think about pleasing their boss, they think about pleasing their customers.

### 2.2.2. Application of Total Quality Management In Education

The possibility of applying the Total Quality Management philosophy in education was first introduced by Tribus (1977: 744). He suggests the adaptation of TQM to education is central to the idea of developing flexible adults able to cope with a changing world. He goes on to say that there is a problem-solving ability at the heart of TQM and problem solving involves an educational system, a social system, a technical system and a managerial system.

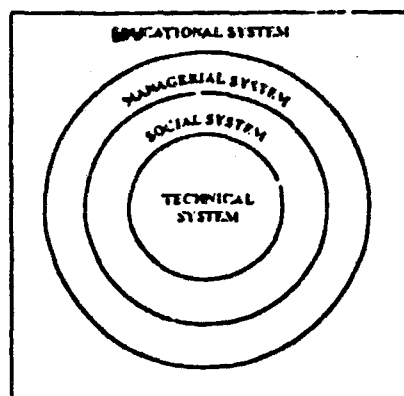


Figure 1. The three subsystems of TQM (Tribus 1977: 7)



Bonstingl (1992: 6) emphasizes that students can be viewed as the customers of a school; however, teachers, within a Total Quality school setting, are the customers of the administrators who are meant to work collaboratively with teachers.

Glover (1993: 18) claims that in school administration, a climate for adaptive change should be created using the philosophy, processes, and tools of TQM in combination with other management innovations. Reep and Grier (1992: 91) define TQM as a team approach that challenges administrators to rethink their traditional decision-making and problem-solving strategies. They emphasize the importance of a program to help teachers feel part of a professional unit extending beyond their classrooms. Olson (1992: 28) acknowledges that TQM is a holistic approach to managing complex organizations, replaces top-down management with decentralized "customer-driven" decision-making. TQM has been adopted by many schools and school systems. However, the context of public schooling makes the implementation of TQM in education significantly different from its use in business. Chaffee and Sherr (1992: 3) indicate that TQM techniques improve quality and increase productivity.

The quality improvement process is largely ignored in the past by academic organizations but it is now being studied and applied. The TQM process involves the complete transformation to quality requiring top-level commitment followed by substantial and comprehensive reeducation of all personnel. In addition, the administration must develop a cooperative climate for change and recognize the role the faculty should play in developing the concept of continuous quality improvements and other ideas about TQM as they might apply to academic activity. Weaver (1992: 73) summarizes how the TQM theory became increasingly popular among American managers from car manufacturers to educational leaders and agrees with Coate (1990: 26) who emphasizes that TQM is a system for creating organization-wide participation in planning and implementing a continuous improvement process to achieve customer satisfaction. The underlying assumption is that 90 % of problems occur as a result of the process, not because of the employees.

### **2.2.3. Total Quality Management In Action**

Seymour & Collett (1991: 1) state that the operating principle of TQM is that the management of an organization must make sure that achieving customer satisfaction is the responsibility of every member of the organization. They

add that many of the TQM efforts are seen at community colleges and smaller private institutions and they report some results of their findings (1991: 19-20). They list both the positive and negative responses of people who have taken part in organizations where TQM was applied. Some of the common benefits reported are as follows: People report that they feel "a new emphasis upon their value and input", that "there is a better understanding of..... each person's ability to make a decision and a difference", and "people are beginning to see how they can participate and make a process better". (Seymour & Collett 1991: 19). The application of TQM in higher education drives responsibility and accountability to the lowest level of the organization. They also report that TQM gives people a voice, more say in the organization and this makes it such a powerful philosophy. Work groups are given the opportunity to express themselves about matters that they had no rights to talk about beforehand.

Another benefit reported by Seymour and Collett (1991: 20) is that people spend less time on explaining and on complaining and more time on listening to what the other people say and want since the focus is more on customer-satisfaction than self-satisfaction. Moreover, student ratings on teaching effectiveness have been reported to have improved. Managers report that there is less use of

sick leave and according to the managers, the reason is that people feel good about what they do and they like to go to work. One of the most important findings is that a definite decrease in solution-jumping is observed and there is more willingness to deal with the details before taking action. Moreover, it is reported that the staff shares a common language to share their frustrations without involving their personalities. (Seymour & Collett 1991: 21).

Another point they make is that, due to the organizational structure of colleges and universities, people are isolated and it is not only people who are isolated but also the ideas get lost in the organizational structure. People interviewed in the survey have reported that, with the application of TQM, there is a clear understanding of what they are about. It brings a sense of synergy and clarifies the purpose of the institution.

Moreover, TQM is based on problem prevention which means doing things right the first time. Therefore, there is less need of rework.

As noted by Bonstingl (1992: 5), the bad news about the application of TQM in higher education is that it is neither a 'Holy Grail' nor a 'magic silver bullet';

however, its greatest benefits emerge when the idea and its practices become integrated with the culture of the organization, when it becomes a natural part of the process of continuous improvement in a consistent manner.

Apart from the benefits, there are some problems due to its application in higher education. The most important and common one is time. Time is required to train people, to reach decisions and to implement a new way of thinking. Some people report that life would be easier if they were not involved in the activities. Additionally, it is not easy to learn how to make TQM a part of the regular job (Seymour 1991: 2).

#### **2.2.4. Total Quality Management at Universities**

When introducing the TQM philosophy into a university, it is emphasized by Saunders & Walker (1992: 93) that there should be an 'academic approach' to problems since the academic staff of universities spend much of their time teaching and many of them focus on research. Moreover, they are not much concerned with management aspects. This, according to Saunders & Walker (1992: 93), could cause many serious difficulties in the adaptation and later the implementation of TQM especially in the use of quality improvement teams in the daily quality improvement

program. Quality improvement teams aim at making the necessary changes in the processes and then implementing the changes made in the procedure.

In addition, Saunders and Walker (1992: 93) remind us of the importance of management issues in the implementation of TQM at universities. They state that many organizations have a clear line of authority and each manager carries the responsibility of directing and monitoring the activities of his/her subordinates. However, in a university, beyond the existence of deans, departments and head of departments, there is not a very rigid and clear management structure. The reason is that academic staff are supposed to operate with some degree of autonomy. Thus, the system is more likely to operate with the contribution of people in the same status rather than with a rigid hierarchy. Therefore, there is an emphasis on individual work which Saunders and Walker (1992: 94) argue is a potential problem in the implementation of TQM at universities.

Another point they emphasize is the common perception of teachers that teaching is very much an individual occupation. Therefore, studies on the effectiveness of teaching are sometimes perceived as a threat by teachers. In addition, university staff are

strongly committed to academic freedom which is viewed as another potential difficulty by Saunders and Walker (1992: 94). Academic staff perceive the attempts to improve research processes and to coordinate the efforts made as an attempt to limit their freedom.

A further problem that might occur in a university setting is the lack of consistency of purpose. In other words, unlike typical companies where the staff generally agree on the objectives and can define them better, there is generally little agreement among the university staff on the main objectives and their importance. It is a natural and many times desirable part of the university culture to have such differences in the views of the staff but this diversity of aims may cause problems in the implementation of TQM within a university. Saunders and Walker (1992: 94) suggest, as a solution, identifying the aims of the university and recognizing the fact that different staff members may perceive them with different values at an early stage in the implementation of TQM. In addition, they suggest an overall policy be developed for use as a guide to action for schools, faculties and departments and by staff members individually.

In a university setting, the skills of the staff, the management structure and its traditional independence must

be taken into consideration in the process of implementing TQM.

Even though there are differences between the implementation process of TQM in a university and in any other organization, there are some features common to any organization. The "Joiner Triangle" by Brian Joiner (cited in Saunders and Walker 1992: 95-96) remains the same in the implementation of TQM in any organization:

- 1 Focus on internal and external customers
- 2 An emphasis on teamwork
- 3 A scientific approach

The customer focus is one of the main principles of TQM and it can be applied to any organization. In a university, the process of identifying the customers is not so easy but still not impossible.

Although universities have an individualist culture, still the concept of the organization as a team can be applied to universities. Despite the working of university staff as individuals, many of the processes require interaction between groups and this can be improved with an emphasis on teamwork.



A scientific approach is important in a university as well. The universities need to develop the customer focus around the data on the needs and expectations of the customers.

In conclusion, it is clear that TQM can be introduced into a university but there are some potential problems which may impede its implementation such as the variety of customers, loose management structure, and the nature of academic work (Saunders and Walker 1992: 101). Saunders and Walker emphasize that the implementation of TQM in a university will encourage diversity, innovation and creativity which are essential for a university (1992: 102).

#### **2.2.5. Quality Circles**

##### **2.2.5.1. Historical Background**

The idea of quality circles originated in the United States and was developed in Japan. Handy (1985: 333) states that quality circles were invented in the United States and were exported to Japan and re-imported to Europe and to the United States thirty years later. He defines

them as "a group of workers with a shared area of responsibility" (1985: 333). What the members of quality circles are supposed to do, according to Handy, is to discuss their quality problems, analyze causes of these problems, suggest solutions and take action accordingly. Handy (1985: 333) emphasizes that the process is not an automatic one and the group needs adequate training on how to do it.

As mentioned above, in the United States, Deming introduced the idea of quality first in 1950, and in 1954, Juran, another American, introduced a newer orientation of the idea of quality circles. In Japan, the initial movements started in 1962 (Ghosh & Song 1991: 45). However, although the idea did not originate in Japan, the ideas were put to work with astonishing results, because they modified the ideas and designed these ideas keeping their own culture in mind instead of copying the ideas directly (Ebrahimpour & Ansari 1987: 59).

Recent studies on Japan's productivity improvement showed that the Japanese owe their success in quality and productivity to four basic things called the four M's (Barra 1989: 8):

**Manpower:** The most important idea is that quality is an attitude which must start at the top of the organization and must go downwards. Quality is the responsibility of every employee in the organization no matter what their task is. Each employee is responsible to do perfect work and turn it over to the next person to deal with it. "It is a do-it-right-the-first-time philosophy" (Barra 1989: 8).

**Materials:** Rather than correcting what is done wrong, Japanese prefer to prevent problems occurring in the factory.

**Machinery:** Japanese pay particular attention to the dependability of the process of production (Barra 1989: 9).

**Methods:** "Key ingredients to the Japanese success have been the extensive use of audits, value analysis techniques, statistical techniques and quality circles" (Barra 1989: 10). Barra (1989: 46) indicates that among these, there is the quality circle concept which can be used in all types of organizations (private or public) no matter what the size is. Moreover, the concept can be adapted to any culture because its roots are based on the satisfaction of the needs of the human beings and because

taking part in quality circles gives people the opportunity to use their individual abilities and creativities and to satisfy many of their needs. (Barra 1989: 46).

The small groups of working people responsible for doing some part of the work in organizations are called quality circles (Barra 1989: xii). Quality circles are formed in order to enhance performance by encouraging the participation of the employees in structured groups (Everett 1992: 25). Quality circles improve productivity, quality and employee attitudes (Goldstein cited in Everett 1992: 25).

"Quality circles are a formal, institutionalized mechanism for productive and participative problem-solving interaction among employees" (Crocker, Chiu, & Charney cited in Hunnicutt 1987: 138).

Hunnicutt (1987: 138) declares that the assumption underlying the concept of quality circles is that people working in the same place know more about it than the others who do not work there and they can offer valuable input and they can avoid, solve, and control problems that are related to their specific tasks. The use of quality circles comes from the idea of participative management in the United States and the aim is to make every employee

take part in the decision-making process related with his or her own task. Barra (1989: xii) also emphasizes that the concept of quality circles "is based on the premise that the people who do a job every day know more about it than anyone else".

The number of members within any circle depends on the policy of the institution (Hunnicuttt 1987: 138). The group meets one hour every week either during business hours or privately after work (Navarrete 1991: 17; Cole cited in Everett 1991: 25; Ghosh & Song 1991: 46; Harmon 1984: 29).

The purpose of the implementation of quality circles is to improve communication between the workers of the same unit and the various units within the management and to solve problems related to work (Harmon 1984: 26). The main aim for the management is to achieve an increase in productivity and quality through decreasing rework, and achieving efficiency in production methods. The second aim is to increase the job satisfaction and the participation of the employees through worker participation in the decision-making process. The idea behind this is that such participation and job satisfaction will lead to self-development, skill development, a decrease in absenteeism and reduction of the turnover rate (Ebrahimipour & Ansari

1987: 59). Ghosh & Song (1991: 45) emphasize that one of the main points to be made for the success of quality circles is participation and that quality circles are for the benefit of human beings and this "People Building" program definitely helps all people to some extent although the same degree of success cannot be achieved all over the world.

Ghosh & Song (1991: 45) also indicate that many workers perceive their roles as doing what is required and they are frustrated because they feel that they are not recognized for their intelligence and/or their natural abilities. They feel that they are not given the opportunity to be creative at work. It is not possible to calculate the loss of creative energy in the workplace but there are some things that can be calculated such as absenteeism, wastage of materials, turnover etc. Some other organizations which encourage worker participation and creativity suffer less from such loss and quality circles are said to be the best way to encourage worker participation in the process of decision-making.

Typically, in addition to quality improvements, QC (Quality Circle) systems are reported to have increased productivity, raised level of morale, increased employee motivation, improved communication, changes the emphasis from fire fighting to prevention, enhanced the commitment to job and organization, reduced the reliance on authority to get things done, reduced costs, reduced delivery times, developed people, trained leaders and supervisors, introduced an orientation toward learning, enhanced the coordination of work, and reduced vertical and horizontal demarcations over ownership of problems.

(Goldstein cited in Everett 1991: 26)

The common idea that is shared by all organizations who implement quality circles is that the members of the quality circles are more familiar than anyone else with performing their tasks and are therefore the best to identify and solve the problems they face. Thus, quality circles are expected to produce quantifiable results (Navarrete 1991: 17).

According to Lees and Dale (Dale & Plunkett 1990: 242), another important point to be made about the quality circles is that people who take part in quality circles learn new skills and develop and realize their abilities. In addition, teamwork helps to develop a spirit of trust and respect for other people's abilities. Thus, "quality circles are a means of giving employees the opportunity to

do something positive about the problems they face and have to live with, rather than just making suggestions for consideration at a higher level in the organization hierarchy" (Dale & Plunkett 1990: 242). They go on to say that the most valuable asset of an organization is its people and quality circles are based on this asset.

Recently, there have been many attempts made to describe the purpose and use of quality circles. Lees and Dale (Dale & Plunkett 1990: 243) loosely describe them as:

- to provide a supportive atmosphere through active employee involvement in the work process
- to provide quality and increase productivity
- to promote communication and teamwork between all levels of the organization
- to help the employees improve themselves in the problem-solving and management presentation skills.

Dunne and Maurer (1982: 88), by the same token, state that the quality circle management technique is an exciting and challenging way to improve staff satisfaction and the quality of service.

Barra (1989: 153) summarizes the natural process that the quality circles program goes through: The first step is participative management which leads to communication.



This communication takes place in an atmosphere of openness and trust. Such an atmosphere leads to a confidence between members and between the management and the quality circle members and this confidence leads to cooperation between management and the circle members which means the quality of an organization.

In short, "a quality circle is a voluntary study group dedicated to solving job-related problems. They [quality circles] are designed to bring decision-making closer to the worker who is responsible for job performance" (McMullen & Gailey 1984: 54).

#### 2.2.5.2. Quality Circles in Education

As a result of the application of the TQM philosophy in education, in community colleges, quality circles, in which a small group of employees meet frequently and voluntarily to study on-the-job problems and suggest solutions and improvements to the administration which agrees to consider them, have become a growing phenomenon (McMillen 1985: 21). McMullen & Gailey (1984: 55) indicate that the concept of quality circles might be used profitably in higher education to increase productivity and improve educational quality because, as stated by Ladwig (1983: 36), quality circles are a participative management

technique allowing employees opportunities to participate in decision-making and problem-solving processes at work. Dillon and Brown (1983: 51) also support the idea of applying the quality circle in educational situations.

As Torrance (1982: 5) describes, quality circles, originally a management technique, has been implemented in schools to improve motivation, attendance, learning and quality of life. Bonner (1982: 681) emphasizes the effect of quality circles in improving communication among teachers and management.

With the use of quality circles, there is change in two stages: 1. in the process of making decisions. 2. as an outcome of the decisions made. Quality circles are similar to programs such as autonomous work groups and participative decision-making processes.

Barra (1989: 152) indicates that through the use of quality circles, many managers have realized and accepted that their greatest resource is the human resource. In addition, when people are given the chance, they can make important contributions to the performance of the organizations that they are in and quality circles give people the opportunity to do so.

YADIM is an organization created by people who are brought together in a formal structure to achieve an objective, and the success of an organization depends on how common this objective is for the people working for that organization. There needs to be a system since any organization should have systems for communicating and arranging things, and for assigning and defining the relationship between people. However, the effectiveness of the systems, and thus the success of the organization depends on the behavior of the members of the organization, how they perceive their jobs and how they understand other people. As mentioned before, many people lack self-knowledge, so managements in organizations have to offer training courses in "self-awareness" and "personal growth" to overcome such problems. When a person perceives his role just as an individual who is supposed to teach and do nothing else for the organization in a language teaching institution like YADIM, students' subjection to standard exposure to English becomes a dream. To create an awareness in the teachers of how to work in an organization and how to work as a member of a team is an essential part of managing YADIM to achieve standardization and quality in education, and YADIM administration is aware of such a need, and also they try hard to structure the organization, to divide the work among the members of the organization, and to coordinate the activities in order to

direct them towards achieving the goals and objectives of the organization. The aim is to make the application of the management process possible and through this framework of order and command, the activities taking place in the organization can be planned, organized, directed and controlled. However, the human factor and the attitudes of the employees towards the system seem to be very influential on the working of the system.

There have been much research carried out on educational management and how to create an awareness of being parts of organizations and as a result of this, as explained in the literature review section, the concept of TQM was applied in education and its application in educational organizations brought quality circles to higher education.

At YADIM, the idea of organizing small groups originated from the idea of quality circles and it cannot be claimed that small groups can exactly be called quality circles. As emphasized in the definitions of quality circles, one of the most important characteristics of quality circles is their being voluntary groups of people and this is the only difference between quality circles and small groups. However, volunteering for doing something and being assigned to do something are

extremely different things and there have been many studies carried out on the differences among working groups, quality circles and teams. To give an example, Katzenbach and Smith (1993: 212) claim that working groups, quality circles and teams are different concepts and expectations about their aims and about what they can achieve should be different. However, since this is a very complicated and detailed classification which should be studied in detail and since this claim has not been approved by most of the researchers yet, this point is not taken into account in this present study. There is a very important point which should be emphasized here, as well. Since YADIM is a state organization, teachers at YADIM do not have to work more than they are legally assigned to. However, to accomplish their goals and those of the organization, the administrators have to structure the organization internally and determine the roles that members are expected to fill. Teachers' coming to YADIM to teach is not enough for establishing and maintaining a system at YADIM to achieve the goals. Moreover, if people do not volunteer to do things (as they sometimes do in commercial organizations), they have to be assigned by the administration. Besides this, when talking about small groups which are for every member in the organization, voluntary work is impossible. However, there are two voluntary groups at YADIM: We Care and Library Improvement

Team (See p.14, 1.5). Their working systems, goals, the achievement of these goals, and success and failure have also been studied and the results will be summarized later in this study.

However, although the small group meetings were obligatory for the teachers at YADIM, the underlying reason for their application was the idea that productivity is higher in organizations in which low-level members feel they have an influence on the conduct of the organization, and small group meetings were planned to give more say to the low-level members in the conduct of the organization.

The small group system at YADIM was set up by the administration to provide a link between the administration and the teachers. The groups of teachers came together every week at scheduled times to perform their tasks (to discuss problems in their classes, make suggestions about their students, about the materials, the syllabus and the administration and to discuss possible solutions to these problems) and to write a report including all the data elicited from the meeting. The reports were taken by the previously assigned members of each group to the level coordinators who were expected to write their own reports to be given to the Operational Board. The Operational Board formed of the administrative staff was the last step

where the problems stated were to be solved and suggestions made were to be taken to the Administration Board to be taken into consideration. The purpose of the small group meeting system was to share responsibility for everything going on in the organization, to help the administrative staff implement decisions and to find out solutions to these problems.

However, no matter how logical the system seemed to be, some problems arose in the application of the system. There were some breakdowns in the flow of information from the teachers to the administration. Some of the reports from the level coordinators did not include many problems, however individual feedback from the teachers showed the administration that there were many problems not reflected.

The administration realized that there was something wrong in the information flow and decided not to have level coordinators in the system to streamline the organization and to reduce bureaucracy. In the 1993-1994 academic year, the only difference has been that there are no level coordinators. On Mondays, one member of each small group has a ten minute meeting with the Assistant Director to collect the report forms, and meets with his/her small group members on Thursday or on Friday. The following Monday, another previously assigned member attends the

meeting with the Assistant Director to take the report form and to get feedback about what is being done about the problems stated, and suggestions made in the last report they submitted as a group.





## CHAPTER 3

### PROCEDURE

#### 3.1. Overview

The assumption in this study is that the development sessions held because of organizational purposes would help to change the teachers' perceptions of their roles in the organizational system as individuals and as parts of small groups.

The main limitation in this study is that the varied backgrounds of the teachers in the organization are not taken into consideration since it is impossible to take all the differences into account when analyzing their behavior. However, the contributions of the 10 new-comers will be observed to see the difference between the teachers who have not yet taken part in any organization and those who already have (in YADIM or in another organization) through interviews and discussions.

Another limitation is that there has not been enough time to observe the changes between the perceptions of the teachers before and after the development sessions since there is a time limit for the study and since any change in human behavior takes a very long time.

### 3.2. Subjects

The subjects in this study are the 54 teachers at YADIM who were at YADIM in the 1992-1993 academic year and before. The 10 teachers who joined the YADIM staff in the 1993-1994 academic year are not taken into consideration in the study because the aim, as mentioned above, is to observe the change in the behavior of the teachers before and after the development sessions. (In the end of the 1993-1994 academic year, 9 more teachers started teaching at YADIM. By then, the total number of teachers at YADIM is 73).

Therefore, all the teachers except for the 10 newcomers served as subjects. The experiment spanned an eighteen-month period, starting from September 1992 until February 1994. The main idea for doing this research, as mentioned above, was to highlight the reasons for the problems occurring at YADIM during the application of the system and the idea originated from the observations of

the researcher during the weekly small group meetings and the extra meetings that the administration had to organize because of the lack of the information flow.

### 3.3. Data Collection

The study of individuals in organizations requires the study of human behavior and it is not easy to study human behavior as done in natural sciences. Although many of the natural scientists argue that it is impossible to make a scientific study with people, the behavior of human beings and their organizations can not be beyond the reach of scientific study (Buchanan & Huczynski 1985: 13). The methods applied in the studies conducted by social scientists are geared towards observation, asking questions, studying and analyzing written documents (diaries, letters, company reports, published works).

Three kinds of instruments were used to collect data for this study: Elicitation of information by means of questionnaires and interviews; analysis of written documents (the reports prepared by small groups in the 1992-1993 and 1993-1994 academic years and level coordinator reports to the Operational Board of the 1992-1993 academic year). In addition to these were observation of the system and the individual teachers within the

system, their roles, their perceptions of their roles as individuals and as small groups, their reactions to the system applied.

For the data collection, the teachers were asked to answer two questionnaires and to take part in a structured interview. The aim was to find out how they perceive the idea of small groups in the organization, the system in the organization in general, their roles as individuals and as members of the small groups and their contributions to the system.

The questionnaires (See **Appendices B and C**) consisted of 5 parts. The first 46 questions in both questionnaires were the same and were related with the followings:

1. How the teachers perceive their roles at YADIM
2. How they perceive the small group system in general
3. How they perceive their own small groups in particular
4. How they perceive their influence on the decision-making process at YADIM as individuals and as small groups
5. What they think of the role and the performance of the level coordinator

In questionnaire 1 (Q1), there were 16 questions related with the perceptions of the teachers of the level coordinator system in general and their level coordinators in particular. In questionnaire 2 (Q2), these questions were not included due to the modifications in the system. In the 1993-1994 academic year, there were no level coordinators so there was only one question related with the change in the set up of the system.

The structured interviews (See Appendix F) covered the same 5 areas and these interviews were made with 20 teachers out of the 54, chosen randomly from the list of teachers. The interviews were made at the same period of time as the application of the second questionnaire and the results are summarized in the data analysis section. The aim was to see if there was a difference in the teachers' perception of their roles in the system as individuals and as groups and also level coordinators' role. Additionally, interviews were made with the level coordinators about how they perceived their responsibilities and what they did.

Observations were made by analyzing the 1992-1993 and the 1993-1994 academic year small group meeting reports.

In addition to these, the Assistant Director was interviewed about the system, about the reasons for changes in the set up of the system, the attitude towards the small group meetings and the implementations of it.

As mentioned above, the first questionnaire was given at the end of the 1992-1993 academic year and teachers were given two weeks to fill it in. Fifty-three teachers out of 54 returned them. All the teachers returned the second questionnaire with no exceptions. The second questionnaire was given at the end of the first semester in March 1994, six months after the development sessions. Although it is not easy to create a change in human behavior and perception, as will be seen in the data analysis section, there was a considerable difference observed between the answers given in the two questionnaires.

The interviews were made by the researcher herself in February, 1994. The time limit was 30 minutes for each interviewee and the interviewees were asked to arrange a time convenient for them two weeks in advance. The interviews were made at the times arranged by the interviewees and all of them were asked the same questions. When answering the questions, they were not recorded so as not to make them nervous and tense. Instead, notes were taken by the researcher and no extra questions were asked

during the interviews to make the message clearer or to make the interviewee come to a specific point.


No names are written either on the questionnaires or on the interview sheets to make the research more objective and the subjects less tense.

Level coordinators were interviewed immediately after the last week of the 1992-1993 academic year and their answers in the interviews were one of the main reasons for this study to be carried out.

The small group meeting reports and the level coordinator reports of the 1992-1993 academic year were analyzed and the problems reflected in the small group meeting reports and problems reflected by the level coordinators were compared.

For the 1993-1994 academic year, small group meeting reports were analyzed and in addition to this, the Assistant Director was interviewed monthly about the feedback meetings held every Monday about the problems stated in the weekly reports. The problems stated and the problems solved are compared, as well.

The criteria for the analysis of the questionnaires is given in **Appendix H**. To make the choices to the questions shorter and clearer in the tables in Chapter 4 and to enable the reader to understand the rationale behind the analysis of the answers the corresponding numbers are provided. These numbers are used for the sake of having a standard way of organizing tables.





## CHAPTER 4

### DATA ANALYSIS

This is a descriptive study. Fifty-four subjects (teachers at YADIM) participated in the study. The teachers were given questionnaires (See **Appendices B and C**) related to their perceptions of their roles as individuals, their roles as small group members, of the small group system in general, their own small groups in particular and their level coordinators. In addition to these, the teachers were also asked to take part in a structured interview (See **Appendix F**) which covered the same areas as the questionnaires. Also, observations of the researcher were used to collect data, and in this way, it was intended to determine some of the problems which affected the success of the system applied at YADIM.

#### 4.1. Results and discussion

As a result of the study carried out, along the lines of the hypotheses, there is a considerable change in the perceptions of the teachers of their roles within the system as individuals and as parts of the organization.

after the development sessions held at YADIM at the beginning of the 1993-1994 academic year. The results below provide additional support for this change in the teachers' perceptions. To show this difference, valid percents and frequencies were analyzed.

Values, frequencies (Freq.) and valid percents (Valid %) are illustrated in the tables below. Values indicate the choices for each question. Those which are not chosen by any of the teachers are not included so as not to create confusion. The questionnaires are given in **Appendix A (Q1)** and **Appendix B (Q2)**. The results are presented in the following tables:

**Table 1. Results of the teachers' responses to question 1 related to the differences between two questionnaires:**

No.	Questionnaire 1			Questionnaire 2			
	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
1	2	4	7.5	1	2	1	1.9
	3	49	92.5		3	53	98.1

The answers to the first question (See **Table 1**) show that in 8 months' period, 5.6 % of the teachers changed their minds about the importance of teaching as an aspect of being a teacher at YADIM. The 92.5 % who thought teaching was a very important aspect of being a teacher at YADIM increased to 98.1 %.

**Table 2. Results of the teachers' responses to question 2 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
2	1	2	3.8	2	-	-	-
	2	6	11.3		2	7	13.0
	3	45	84.9		3	47	87.0

As regards participating in the daily management of YADIM, there is again a change in the perceptions of teachers (See Table 2). Although 3.8 % of the teachers stated that it was not important for them in Q1, in Q2, none of the teachers considered it to be "not important". Moreover, there is a slight increase from 84.9 % to 87.0 % in the number of teachers who think it is a very important aspect of their jobs to participate in the daily management of YADIM.

**Table 3. Results of the teachers' responses to question 3 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
3	1	3	5.7	3	1	1	1.9
	2	6	11.3		2	7	13.0
	3	44	83.0		3	46	85.2

A similar increase (from 83.0 % to 85.2 %) can be seen in the number of the teachers who consider giving feedback to the testing office, material production unit and the syllabus committee to be very important (See Table 3).

**Table 4. Results of the teachers' responses to question 4 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
4	1	48	90.6	4	1	43	79.6
	2	3	5.7		2	11	20.4
	3	2	3.8		-	-	-

As shown in Table 4, in Q1, 3.8 % of the teachers said they did not have a complete understanding of the purpose of their jobs. In Q2, none of the teachers circled this answer.

**Table 5. Results of the teachers' responses to question 5 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
5	1	44	83.0	5	1	46	85.2
	2	9	17.0		2	8	14.8

In Q1, 83.0 % of the teachers indicated that they had a complete understanding of their roles as classroom teachers (See Table 5). The results indicate no significant difference in the understandings of the teachers of their roles as classroom teachers. In Q2, the percentage increases to 85.2.

**Table 6. Results of the teachers' responses to question 6 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
6	1	29	54.7	6	1	37	68.5
	2	14	26.4		2	16	29.6
	3	10	18.9		3	1	11.9

About their roles as a part of the system at YADIM, the 13.8 % increase (from 54.7 % to 68.5 %) in the percentage shows that teachers have a better understanding of their roles as parts of the system (See Table 6). Also, in Q1, there were 10 people out of 53 who said they did not have a clear understanding of their roles as parts of the system. This number is only 1 in Q2.

**Table 7. Results of the teachers' responses to questions 7-10 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
7	1	33	62.3	7	1	49	90.7
	2	19	35.8		2	4	7.4
	3	1	1.9		3	1	1.9
8	1	36	67.9	8	1	48	88.9
	2	14	26.4		2	6	11.1
	3	3	5.7		-	-	-
9	1	30	56.6	9	1	49	90.7
	2	21	39.6		2	4	7.4
	3	2	3.8		3	1	1.9
10	1	30	56.6	10	1	39	72.2
	2	23	43.4		2	15	27.8

There are considerable decreases in the perceptions of the teachers as regards the influences teachers believe they have on the administration (See Table 7, No. 7), syllabus committee (See Table 7, No. 8), testing office (See Table 7, No. 9) and the material production unit (See Table 7, No. 10) as individuals. Teachers who believed they had no influence on the administration as individuals rose from 62.3 % to 90.7. Regarding the influence they believed they had individually on the syllabus committee, 21.0 % of the teachers changed their minds. Similarly, there is 34.1 % increase regarding the testing office and 15.6 % increase regarding the material production unit.

**Table 8. Results of the teachers' responses to question 11 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
11	1	9	17.0	11	1	4	7.4
	2	32	60.4		2	18	33.3
	3	12	22.6		3	32	59.3

As presented in Table 8, in Q1, 17 % of the teachers said that they were able to interact with the other teachers of the same classes completely before the small group system. In Q2, this percentage decreases to 7.4 which means that the teachers are more aware of the fact that the small group system contributes to the interaction among teachers of the same classes.

**Table 9. Results of the teachers' responses to questions 12-19 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
12	1	2	3.8	12	-	-	-
	2	8	15.1		2	7	13.0
	3	43	81.1		3	47	87.0
13	1	1	1.9	13	-	-	-
	2	3	5.7		2	8	14.8
	3	49	92.5		3	46	85.2
14	1	2	3.8	14	1	4	7.4
	2	8	15.1		2	7	13.0
	3	43	81.1		3	43	79.6
15	1	6	11.3	15	1	4	7.4
	2	9	17.0		2	7	13.0
	3	38	71.7		3	43	79.6
16	1	10	18.9	16	1	5	9.3
	2	14	26.4		2	9	16.7
	3	29	54.7		3	40	74.1
17	1	6	11.3	17	-	-	-
	2	12	22.6		2	14	25.9
	3	35	66.0		3	40	74.1
18	1	18	34.0	18	1	5	9.3
	2	14	26.4		2	20	37.0
	3	21	39.6		3	29	53.7
19	1	2	3.8	19	-	-	-
	2	7	13.2		2	11	20.4
	3	44	83.0		3	43	79.6



Although there is not a great difference between the two questionnaires related with the perceptions of the teachers of some objectives of the small group meetings, there are slight increases in the perceptions of the teachers of the importance of indicating problem areas on class level (See Table 9, No. 12), giving feedback to the administration (See Table 9, No. 15), writing small group meeting reports (See Table 9, No. 16), negotiating time tables (See Table 9, No. 17) and giving feedback on the building, toilets, catering etc. (See Table 9, No. 18). In Q1, 3.8 % of the teachers thought that providing an opportunity to exchange ideas with teachers using the same material is not an important objective of the small group meeting system. However, in Q2, none of the teachers stated that it was not important (See Table 9, No. 19). On the other hand, there is not a considerable increase about its being very important.

**Table 10. Results of the teachers' responses to question 20 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
20	1	51	96.2	20	1	53	98.1
	2	2	3.8		2	1	1.9

The 96.2 % who said they have attended the small group meetings in the 1992-1993 academic year in Q1 increases to 98.1 % in Q2 for the 1993-1994 academic year (See Table 10).

**Table 11. Results of the teachers' responses to question 21 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
21	1	27	50.9	21	1	49	90.7
	3	3	5.7		3	2	3.7
	4	23	43.4		4	3	5.6

As illustrated in Table 11, teachers indicated that 50.9 % of the 96.2 % attendance was regular for 1992-1993 academic year. However, 90.7 % of 98.1 % attendance was regular for the 1993-1994 academic year.

**Table 12. Results of the teachers' responses to question 22 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
22	1	4	7.5	22	-	-	-
	2	3	5.7		-	-	-
	3	4	7.5		-	-	-
	4	40	75.5		4	35	64.8
	-	-	-		5	19	35.2

As shown in Table 12, in Q1, all the days of the week are indicated for the meeting day especially Thursday. In Q2, only Thursdays and Fridays are indicated for the meeting day.

**Table 13. Results of the teachers' responses to question 23 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
23	1	15	28.3	23	1	23	42.6
	2	7	13.2		2	2	3.7
	3	31	58.5		3	29	53.7

As indicated in Table 13, there is a considerable increase between the two questionnaires in the percentage of teachers who state that they noted down the problems in the syllabus, the teaching order and the materials that they came across in the reports they submitted to their level coordinators.

**Table 14. Results of the teachers' responses to question 24 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
24	1	42	79.2	24	1	46	85.2
	2	11	20.8		2	8	14.8

In Q1, 79.2 % of the teachers indicated that there was at least one member in their group who refused to take part in the meetings. It is 85.2 % in Q2 (See Table 14).

**Table 15. Results of the teachers' responses to question 25 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
25	1	16	30.2	25	1	26	48.1
	2	4	7.5		2	3	5.6
	3	33	62.3		3	25	46.3

Both in Q1 and Q2, the problem of calling some of the group members every meeting day to remind them of the meeting is stated, but in Q2, there is a substantial increase from 30.2 % to 48.1 % (See Table 15).

**Table 16. Results of the teachers' responses to question 26 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
26	1	11	20.8	26	1	3	5.6
	2	30	56.6		2	42	77.8
	3	12	22.6		3	9	16.7

As shown in Table 16, there seems to be more awareness of the information requested in small group meeting reports in Q1. In Q1, 20.8 % of the teachers stated that they believed the reports they submitted included the requested information. The percentage for the same question is 5.6 % in Q2.

**Table 17. Results of the teachers' responses to question 27 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
27	1	48	90.6	27	1	51	94.4
	2	5	9.4		2	3	5.6

In Q2, the percentage of teachers indicating that it was easier for them to have interaction with the skills/core language teacher of a class in small group meetings is 94.4 % whereas it was 90.6 % in Q1 (See Table 17).

**Table 18. Results of the teachers' responses to questions 28-31 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
28	1	10	18.9	28	1	3	5.6
	2	24	45.3		2	20	37.0
	3	19	35.8		3	31	57.4
29	1	11	20.8	29	1	5	9.3
	2	21	39.6		2	39	72.2
	3	21	39.6		3	10	18.5
30	1	6	11.3	30	1	5	9.3
	2	33	62.3		2	30	55.6
	3	14	26.4		3	19	35.2
31	1	14	26.4	31	1	3	5.6
	2	22	41.5		2	36	66.7
	3	17	32.1		3	15	27.8

As regards the influence teachers believe they have as a small group at YADIM on the administration (See Table 18, No. 28), syllabus committee (See Table 18, No. 29), testing office (See Table 18, No. 30) and materials production unit (See Table 18, No. 30), there is a considerable increase in the percentage saying they have a lot of influence as a small group between the two questionnaires.

**Table 19. Results of the teachers' responses to question 32 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
32	1	27	50.9	32	1	49	90.7
	2	17	32.1		2	3	5.6
	3	9	17.0		3	2	3.7

As indicated in Table 19, in Q1, 17.0 % of the teachers agreed that the small group meetings were only a waste of time because they had a strong feeling that their reports were ignored by the Administration. In Q2, this percentage is only 3.7. In Q1, 50.9 % disagree with the statement; however, in Q2, this percentage is 90.7 which means that in the 1993-1994 academic year the teachers trusted the administration more than they did in the 1992-1993 academic year.

**Table 20. Results of the teachers' responses to question 33 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
33	1	28	52.8	33	1	34	63.0
	2	11	20.8		2	17	31.5
	3	14	26.4		3	3	5.6

In Q1, 26.4 % agreed that they knew that they would not be able to change things, and therefore small group meetings were a waste of time. In Q2, only 5.6 % agreed with this statement which indicates that there is more awareness of their influence as small groups on the functioning of the organization (See Table 20).



**Table 21. Results of the teachers' responses to questions 34-37 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
34	1	42	79.2	34	1	51	94.4
	2	5	9.4		2	2	3.7
	3	6	11.3		3	1	1.9
35	1	39	73.6	35	1	48	88.9
	2	4	7.5		2	4	7.4
	3	10	18.9		3	2	3.7
36	1	17	32.1	36	1	5	9.3
	2	8	15.1		2	3	5.6
	3	28	52.8		3	46	85.1
37	1	12	22.6	37	1	4	7.4
	2	12	22.6		2	8	14.8
	3	29	54.7		3	42	77.8

In the answers to these questions, it is quite clear that a self-awareness had developed among the teachers (See Table 21). It is 11.3 % of teachers in Q1 said "I personally do not believe in the importance of the small group system". In Q2, this percentage is 1.9 (See Table 21, No. 34). The percentage of the teachers who stated they did not bother to join the meetings in 1992-1993 academic year is 18.9. In 1993-1994, it is only 3.7 % (See Table 21, No. 35). There is a noticeable increase (32.3 %) in the number of people saying that they believed they did not exactly know how to work as a team (See Table 21, No. 36) and 23.1 % increase in the number of the people saying that they needed more adequate training on the objectives of the small group meeting system (See Table 21, No. 37).

**Table 22. Results of the teachers' responses to question 38 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
38	1	14	26.4	38	1	2	3.7
	2	14	26.4		2	11	20.4
	3	25	47.2		3	41	75.9

As indicated in Table 22, 47.2 % agreed that they believed small group meeting contributed to their teaching in Q1, but it is 75.9 % who gave the same answer in Q2 which means that there is a 28.7 % increase in the awareness of the fact that small group meeting contributed to their teaching.

**Table 23. Results of the teachers' responses to question 39 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
39	1	8	15.1	39	1	1	1.9
	2	17	32.1		2	8	14.8
	3	28	52.8		3	45	83.3

Again, as presented in Table 23, an awareness developed related to the contributions of the small groups to the organization at YADIM. There is a 30.5 % increase in the number of teachers stating that they believed small group meetings contributed to the organization at YADIM between the 2 questionnaires.

**Table 24. Results of the teachers' responses to question 40 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
40	1	3	5.7	40	1	1	1.9
	2	1	1.9		2	2	3.7
	3	49	92.5		3	51	94.4

The results in **Table 24** indicate that the number of teachers who think that if people were more aware of the importance of teamwork in Language Teaching Institutions, the system would work more efficiently rose from 92.5 % to 94.4 % in 8 months' period.

**Table 25. Results of the teachers' responses to question 41 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
41	1	10	18.9	41	1	2	3.7
	2	15	28.3		2	38	70.4
	3	28	52.8		3	14	25.9

Being a member of a small group does not seem to be an enjoyable experience. 28.3 % in Q1 and 70.4 % in Q2 are undecided about it (See **Table 25**). The answers to this question are contradictory. The other responses show positive changes in the perceptions of teachers of their roles as parts of the system; however, the answers to this question seem to be negative. The possible causes of such contradiction will be discussed in the conclusion section.

**Table 26. Results of the teachers' responses to question 42 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
42	1	27	50.9	42	1	43	79.6
	2	18	34.0		2	9	16.7
	3	8	15.1		3	2	3.7

As Table 26 illustrates, 50.9 % in Q1 disagreed that there was very little support from the administration for small group meeting. It is 79.6 % in Q2. The results reveal that the administration provided the teachers with the support they needed for the small group meetings.

**Table 27. Results of the teachers' responses to question 43 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
43	1	10	18.9	43	1	36	66.7
	2	30	56.6		2	14	25.9
	3	13	24.5		3	4	7.4

The results show that the perceptions of the teachers of the administration's being too closely involved in the small group system changed (See Table 27). It was 18.9 % in Q1 who disagreed that the administration was too closely involved in the small group system. In Q2, the percentage of disagreement is 66.7.

**Table 28. Results of the teachers' responses to question 44 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
44	1	21	39.6	44	1	41	75.9
	2	16	30.2		2	9	16.7
	3	16	30.2		3	4	7.4

As illustrated in Table 28, 39.6 % disagreed in Q1 that small group meetings did not give their members more say in how the work is organized at YADIM. The percentage of disagreement is 75.9 in Q2 which indicates an awareness developed of the influence they have on the functioning of the organization as small groups.

**Table 29. Results of the teachers' responses to question 45 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
45	1	15	28.3	45	1	3	5.6
	2	21	39.6		2	8	14.8
	3	17	32.1		3	43	79.6

In Q1, 32.1 % agreed that the administration gave a full explanation if the recommendations of the small group members were not implemented. In Q2, it increases to 79.6 % (See Table 29). This means that the administration's attempt to streamline the organization and not having level coordinators in the 1993-1994 academic year helped teachers to have more chance to get feedback on the reasons when the problems they reflected in the small group meeting reports were not solved. Teachers had the opportunity to get feedback directly from the Assistant Director on the problems and suggestions they stated in the small group reports they submitted to her.

**Table 30. Results of the teachers' responses to question 46 related to the differences between two questionnaires:**

Questionnaire 1				Questionnaire 2			
No.	Value	Freq.	Valid %	No.	Value	Freq.	Valid %
46	1	28	52.8	46	1	20	37.0
	2	24	45.3		2	34	63.0
	3	1	1.9		-	-	-

Again an awareness development can be observed in teachers about what they have done to help the system to work properly at YADIM (See Table 30). In Q1, 52.8 % say they have done everything they could to help the system to work properly at YADIM completely. In Q2, it is only 37.0 %. Moreover, 45.3 % said "partly" for this question in Q1 whereas it is 63.0 % in Q2 which shows that more teachers started thinking about what they could do to help the organizational system work properly at YADIM and questioning themselves about their individual efforts to contribute to the organizational system.

The questions 47-62 were all related to the level coordinators in Q1. In Q2, due to the change in the organizational system, these questions were not included. However, one question was added related to this change in the system. The answers to the last 16 questions are as follows:

**Table 31. Results of the teachers' responses to questions 47-50 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
47	1	7	13.2
	2	12	22.6
	3	34	64.2
48	1	4	7.5
	2	5	9.4
	3	44	83.0
49	1	4	7.5
	2	4	7.5
	3	45	84.9
50	1	9	17.0
	2	16	30.2
	3	28	52.8



There were 4 questions asked in order to find out how teachers perceived the objectives of the level coordinator system. As shown in Table 31, 64.2 % thought that it was a very important objective of the level coordinator system to observe the differences in language levels of students in different classes (See No. 47). Taking problems noted down in small groups to the Operational Board seemed to be the most important objective of level coordinator system (See Table 31, No. 48). As presented in Table 31, 83.0 % of the teachers thought it was very important. Similarly, 84.9 % noted that taking the suggestions made by the teachers to the Operational Board was a very important objective of the level coordinator system (See Table 31, No. 49). Finally, 52.8 % thought that checking if the meetings were regularly held was a very important thing for the level coordinator to do (See Table 31, No. 50).

**Table 32. Results of the teachers' responses to question 51 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
51	1	6	11.3
	2	37	69.8
	3	10	18.9

Only 11.3 % stated that they managed to hand their reports of the small group meetings to their level coordinators personally whereas 69.8 % stated that they sometimes managed to do it. There is a 18.9 % who said they never managed to hand their reports personally to their level coordinators. These are presented in **Table 32**.

**Table 33. Results of the teachers' responses to question 52 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
52	1	6	11.3
	2	22	41.5
	3	25	47.2

Again, only 11.3 % said that their level coordinator searched for the reason why they had not given him/her their reports (See **Table 33**). However, 47.2 % stated that their level coordinator never searched for the reasons when they had not handed him/her the reports.

**Table 34. Results of the teachers' responses to question 53 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
53	1	29	54.7
	2	11	20.8
	3	13	24.5

As shown in Table 34, 54.7 % disagreed that their level coordinator always made sure that their meetings were held regularly. Only 24.5 % agreed with this statement. The different answers to this question are due to the existence of 4 different level coordinators and the differences in their performances regarding their responsibilities.

**Table 35. Results of the teachers' responses to question 54 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
54	1	28	52.8
	2	14	26.4
	3	11	20.8

As regards level coordinators' making sure that the reports were written regularly, 20.8 % agree whereas 52.8 % disagree (See Table 35).

**Table 36. Results of the teachers' responses to question 55 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
55	1	26	49.1
	2	17	32.1
	3	10	18.9

As it can be seen in **Table 36**, 49.1 % disagreed that their level coordinator always made sure that their reports included the requested information. Only 18.9 % agreed with it which means that, most of the time, some level coordinators did not attempt to get into contact with the small group members to find out why the reports did not include the requested information.

**Table 37. Results of the teachers' responses to question 56 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
56	1	29	54.7
	2	14	26.4
	3	10	18.9

**Table 37** illustrates that 54.7 % did not believe that their level coordinator took the problems they had noted down to the Operational Board. Again, it was only 18.9 % who believed s/he did.

**Table 38. Results of the teachers' responses to question 57 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
57	1	30	56.6
	2	12	22.6
	3	11	20.8

As the suggestions being taken to the Operational Board, 56.6% did not believe that they were taken to the Operational Board whereas 20.8 % believed that their level coordinator reported the suggestions reflected by the teachers (See Table 38).

**Table 39. Results of the teachers' responses to question 58 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
58	1	30	56.6
	2	11	20.8
	3	12	22.6

Only 22.6 % believed that their level coordinator had done his job effectively, whereas 56.6 % did not believe this (See Table 39). Again, this difference might be related to the existence of 4 different level coordinators.

**Table 40. Results of the teachers' responses to question 59 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
59	1	10	18.9
	2	11	20.8
	3	32	60.4

As illustrated in Table 40, 60.4 % believed that his/her level coordinator should have tried harder to do his/her job. Only 18.9 % disagreed with this which shows that 60.4 % of the teachers were dissatisfied with the performances of their level coordinators.

**Table 41. Results of the teachers' responses to question 60 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
60	1	15	28.3
	2	11	20.8
	3	27	50.9

As shown in Table 41, 50.9 % thought that his/her level coordinator was not aware of his responsibilities but 28.3 % thought the opposite.

**Table 42. Results of the teachers' responses to question 61 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
61	1	13	24.5
	2	12	22.6
	3	28	52.8

Table 42 illustrates that 52.8 % stated that they believed their level coordinator did not believe in the importance of his/her responsibility. However, 24.5 % disagreed with this idea. The 22.6 % of the teachers were undecided about this. Such different opinions may be due to the existence of 4 level coordinators whose performances in doing their jobs were not the same. Therefore, when some teachers were satisfied with their level coordinator's job performance, some others were not.

**Table 43. Results of the teachers' responses to question 62 related to the level coordinator**

Questionnaire 1			
No.	Value	Freq.	Valid %
62	1	18	34.0
	2	25	47.2
	3	10	18.9

Only 18.9 % of the teachers believed that their level coordinator actually managed to change things by taking their suggestions and problems to the Operational Board. However, 34.0 % stated that they did not believe the statement. The rest of the teachers, that is 47.2 %, were undecided about this. These are presented in Table 43. Their being undecided is due to their not having the opportunity to get feedback on what was done about their suggestions and problems they had reflected in their small group meeting reports.



**Table 44. Results of the teachers' responses to question 47 related to the level coordinator**

Questionnaire 2			
No.	Value	Freq.	Valid %
47	1	37	68.5
	2	17	31.5

As mentioned above, in Q2, there was only one question related with the level coordinators. The result is that 68.5 % of the teachers completely agree with the following statement: "I believe that this year the system is more meaningful and works better because we do not have level coordinators". As illustrated in Table 44, 31.5 % indicated that they partly believed it. The third alternative, "not at all" was not chosen by any of the teachers.

At the end of both questionnaires, there were space left for the teachers to write their comments about the small group system in general or their small group in particular if they had any. The comments are given under the heading of each questionnaire without any changes:

#### 4.1.1. Questionnaire 1

"If we take it more seriously, it will be better."

"I appreciate the small group system but I think they should be held at a regular place and a proper time. However, I believe some teachers will keep ignoring the meetings. We should try to find a reasonable solution to this question: 'How can the teachers at YADIM be persuaded to join the small group meetings regularly and willingly?'. The solution, I believe, should be something mild, not offensive, not boring, and something not frightening."

"I believe that small group meeting system is a very important system in language teaching. I just wonder what you can do with people who disagree with this and who are difficult to explain some innovations in language teaching. Do you believe you can change their ideas by giving workshops, treatments or any other means if they refuse to change their minds?"

#### 4.1.2. Questionnaire 2

"I think small groups would have worked much better if we had looked at the meetings more professionally and less as a chore. We didn't set apart the deserved time for the meet and therefore didn't get the optimum advantage. It took us time to see the results and to see how beneficial small groups are. Good communication would never go to waste."

#### 4.1.3. Interviews with level coordinators

There were 4 level coordinators at YADIM in the 1992-1993 academic year and each was responsible from one level (Graduate Pre-Threshold Lower; Undergraduate Pre-Threshold Lower; Graduate/Undergraduate Pre-Threshold Upper; Graduate/Undergraduate Threshold). For the interviews, just like the teachers, the level coordinators were asked for an appointment for the interview 2 weeks in advance and one level coordinator refused to be interviewed. The other three kindly answered the questions. Results are given in **Appendix D**.

Similar problems and suggestions are reflected in the other groups but unlike the one given in **Appendix E**, they were all included in the level coordinator reports, as

well. The result of my observations is that the problems reported are solved except for the one related with the listening/speaking materials and it was solved for the 1993-1994 academic year. Suggestions are taken into consideration (i.e. a committee of 5 people was formed and was assigned to find possible solutions for the problems with PSS [Participation Scoring System] and the report the committee presented was explained to the teachers in a meeting).

#### 4.1.4. Interviews with teachers

The interviews with the teachers are given in **Appendix G**. Some of them are given here to enable the reader to have some idea of the responses of the teachers:

\* I think of myself as a part of the system at YADIM. In other words, teaching what I am assigned to teach, doing what I am assigned to do in administrative affairs. But the priority is on teaching because, at this moment, I don't have any extra assignments. If I have, my responsibility is to do it.

\* We have submitted our reports, but I do not think that we have included the requested information.

\* I believe small group meetings are of great help and they help the information flow from instructors to the

administration. The key factor here is working in harmony and reflecting this to coordination.

\* They help the system but to me the meetings were just a waste of time last year because we submitted our reports to the level coordinators and that was it. We never had the chance to learn what was done about our suggestions and problems. This year we have the chance to get feedback about the problems we state. If they can be solved they are solved. If not, they (administrative staff) give their reasons for it. You feel better when you know there are people who listen to you and who take your problems and suggestions into consideration.

\* I don't think that they help the system. If more time and effort is devoted for the meetings they can be of great help, but at the moment, they are only a waste of time and the reports do not include the requested information.

\* Individuals are parts of groups and you can not separate them. But the problems can be solved as a result of the discussion among the individuals within groups. We need to have unity and should work to achieve a common goal.

\* I think we have no influence on the process at YADIM as individuals or as small groups.

\* My level coordinator wasn't even at school, how can s/he be expected to do his/her job?

\* I strongly believe that although small group meetings are frustrating, they help inform people in our group about everything new. They create an atmosphere in which work is done together with colleagues and responsibility shared. They also help some friends learn to feel responsibility.

\* The small group system is very logical and a positive approach at YADIM. But people should be motivated and should be aware of the importance of the system.

#### **4.1.5. Informal Oral Feedback**

The teachers who joined the staff after the development sessions and therefore could not be given the questionnaires and interviews were asked to get together and reflect how they felt to be a part of an organization like YADIM and how they perceived their roles in the organizational system at this institution. They reflected satisfaction with the system, and reported that this was their first experience in an organization. They stated that they were in favor of the small group meeting system. According to them, the small group meeting system was logical and necessary. They thought that it was vital for an institution like YADIM to have such an organizational system to arrange things, however, they reflected unhappiness with the attitudes of some other teachers towards the system and the meetings.

## CHAPTER 5

### CONCLUSION AND SUGGESTIONS FOR FURTHER RESEARCH

#### 5.1. Conclusion

The present study was concerned with the human factor in the system at Language Teaching Institutions with specific reference to YADIM. It was claimed that if teachers were made more aware of their roles within the organizational system at YADIM as individuals as well as small group members and their perceptions changed accordingly, this would be of great help to the functioning of the system at YADIM.

The analysis of the data revealed that although there were minor differences between the understandings of the teachers and the management of the objectives of small group system and what is expected of the teachers as individuals and as small group members, the main problem in the lack of information flow from the teachers to the

administration seems to have been the existence of level coordinators in the 1992-1993 academic year. In the 1993-1994 academic year, due to the feedbacks being given and the reports being evaluated directly by the Assistant Director herself, the teachers reflect more satisfaction with the system. Moreover, they are happier with the feedback they get and the solutions to the problems. As mentioned above in the data analysis section (See Table 38), many of the reports were not evaluated in the 1992-1993 academic year; therefore, some of the level coordinator reports presented to the Operational Board did not include the problems and suggestions in the reports submitted to the level coordinators by the teachers. (See Appendix E)

In addition to this, the interviews with the level coordinators (See Appendix D) make it obvious that the Pre-Threshold Upper Level Coordinator did not believe in the importance of his job. He frankly stated that he thought it was nothing but nonsense to ask his colleagues if they had any problems, if they had been meeting regularly, or if they had written the report; therefore, he did not check whether the meetings were held and if they weren't held regularly, he didn't search for the reason. However, an important point to be made here is that the level coordinators were not assigned by the administration. At



the beginning of the 1992-1993 academic year, they volunteered to be level coordinators themselves. In addition to this, the Pre-Threshold Upper Level Coordinator changed his job and left YADIM at the beginning of the 1993-1994 academic year.

The Undergraduate Pre-Threshold Lower Level Coordinator refused to be interviewed. The Threshold Level Coordinator said she had done everything she could, and it is so obvious that she did when one looks at the reports submitted to her by the teachers and the reports she herself submitted to the Operational Board. The reports she presented in the Operational Board included all the problems, and suggestions were mentioned in small group reports. The results of the interviews indicate that the members of the small groups she was responsible for were happy with the system. The Graduate Pre-Threshold Lower Level Coordinator reported that she was eager to do her job and to perform her responsibility; however she was demotivated, as well, when the members of the small groups who were supposed to give her their reports were demotivated. On the other hand, she stated that she knew that she should have been the one to motivate and encourage them.

Thus, the results of this study show that there is a parallelism between what the reports reflect and what the level coordinators said about what they had done.

There are similarities between YADIM teachers' responses to questions about the system and the results of the research conducted by Seymour and Collett on the application of TQM in higher education (See pp. 40-42) especially about the negatives of the system.

The data for this study reveals that the most important aspect of the teachers' job at YADIM is teaching and there is not a considerable change in their views in the 8 month period (from 92.5 % to 98.1 %). It seems that there was a change in the perceptions of teachers about the need for daily management participation (See Table 2) which indicates that the development sessions helped teachers broaden their views about their roles at YADIM as individuals. Again, another positive effect of development sessions, as revealed by the data, is the slight increase in their perceptions of the importance of giving feedback to the various units in the organization (See Table 3). The development sessions helped teachers to have a more complete understanding of the purpose of their jobs (See Table 4) and to have a better understanding of their roles as parts of the organizational system (See Table 6). They

seem to have a better awareness of their not having individual influence on the various units at YADIM (See Table 7) but considerable influence as small groups (See Table 18) and in addition to this, they are more aware of the easier interaction with the other teachers of their classes which is due to the small group meetings (See Tables 8 and 17). The sessions led to an increase in the regular attendance at the meetings and brought a more certain meeting day and time (See Tables 10-11). Again, an increase is revealed by the results in the awareness of the importance of noting down the requested information in the small group reports (See Tables 13 and 16). There is less suspicion about the administrators' evaluating the reports and more trust to the administration about giving importance to the problems and suggestions (See Table 19). Teachers have more confidence in their influence as small groups on the administration to change things by reflecting their problems and suggestions and therefore helping the information flow after the development sessions and the change in the system (See Table 20). More teachers believe in the importance of the small groups system at YADIM and its contributions to their teachings and to the organization at YADIM (See Tables 22-23). They seem to be more aware of the importance of teamwork in Language Teaching Institutions (See Table 21, No. 36 and Table 24).

Although there is a considerable increase in the regular attendance to the meetings (See Table 11), being a member of a small group is not reflected to be an enjoyable experience (See Table 25). Moreover, in Q2, the percentage of the teachers undecided about the pleasure of being a member of a small group increased 42.1 % and the percentages of both agreement and disagreement dropped dramatically. My own view is that, although this looks rather contradictory, it reveals awareness created by the development sessions about the importance of an efficient system even if they do not like it. They are aware of the need for such a system and their being undecided shows that they started thinking about it.

More teachers believe that the administration was neither too closely involved within the system nor gave too little support for small group meetings (See Tables 26-27). A noticeable rise is observed in the disagreement with the idea that the small group meetings do not give more say to their members in how the work is organized at YADIM (See Table 28). Such a rise can be seen in Table 29 as regards the agreement with the idea that a full explanation was given by the administration if the recommendations of the small groups were not implemented. My own view is that the most important reason for this is the meetings organized

and held by the Assistant Director herself with one member from each small group regularly every Monday to give feedback on what had been done about the problems stated and suggestions made.

Similarly, the results of this study show that more teachers started questioning themselves about what they did to help the system work properly at YADIM which can be seen in the dramatic decrease in the number of teachers saying they helped the system work properly in Q2 (See Table 30).

Even though the attitudes of some teachers do not seem to be very positive about the small group meeting system, the results indicate that they are, to some extent, aware of the need for such a system for the sake of the information flow from the teachers to the administration and vice versa, and standardization. In addition to this, they are more aware of the fact that the system will work more efficiently if they have more adequate training in how to work as a member of a team and if they try harder to contribute the system (See Table 21). The conclusion one might draw from the results is that most of the teachers at YADIM became more aware of the responsibilities that being members of an organization bring and their being crucial to YADIM both as individuals as well as members of the small groups. In addition to this, many responses in the

interviews show that the teachers know it is not possible for the administration to solve every problem reported by each individual teacher and to take every individual teacher's suggestions and complaints into account since there are 73 teachers working at YADIM. Teachers who reported that they could not manage to change things at YADIM as individuals, but they managed to have an influence on the conduct of the organization, seem to have more satisfaction with the system.

Teachers' answers in the structured interview reflect the awareness developed on the teachers about the importance of the application of an efficient system at YADIM to achieve the organizational aims. Although some of them are not particularly happy with the small group meeting system, they reflect more satisfaction with it about its contributions to their teachings and to the organizational system.

There are positive conclusions to be drawn about this study: YADIM teachers need regular development sessions; workshops, seminars, etc., to develop more awareness on the importance of teamwork in large organizations like YADIM. They also need more adequate training on how to work in groups and on the objectives of the organizational system no matter what the system applied is.

## 5.2. Suggestions For Further Research

In this study, the background experiences of the teachers at YADIM are not taken into consideration. However, it is likely that the positive or negative attitudes of the teachers towards the system are affected by their background experience. Although there is as yet no research conducted on this point, most of the teachers who seemed to have a negative attitude towards the system worked in another organization before coming to YADIM and were only assigned to teach and do nothing else then. Those who started working at YADIM as their first jobs seem to adapt themselves more easily. The 10 new-comers were interviewed about this. This is their first experience in an organization and their attitudes towards the system were observed to be very positive. All these teachers reported that they were willing to do extra work and to contribute the organization. They reported that they were happy in the organization and complained about the attitudes of some other teachers. Thus, this point can be subject to further research.

Further replication might focus on the differences among the working groups, quality circles and teams if

there are any, and their effectiveness in higher education. As mentioned before, there has not been many studies carried out to look into the differences among these. My observations on the two voluntary groups, namely We Care Committee and Library Improvement Team, show that such groups work more effectively and willingly. Each activity was planned, reported to the administration, performed and then, again a detailed report was given to the Administration Board to give them information about the outcomes of the activity. Aims and procedures are stated clearly. None of the problems observed affected the group work or the committee.

A final suggestion is that the differences between group work in commercial organizations and state organizations can be studied.





**APPENDICES**

**APPENDIX A****THE ORIENTATION PROGRAM BETWEEN 20TH AND 24TH SEPTEMBER**

- 20th Sept. 1993 Monday : **OPENING OF THE TERM**
- 21st Sept. 1993 Tuesday : **TEACHERS' IMPORTANCE**
- Workshop 1
- the first group 9:00-11:00
- Workshop 2
- the second group 11:00-13:00
- 22nd Sept. 1993 Wednesday : **MODIFICATION FOR CONTINUOUS ASSESSMENT (PSS)**
- 10:30
- 23rd Sept. 1993 Thursday : **WAYS FOR BEING MORE EFFECTIVE AS YADIM**
- Workshop 1
- the first group 9:00-11:00
- Workshop 2
- the second group 11:00-13:00
- STUDENTS' AFFAIRS**
- 14:00-15:00
- 24th Sept. 1993 Friday : **REFLECTIONS**
- Workshop 1
- the first group 9:00-11:00
- Workshop 2
- the second group 11:00-13:00
- WE CARE COMMITTEE 14:00-15:30**

Colleagues,

The purpose of my thesis is to investigate the human factor in various levels of the systems of organization in Language Teaching Institutions. I aim to define the contributions made by the various levels of organization within the system applied at Yadim and to point out the underlying causes of the problems that have arisen during the application of the system.

I am going to focus on the small group meetings held at Yadim, in particular. I do not aim to solve the problems but to highlight the causes of these problems. In order to achieve the utilitarian purpose of my research, I wish you to be completely honest in your answers.

Thank you very much for your cooperation and valuable time and advance.

**Please DO NOT write your names on the questionnaire.**

Please mark your idea of the importance of 3 aspects of being a teacher at Yadim.

(1: not important, 2: important, 3: very important)

teaching	1	2	3
participating in daily management of Yadim (i.e. substitution; telephoning when late; attending the meetings )	1	2	3
giving feedback (i.e. identifying problems, making suggestions) to the testing office, material production unit, syllabus committee.	1	2	3

I do not have a clear understanding of the purpose of my job.  
a. completely                      b. partly                      c. not at all

I do not have a clear understanding of what is expected of me as a classroom teacher.  
a. completely                      b. partly                      c. not at all

I do not have a clear understanding of my role as a part of the system at Yadim.  
a. completely                      b. partly                      c. not at all

Indicate how much influence you believe you have as an individual teacher at Yadim on the following:

(1 = no influence, 2 = some influence, 3 = a lot of influence)

- |                              |   |   |   |
|------------------------------|---|---|---|
| 7. Administration            | 1 | 2 | 3 |
| 8. Syllabus Committee        | 1 | 2 | 3 |
| 9. Testing Office            | 1 | 2 | 3 |
| 0. Materials Production Unit | 1 | 2 | 3 |

. I was able to interact with my skills/ core language teacher before the small group system.

- a. completely                      b. partly                      c. not at all

Indicate how important you believe the following objectives of small group meetings are:

(1 : not important, 2 : important, 3 : very important)

- |   |   |   |   |
|---|---|---|---|
| 2. to indicate problem areas on class level.<br>( make suggestions, discuss solutions)                                  | 1 | 2 | 3 |
| 3. to provide an opportunity for more<br>coordination between skills and core<br>language teachers of the same classes) | 1 | 2 | 3 |
| 4. to give feedback to materials production<br>unit, testing and the syllabus committee.                                | 1 | 2 | 3 |
| 5. to give feedback to the Administration   | 1 | 2 | 3 |
| 6. to write small group meeting reports   | 1 | 2 | 3 |
| 7. to negotiate time tables   | 1 | 2 | 3 |
| 8. to give feedback on building, toilets,<br>catering etc.  | 1 | 2 | 3 |
| 9. to provide an opportunity to exchange ideas<br>with teachers using the same material.                                | 1 | 2 | 3 |

I have attended the small group meetings in the 1993-1994 academic year.

- a. Yes                      b. No

I have attended the small group meetings

- a. regularly  
b. once a month  
c. twice a month  
d. occasionally  
e. never

Our meeting was on

- a. Monday    b. Tuesday    c. Wednesday    d. Thursday    e. Friday

at

- a. 12:30    b. 13:00    c. 13:15

We, as a small group, noted down the problems in the syllabus, the teaching order and the materials that we came across in the reports we submitted to our level coordinator.

a. Yes      b. No      c. Sometimes

There was at least one member of the group who refused to come to the group meetings in our group.

a. Yes      b. No

We had to call some of our group members every meeting day to remind them of the meeting.

a. Yes      b. No      c. Sometimes

I believe the reports we submitted to our level coordinator included the requested information (materials evaluation, language items to be tested, problems, suggestions, where in the C/L, L/S, R/W, closing remarks, absentees, next spokesperson, names and signatures)

a. completely      b. partly      c. not at all

It is easier for me to have interaction with the skills/ core language teacher of my class in small group meetings.

a. Yes      b. No

Indicate how much influence you believe you have as a small group at Yadim on the following:

( 1 = no influence, 2 = some influence, 3 = a lot of influence)

8. Administration	1	2	3
9. Syllabus Committee	1	2	3
10. Testing Office	1	2	3
11. Materials Production Unit	1	2	3

Indicate how much you agree with the following statements about the small group meetings

( 1 : disagree, 2 : undecided, 3 : agree)

a. I believe they were only waste of time because

32. I have a strong feeling that our reports were ignored by the administration.      1 2 3

33. we knew that we would not be able to change things      1 2 3

b. I believe that the small group system is a good idea in theory, but in practice it did not work because

34. I personally do not believe in the importance of the small group system      1 2 3

35. I did not bother to join the meetings      1 2 3

36. I believe we do not exactly know how to work as a team      1 2 3

37. we needed more adequate training on the objectives of small group meeting system 1 2 3
38. I believe small group meetings contributed to my teaching 1 2 3
39. I believe small group meetings contributed to the organization at Yadim. 1 2 3
40. I believe if people were more aware of the importance of teamwork in Language Teaching Institutions, the system would work efficiently 1 2 3
41. Being a member of the small groups was an enjoyable experience 1 2 3
42. I believe there was very little support from the administration for small group meetings 1 2 3
43. Administration was too closely involved in the small group system. 1 2 3
44. Small group meetings did not give their members more say in how the work is organized at Yadim 1 2 3
45. The administration gave a full explanation if the recommendations of the small group members were not implemented. 1 2 3
- I can frankly say that I have done everything I could to help the system to work properly at Yadim.
- a. completely                      b. partly                      c. not at all

Indicate how important you believe the following objectives of the level coordinator system are:  
( 1 : not important, 2 : important, 3 : very important)

47. to observe the differences in language levels of students in different classes. 1 2 3
48. to take problems noted down in small group reports to the Operational Board. 1 2 3
49. to take the suggestions made by the teachers to the Operational Board. 1 2 3
50. to check if the meetings are regularly held 1 2 3

We managed to hand our reports of the small group meetings to our level coordinators personally.

a. Always                      b. Sometimes                      c. Never

Our level coordinator searched for the reasons if we have not given him/her the report.

a. Always                      b. Sometimes                      c. Never

Indicate how much you agree with the following statements about your level coordinator.

(1 : disagree, 2 : undecided, 3 : agree)

53. I believe my level coordinator always made sure that our meetings were held regularly 1 2 3
54. I believe my level coordinator always made sure that we have written our reports regularly 1 2 3
55. I believe my level coordinator always made sure that the reports included the requested information 1 2 3
56. I believe my level coordinator took the problems we noted down to the Operational Board 1 2 3
57. I believe my level coordinator took the suggestions we noted down to the Operational Board 1 2 3
58. I believe my level coordinator has done his job effectively 1 2 3
59. I believe my level coordinator should have tried harder to do his job 1 2 3
60. I believe my level coordinator was not aware of his responsibilities 1 2 3
61. I believe my level coordinator did not believe in the importance of his/her responsibility 1 2 3
62. I believe my level coordinator actually managed to change things by taking our suggestions and problems to the Operational Board 1 2 3

THIS IS THE END OF THE QUESTIONNAIRE. THANK YOU AGAIN FOR YOUR TIME.

IF YOU HAVE ANY OTHER COMMENTS ABOUT THE SMALL GROUP SYSTEM IN GENERAL OR YOUR SMALL GROUP IN PARTICULAR, PLEASE WRITE THEM BELOW. ANY COMMENTS YOU MAKE WILL REMAIN ANONYMOUS.

r Colleagues,

purpose of my thesis is to investigate the human factor in various levels of the systems of organization in Language Teaching institutions. I aim to define the contributions made by the various elements of organization within the system applied at Yadim and to find out the underlying causes of the problems that have arisen during the application of the system.

I am going to focus on the small group meetings held at Yadim, in particular. I do not aim to solve the problems but to highlight the causes of these problems. In order to achieve the utilitarian aims of my research, I wish you to be completely honest in your answers.

Thank you very much for your cooperation and valuable time and advance.

**Please DO NOT write your names on the questionnaire.**

Please mark your idea of the importance of 3 aspects of being a teacher at Yadim.

( 1: not important, 2:important, 3:very important)

- |   |   |   |   |
|---|---|---|---|
| 1. teaching   | 1 | 2 | 3 |
| 2. participating in daily management of Yadim<br>(i.e. substitution; telephoning when late;<br>attending the meetings )                       | 1 | 2 | 3 |
| 3. giving feedback (i.e. identifying problems,<br>making suggestions) to the testing office,<br>material production unit, syllabus committee. | 1 | 2 | 3 |

I have a clear understanding of the purpose of my job.

- |               |           |               |
|---------------|-----------|---------------|
| a. completely | b. partly | c. not at all |
|---------------|-----------|---------------|

I have a clear understanding of what is expected of me as a classroom teacher.

- |               |           |               |
|---------------|-----------|---------------|
| a. completely | b. partly | c. not at all |
|---------------|-----------|---------------|

I have a clear understanding of my role as a part of the system at Yadim.

- |               |           |               |
|---------------|-----------|---------------|
| a. completely | b. partly | c. not at all |
|---------------|-----------|---------------|



Indicate how much influence you believe you have as an individual teacher at Yadim on the following:  
(1 = no influence, 2 = some influence, 3 = a lot of influence)

- |                             |   |   |   |
|-----------------------------|---|---|---|
| . Administration            | 1 | 2 | 3 |
| . Syllabus Committee        | 1 | 2 | 3 |
| . Testing Office            | 1 | 2 | 3 |
| . Materials Production Unit | 1 | 2 | 3 |

I was able to interact with my skills/ core language teacher before the small group system.

- a. completely                      b. partly                      c. not at all

Indicate how important you believe the following objectives of small group meetings are:  
(1 : not important, 2 : important, 3 : very important)

- |  |   |   |   |
|--|---|---|---|
| . to indicate problem areas on class level.<br>( make suggestions, discuss solutions)                                  | 1 | 2 | 3 |
| . to provide an opportunity for more<br>coordination between skills and core<br>language teachers of the same classes) | 1 | 2 | 3 |
| . to give feedback to materials production<br>unit, testing and the syllabus committee.                                | 1 | 2 | 3 |
| . to give feedback to the Administration   | 1 | 2 | 3 |
| . to write small group meeting reports   | 1 | 2 | 3 |
| . to negotiate time tables   | 1 | 2 | 3 |
| . to give feedback on building, toilets,<br>catering etc.  | 1 | 2 | 3 |
| . to provide an opportunity to exchange ideas<br>with teachers using the same material.                                | 1 | 2 | 3 |

I have attended the small group meetings in the 1993-1994 academic year.

- a. Yes                      b. No

I have attended the small group meetings

- a. regularly  
b. once a month  
c. twice a month  
d. occasionally  
e. never

Our meeting was on

a. Monday b. Tuesday c. Wednesday d. Thursday e. Friday

at

a. 12:30 b. 13:00 c. 13:15

We, as a small group, noted down the problems in the syllabus, the teaching order and the materials that we came across in the reports we submitted to the administration.

a. Yes b. No c. Sometimes

There was at least one member of the group who refused to come to the group meetings in our group.

a. Yes b. No

We had to call some of our group members every meeting day to remind them of the meeting.

a. Yes b. No c. Sometimes

I believe the reports we submitted included the requested information (materials evaluation, language items to be tested, problems, suggestions, where in the C/L, L/S, R/W, closing remarks, absentees, next spokesperson, names and signatures)

a. completely b. partly c. not at all

It is easier for me to have interaction with the skills/ core language teacher of my class in small group meetings.

a. Yes b. No

Indicate how much influence you believe you have as a small group at Yadim on the following:

( 1 = no influence, 2 = some influence, 3 = a lot of influence)

28. Administration	1	2	3
29. Syllabus Committee	1	2	3
30. Testing Office	1	2	3
31. Materials Production Unit	1	2	3

Indicate how much you agree with the following statements about the small group meetings

( 1 : disagree, 2 : undecided, 3 : agree)

1. I believe they were only waste of time because

32. I have a strong feeling that our reports were ignored by the administration. 1 2 3

33. we knew that we would not be able to change things 1 2 3

- b. I believe that the small group system is a good idea in theory, but in practice it did not work because
- |  |   |   |     |
|--|---|---|-----|
| 34. I personally do not believe in the importance of the small group system  | 1 | 2 | 3   |
| 35. I did not bother to join the meetings  | 1 | 2 | 3   |
| 36. I believe we do not exactly know how to work as a team   |   | 1 | 2 3 |
| 37. we needed more adequate training on the objectives of small group meeting system   |   | 1 | 2 3 |
| 38. I believe small group meetings contributed to my teaching  |   | 1 | 2 3 |
| 39. I believe small group meetings contributed to the organization at Yadim.   |   | 1 | 2 3 |
| 40. I believe if people were more aware of the importance of teamwork in Language Teaching Institutions, the system would work efficiently | 1 | 2 | 3   |
| 41. Being a member of the small groups was an enjoyable experience   |   | 1 | 2 3 |
| 42. I believe there was very little support from the administration for small group meetings   |   | 1 | 2 3 |
| 43. Administration was too closely involved in the small group system.   |   | 1 | 2 3 |
| 44. Small group meetings did not give their members more say in how the work is organized at Yadim   |   | 1 | 2 3 |
| 45. The administration gave a full explanation if the recommendations of the small group members were not implemented.                     |   | 1 | 2 3 |

I can frankly say that I have done everything I could to help the system to work properly at Yadim.

a. completely                      b. partly                      c. not at all

I believe that this year the system is more meaningful and works better because we do not have level coordinators.

a. completely                      b. partly                      c. not at all

THIS IS THE END OF THE QUESTIONNAIRE. THANK YOU AGAIN FOR YOUR TIME.

IF YOU HAVE ANY OTHER COMMENTS ABOUT THE SMALL GROUP SYSTEM IN GENERAL OR YOUR SMALL GROUP IN PARTICULAR, PLEASE WRITE THEM BELOW. ANY COMMENTS YOU MAKE WILL REMAIN ANONYMOUS.

**Interviews with level coordinators:**

Results are as follows (names are not written but levels are given for the end of the 1992-1993 academic year. These are transcribed from notes.):

**Graduate Pre-Threshold Lower Level Coordinator:**

"Small group system is a good idea in theory but it was a bit different in practice. The reason for the problems was teachers' attitudes. By the end of the first term, I realized that the meetings were becoming dull and boring for the teachers. I myself did not take part in some of the meetings of my own small group. Although I overheard people in my group complaining about some problems, these were not reflected in the small group meeting reports. The main reason for this, I think, was doing always the same things. Some problems reflected weren't solved because when they were reported, it was too late for the administration to solve them, but as far as I know, this year they are solved. But the teachers lost their motivation although it was their giving feedback late. I guess another reason was that there was no satisfaction in teachers after the meetings. Reports were handed in to me regularly at the beginning. Many of them included mostly the feedback for testing.

I think the most important thing for many teachers or maybe the only important thing was their students and their performance in the exam, therefore they never neglected giving feedback to testing. If they had performed their responsibilities, the system would have worked better. I think, in the group, one person should be given the responsibility and should be expected to do everything. It was also my fault, because although I realized that the meetings were not held regularly, I did not search for the reasons because I was demotivated but I know this is not an excuse. Apart from all these, I believe that the objectives were clear enough. They were stated very clearly at the very beginning. This is true both for my own responsibility as a level coordinator and for small group members".

**Graduate/Undergraduate Threshold Level Coordinator:**

"The aim was clear. At the beginning it was perfect and I still think that it [small group meeting system] is an essential system in Language Teaching Institutions although there happened to be some problems in the system. For example, participation was less by the end of the year. I started visiting teachers one by one personally to get the requested information which was a mistake because from then

on they didn't meet at all. They said it was a waste of time. I called them when they didn't meet. Meetings were of great help especially for talking about the problems of students and their performances in different lesson. Meetings help to solve the problems before they become impossible to solve. I kept a notebook for taking notes of the comments, problems and suggestions for every course (Core Language/ Reading-Writing/ Listening-Speaking). Before the system, the core language teacher was dominant, now there is coordination between teachers and many problems can be solved in groups."

**Graduate/Undergraduate    Pre-Threshold    Upper Level  
Coordinator:**

"The system is faulty. I do not believe that any control system should take place in the system. Such control [level coordinator controlling if meetings were held and reports written] means telling people that they do not have personalities. Level coordinator system is meaningless. Everyone is able to do his own job. No reports were handed. In the second term especially not even one report was handed in to me. I did not search for the reasons because I myself do not believe in the system. There is not a problem with testing office, why should we give feedback? I did not believe the purpose of my job as well.

Small group meetings are meaningless. Betterment and changing things through meetings is impossible. There is no need to meet, we see each other everyday and it is enough I think. Everyone prepared his own material and did what he was supposed to do. Meeting once a week is nothing but carrying extra burden."



## APPENDIX E

Reported problems and suggestions which were not reflected by the Pre-Threshold Upper (PTU) Level Coordinator in 3 months' period:

-Too many listening activities in core language book. Some should be omitted. (reported 5 times)

-Video materials are not enough. We should be provided with some higher level video materials and cassettes. (4 times)

-Core language book needs to be supplemented. Not enough structural activities. MPU [Material Production Unit] should provide us with grammar activities. (4 times)

-Listening cassettes are not clear enough. Recordings should be made from the original cassette. (6 times)

-PTU [Pre-threshold upper] materials are not suitable for students. Listening cassettes are recorded badly. Students cannot hear them. We have to supplement the materials. We need help from MPU. Bad recordings demotivate students. 2 Units are not recorded in the cassettes. (6 times)

-Collins Cobuild is a real problem. Skills materials are not sufficient. Supplement! (5 times)

-Supplement, modify and replace listening/speaking materials as soon as possible. (2 times)

-Achievement dates should be changed because of holiday.

-Students want to see their exam papers as early as



possible.

- Toilets are not cleaned regularly. (3 times)
- PSS [Participation Scoring System] grades and inattendances still not announced. Unhappy students. (2 times)
- A private toilet for male teachers as well.
- PSS is very useful both for students and the teachers. But some modifications are needed to make it better. (2 times)
- There are some missing parts in the reading/writing book. (5 times)
- We should use an A-B-C-D system instead of numbers for PSS.
- A suggestion for PSS and attendance sheets: They may be left in the pigeon holes.
- The library should be open during the lunch break both for teachers and for students. (4 times)
- Class 110 has an attitude problem: needs girls.
- Listening/Speaking materials are too difficult for PTU. (4 times)
- Confusion about PSS.
- Happy with speaking materials. MPU should prepare similar materials for next year. (2 times)
- Students want materials to study in the classroom. We need parallelism between skills and core language units. (4 times)

**The related Level Coordinator report to the Operational Board:**

No problems or suggestions reflected in this term related with core language or skills lessons. The need for replacing the coursebook Collins Cobuild is repeated.



**APPENDIX F****The structured interview for the teachers:**

1. What do you think your job at YADIM as an individual is?
2. What can you say about the small group meetings so far?  
(Have you attended regularly? Have you done everything expected of you in the meetings completely? Do you think they help coordination at YADIM? Do they help the information flow between the administration and the teachers?)
3. What do you think your influence on the system is at YADIM as an individual teacher and as a small group? Are there any differences? What is your influence on the decision-making process as an individual and as a group at YADIM?
4. What do you think that the role of the level coordinators was? How well do you think your level coordinator has performed his/her duty? Do you think s/he was effective?
5. What do you think of the small group system in general?

## APPENDIX G

The teachers' answers to the questions in the structured interview.

1. What do you think your job is at YADIM as an individual?

- \* Teaching and doing my best for my students.
- \* Teaching and attending meetings.
- \* Being an instructor, I try to do what I have to do in various units within the organization.
- \* To improve myself, to follow the recent research, to produce ideas, to apply the ideas I produce to my job, to try to be more productive.
- \* Using all the opportunities given, making research, using all the modern techniques, working in coordination with other colleagues.
- \* Producing ideas about everything related with the various units in the organization, making research. If I can make use of all the sources at YADIM and be free to use all the opportunities and if my suggestions on correcting the mistakes are taken into consideration, I can produce ideas.
- \* Teaching in the best way possible and helping students enjoy learning English.

\* Teaching and doing what I am supposed to do to help the daily management of YADIM.

\* Teaching and informing my colleagues (especially the ones in the testing office) about what I do, because there is standard teaching at YADIM and everyone should be in contact with each other.

\* I think of myself as a part of the system at YADIM. In other words, teaching what I am assigned to teach, doing what I am assigned to do in administrative affairs. But the priority is on teaching because, at this moment, I don't have any extra assignments. If I have, my responsibility is to do it.

\* Part of a whole unit which is formed by people who came together to achieve the same goal. But since there are so many people, it is not easy to achieve a mutual agreement.

\* Teaching, participating in the daily management of YADIM, marking after the exams.

\* At YADIM, my job is teaching. Sometimes attending the meetings related with my teaching.

\* Teaching, improving myself - I believe, it is more important than teaching, helping colleagues if I can.

\* I do not think I have something more important than teaching. Sometimes I have to attend the meetings to see if there is anything important related with my teaching.

\* Teaching, making research, attending the meetings. Small group meetings as well.

\* Teaching is my job. Sometimes there are extra things to be done such as marking, helping friends and coordinators to sort things out, etc. These are a part of my job, as well.

\* Teaching English, waiting for my students to answer their questions 6 hours a week (my office hours) in my office, attending the meetings.

\* Teaching and participating in the daily management. I mean, if they [administrative staff] need me, I believe, a part of my job is to be at YADIM to help them.

2. What can you say about the small group meetings so far? (Have you attended regularly? Have you done everything expected from you in the meetings? Do you believe they help coordination? Do they help the information flow between the administration and the instructors?)

\* I can't say that we have met regularly. It was possible for me to interact with colleagues with whom I share the same class. We are expected to give so much information in the meeting reports, but I don't know to what extent this information is taken into consideration.

\* No regular meetings because we have difficulty in gathering people. We have submitted our reports but I do not think that we have included the requested information.

\* We couldn't meet regularly especially after the holidays. We have tried to give all the information requested and we could solve the minor problems ourselves. I believe we were of great help to the coordination at YADIM.

\* I believe small group meetings are of great help and they help the information flow from instructors to the administration. The key factor here is working in harmony and reflecting this to coordination.

\* Small group meetings help instructors to interact with each other about the lessons, to follow the teaching order and to talk about the students and their problems. I have no idea of their help to coordination.

\* I believe we need small groups to coordinate the activities, to provide communication and proper flow of information. We have attended the meetings regularly. We haven't done everything required from us in the meetings. We sometimes considered it useless to report the problems we could solve in the meetings.

\* They give information about where we are in the coursebook in core language, reading/writing and listening/speaking.

\* We have attended the meetings regularly but I can't say that we've done everything we're expected to. The reason is that when all the members attend regularly and if one member attends occasionally, and if not enough time is devoted to meetings, you do not have what you want to have and you lose your motivation to produce ideas. However, I believe that they help the coordination a lot.

\* The meetings are very useful. We've attended regularly and done everything required. They really help the information flow to the administration.

\* The group members meet only to sign the report. Last year, most of the responsibility was on the level coordinator and since the level coordinator did not bother to talk with the groups, groups did not have the chance to learn the decisions made.

\* I believe the teachers of one class should have some kind of an interaction and they need to discuss what is going on in the classroom. We are trying our best to attend the meetings regularly and to do what we are required to do. Because of one member in the group, our meeting does not help the coordination. I believe they help the information flow to the administration.

\* The meetings were held regularly at the beginning but later they became monotonous. If the problems reported are not solved, people are demotivated and they do not bother to write about their problems.



\* I believe they help the coordination but why do we have them once a week? I think they will help more if we have them once or twice a month. We've attended regularly so far but since we are bored, we just sit and chat with our friends and sign the report.

\* They help the system but to me the meetings were just a waste of time last year because we submitted our reports to the level coordinators and that was it. We never had the chance to learn what was done about our suggestions and problems. This year we have the chance to get feedback about the problems we state. If they can be solved they are solved. If not, they [administrative staff] give their reasons for it. You feel better when you know there are people who listen to you and who take your problems and suggestions into consideration.

\* I don't think that they help the system. If more time and effort is devoted for the meetings they can be of great help, but at the moment, they are only a waste of time and the reports do not include the requested information.

3. What do you think your influence on the system is at YADIM as an individual teacher and as a group? Is there a difference? What is your influence on the decision-making process as an individual and as a group?

\* It is possible to discuss some common problems when you meet as a group. I don't think we have some kind of an influence on the decision-making process at YADIM.

\* We have more influence as a group. I don't think we have some kind of influence as individuals.

\* Our ideas as individuals have influence on the administration when they are reflected in groups. The problems discussed and solved in groups bring success. The group work means identifying objectives, and enabling the group members to make decisions and to identify problems as regards to these objectives. The priority is on making decisions as a result of the unity of the group and helping coordination.

\* I don't think there is a difference between individuals and groups. If the individuals work properly, then this will influence group work positively. But individuals presenting different point of views can affect the group decision.

\* Individuals are parts of groups and you can not separate them. But the problems can be solved as a result of the discussion among the individuals within groups. We need to have unity and should work to achieve a common goal.

\* I think we have no influence on the process at YADIM as individuals or as small groups.

\* I believe the administration and testing office take the decisions made in groups into consideration.

\* I believe I have done everything I was assigned to do as an individual. I have no idea of how much influence the small groups have on the daily management of YADIM. I believe the decisions made by groups are taken into consideration more than the ones reflected as individuals.

\* I do what they tell me to do. I think I have no influence on the administration as an individual but we can sometimes change things as groups.

\* Individuals have no influence and it is impossible in an organization to listen to every employee's ideas and consider them. Small groups have some influence this year. Maybe, last year they had some influence as well. But since we were not given any feedback about our reports by our level coordinators, I have no idea.

\* I think small groups are some kind of a subunit at YADIM and they help to save time. The weekly meetings enable the administration to talk about and consider the problems reflected on time and then it can be possible to prevent or solve a problem in the process. The decisions made in groups are more effective and it's easier to see the positives and negatives in groups.

\* The aim of small groups is to enable the people to interact with each other in the organization. We have the chance to reflect our ideas.

4. What do you think that the role of the level coordinators was? How well do you think your level coordinator has performed his/her duty? Do you think s/he was effective?

\* Giving information to the administration about the feedback elicited from the small group meeting reports. I think my level coordinator has done everything s/he could.

\* To inform the administration about the decisions made and problems stated in the meeting reports. I don't think my level coordinator was effective enough.

\* The level coordinator, with the help of the people in his/her group, was assigned to secure the coordination of the activities performed for the betterment of the syllabus, testing, material and teaching order. His/her duty was to serve as a link between the administration and the teachers. S/he should have been careful in checking if the task was performed and if people were punctual enough. I do not remember my level coordinator asking for any reports which is not submitted to him/her. I don't believe s/he even tried to do his job.

\* Level coordinators were supposed to serve as a link between the administration and the assigned members. S/he should have provided some improvements related with the feedback elicited in small group meeting reports. I think my level coordinator performed his/her duty but I believe there are problems in the team work which should be taken into consideration.

\* The level coordinator serves as a bridge between administration and lower levels of the organization. They should have been given more authority and power. They should have been responsible for not only informing the administration about the problems but also for solving them.

\* Level coordinators were supposed to serve as a bridge between the teachers and the administration.

\* They were supposed to inform the administration about the opinions and suggested solutions of the teachers to the administration and testing office.

\* Their job was to coordinate the information flow between the administration and the teachers and to inform the administration about the problems teachers face and have to live with. I believe my level coordinator hasn't done his job effectively.

\* My level coordinator wasn't even at school, how can s/he be expected to do his/her job?

\* Level coordinators should help the information flow from teachers to administration. But this was of no help because of the lack of the information flow.

\* The level coordinator was the person to help us not to waste time. My level coordinator wasn't doing anything. But a good level coordinator would be able to inform the administration about a problem which, if there weren't level coordinators, would be taken to the administration individually by at least ten people. So the administration would have no time to deal with the daily management of YADIM. Instead, they would be listening to people, their problems and suggestions the whole day.

\* The level coordinator should have been able to identify the problems and to suggest solutions to the administration about the problems stated.

5. What do you think of the small group system in general?

\* I strongly believe that although small group meetings are frustrating, they help inform people in our group about everything new. They create an atmosphere in which work is done together with colleagues and responsibility shared. They also help some friends learn to feel responsibility.

\* The small group system is very logical and a positive approach at YADIM. But people should be motivated and should be aware of the importance of the system.

\* I think they help the coordination. But awareness should be developed.

\* The small group system should be applied in every educational organization. The only problem is the lack of communication among the group members.

\* It is important to give and get feedback for the teachers in their groups but meeting every week is just a waste of time.

\* If applied properly, the small group system helps both the teachers and the administration. But the offices where we meet are sometimes too crowded to discuss everything we want to.

\* If our suggestions are not going to be taken into consideration, why should we meet and discuss?

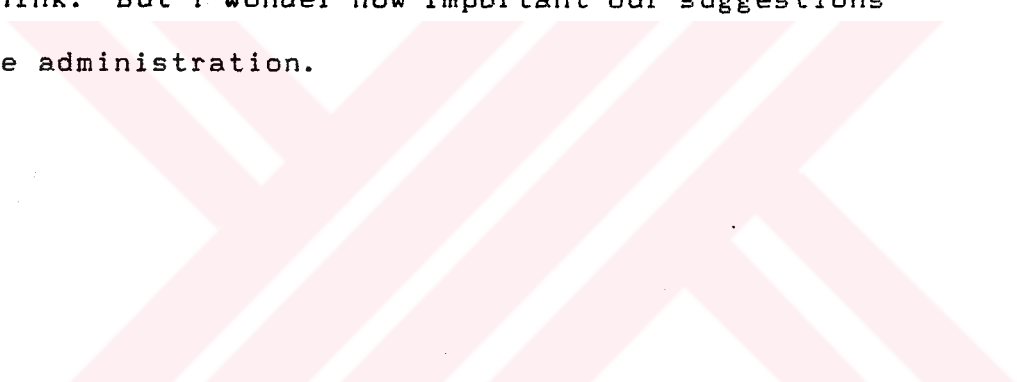
\* The small group meetings are just a waste of time because people either are not aware of their responsibilities or they do not bother to perform them. This is supposed to be a group work and individuals cannot do anything alone.

\* The small group meetings should be held regularly but they should be given the necessary importance. People like to act as individuals, unfortunately, and all they want is to come to the meetings, give the necessary information and leave as soon as possible. They even do not bother to discuss the problems if there are any.

\* The aim is what I like. It is a good idea in theory but in practice it does not work.

\* I think everybody knows the importance of working in groups for organizations. It is vital for the organization's success. But, before this, the awareness of responsibility should be developed as individuals for the group work in organizations to be effective.

\* If people attend regularly, they help the system at YADIM, I think. But I wonder how important our suggestions are for the administration.





## APPENDIX H

### Criteria for the Analysis of the Questionnaires

Below are presented the equivalent values of the answers in the questionnaires:

Not important : 1

Important : 2

Very important : 3

Completely : 1

Partly : 2

Not at all : 3

No influence : 1

Some influence : 2

A lot of influence: 3

Yes : 1

No : 2

Sometimes : 3

Disagree : 1

Undecided : 2

Agree : 3

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