Obstacles in the School Organization

Süleyman Göksoy[1*]

[1]Department of Educational Sciences, Faculty of Education, Düzce University, Konuralp Campus, Düzce, Turkey.

Author's contribution

The sole author designed, analyzed and interpreted and prepared the manuscript.

Original Research Article

ABSTRACT

The aim of the research is to determine obstacles in educational organizations through PEST(Political, Economical, Social and Technological aspects) analysis. Since it was aimed to obtain more reliable data and to gather extensive data, phenomenology from qualitative research methods was used. Criterion sampling method from purposeful sampling was used in determining the working group of the research. The working group of the research consists of 14 educators (principals (5), deputy principals (4), teachers 5) who have been receiving education of masters with thesis/non-thesis faculty of education, educational sciences from a university in the western region of Turkey in 2015-2016 academic year and also have been working in various educational degrees. Data obtained through semi-structured interview method were analiyzed using the content analysis method. Semi-structured interview form was used in order to determine the personal perception and viewpoints of educators about obstacles in educational organizations. In this research which aimed to determine the obstacles that affect the quality of educational organizations through PEST analysis and to increase the effectiveness, sufficiency and productivity of the schools, the following results were obtained. The political obstacles in schools are related to syndicate, diplomacy, hierarchy, upper management and legislation and the economical obstacles stem from school budget, personal rights and limited school resources. The social obstacles are school environment, principal, teacher, student and the issues related to school culture. The technological obstacles consists of

Corresponding author: E-mail: goksoys@hotmail.com;

issues related to teaching material and virtual system. The political, social, cultural, economical and technological obstacles in schools should be eliminated in order to get the expected efficiency in schools.

Keywords: School; organization; obstacle; political; economical; technological; socialaspects.

1. INTRODUCTION

Weber suggests that bureaucracy maximizes rational decisions and managerial productivity. Classic Weber bureaucracy defines five main managerial features: cooperation and specialization, objectivity, hierarchy of offices, rules and regulations, career orientation. Weber model has been criticized due to the fact that it ignores informal organizations and that it involves nonfunctional results, internal inconsistencies and gender related prejudgments. Henry Mintzberg [1], developed a more extensive conceptual framework. Mintzberg defined the structure as simple organizational ways that divide the work into small duties and provide cooperation among these different duties (Hoy and Miskel, [2]). He developed the mechanical-organic structures that Hage suggested (Lunenburg, and Ornstein, [3], Robbins, Decenzo and Coulter, [4], Robbins and Judge, [5], Saruhan, Yildiz, [6]).

Non-technical organic organizations are based upon personal, philosophical and reflective thoughts. Many managers regard this model as inapplicable (Lunenburg and Ornstein, [3]). Organic organizational structure is a flat structure that relies on participative decisions, includes comprehensive information network, works in low formalization level and uses cross hierarchical and cross functional gears. Contrary to organic organizations, mechanical organization has high specialization, formalization and centralization levels. Also it demonstrates bureaucratic qualities. This organizational structure defines how the duties are separated formalistically and how they are classified and coordinated. Three structures are widespread in organizations. Simple structure is characterized with low classification level, wide supervision field, single authorisation and centralized framework. In bureaucratic structure, duties are grouped in functional departments, rules and regulations have high level of formalization, the authority is centralized, supervision is strict and decisions are taken by chain of command. Matrix structure includes both functional and organizational classification and constitutes binary authorisation (Robbins and Judge, [4], Robbins, Decenzo and Coulter, [4]).

Organizational structure forms the interaction and responsibilities among duties, individuals and resources in an organization. Traditional organizational structures are generally categorized as functional, separated, strategic work unit, matrix and product set structure. However, in the twenty-first century, different factors such as globalization, access to internet and rapid access to information have shaped organizational structures to a great extent. As a result, issues such as redesigning the work processes, diminution and focusing on basic skills have came to the fore. Therefore, companies redesigned and restructured their organizational structure by emphasizing on the most critical applications and activating the operations. They aimed to carry out their strategies with maximum effectiveness (Mintzberg, [1], Pearce and Robinson, [7], Robbins, Decenzo and Coulter, [4], Robbins and Judge, [4]).

Successful institutions give importance to informal organizational factors along with formal organizational factors. Informal organizational factors are mostly people oriented topics. Major ones of these topics are institutional culture, leadership, selection, training, principles and policy of human resources, motivation and motivational tools, rewarding and encouragement systems, career management and educational opportunities (Serinkan, [8]). These items can be expanded with other important ones as success, motivation, responsibility, unity, flexibility, localization, participation and organizational learning (Gursel, [9]). Schools are formal organizations that possess most of the features of bureaucratic organizations. School organizations use both internal and external strategies in order to decrease the external effects on the internal factors. The culture and climate are the main factors that define the school structure. Organizational culture and climate are two modern viewpoints that have been used inn order to examine different shool features. They partly complete each other and partly separate from each other (Lunenburgand

Ornstein [3], Robbins, Decenzo and Coulter, [4], Robbins and Judge, [5]). Many research have demonstrated that school efficacy is not related with financial status but with organizational culture and climate. (Lunenburg and Ornstein, [3]). This research aimed to determine obstacles in educational organizations through PEST (Political, Economical, Social and Technological aspects) analysis and to make advisory inferences for future research. This study is important to reveal the obstacles in the schools and educational organizations. By doing this, the quality of the school will increase, students' success will be enhanced and educators will experience more job satisfaction in their professions.

2. METHODS

2.1 Research Model

Phenomenology from qualitative research models was carried out in the research in order to obtain more reliable data about the effects of obstacles in educational organizations and to gather extensive information. Phenomenology design aims to reveal and interpret individual perceptions related to a particular phenomenon (Yildirim and Simsek, [10]).

2.2 Research Study Group

Criterion sampling from purposeful sampling methods was used in determining the study group of the research. The study group consists of 14 educators (principals (5), deputy principals (4), teachers (4)) who have been receiving education in masters with and without thesis faculty of education, educational sciences from a university in the western region of Turkey in 2015-2016 academic year. It was aimed to provide balance in the number of principals, gender differences (7 females, 7 males) and educational stages (preschool (3), primary school (4), secondary school (3), high school (4).

2.3 Data Collection Tool

Semi structured interview form was used in order to determine the personal perceptions and views of educators about the obstacles in educational organizations. Semi structured interview form was developed by carrying out a literature review and consulting to educators (one principal, one deputy principal an done teacher who did not participated in the research) and experts (two experts in Educational Management and

Supervision) within the framework of PEST analysis technique(Political, Economical, Social and Technological obstacles related to situational leadership in schools).

PEST Analysis aims to examine the political, economic, social and technological factors that affect an organization. It is used to reveal positive and negative effects of these factors (Ministry of National Education, 2007). PEST Analysis enables seeing the bigger picture of internal and external environment of the organization and to understand whether the environmental factors are opportunities or threats. Sufficient examination of entire items of PEST Analysis means that the internal and external environment is analyzed correctly. It is mostly used to determine the position and the development route of the organization. Analysis stages are formed with questions related to analysis topic. Therefore, the key point is to address proper questions. Necessary factors for the analysis are as follows (Calik, Sezgin, Calik, [11], Saruhan, Yildiz, [12]): Political and Legal Factors; determining legal conviction, political situation of the institutional environment. Economic Factors; general economic situation of the institution, work capacity, income enhancing factors, expense enhancing factors, saving facilities and product purchasing facilities. Social and Cultural Factors; social environment of the institutions, demands, expectations, education level, customs of the society. Technological Factors: Technological developments, capacity to use technology and technological situation.

The interview questions were prepared in accordance with the features of educational institutions and they were developed according to PEST Analysis.

1) What are the factors that affect procedures-management in school organization?
2) What are the political and legislative obstacles? (Obstacles related to unions, politics, hierarchy, top management)
3) What are the economic obstacles? (Obstacles related to school budget, personal rights, school resources)
4) What are the social obstacles? (Obstacles of school environment, principals, teachers, students, culture)
5) What are the technological obstacles? (Obstacles of teaching materials, cyber system)

2.4 Data Analysis

Data obtained in the semi structured interview forms were analyzed with content analysis method. Content analysis is a process of organizing similar data under particular themes. Accordingly, stages of coding the data, determining the themes, organizing the codes and themes, defining the findings and interpreting are followed (Yildirim and Simsek, [10]). A domain expert was consulted for putting the themes and codes into final form. Identities of the participants were kept hidden ethically. Presenting the findings, principals are named as P1, P2, teachers are named as T1, T2, … T6. Research data were applied to the volunteer educators in 2015-2016 academic year fall term.

2.4.1 Validity and reliability

Validity includes whether the interpretations made about the phenomena are correct or not (internal validity). It also covers the transmissibility of the results to similar groups (external validity). Sampling and data collection process were explained in detail in order to provide validity in the research. When another researcher reapplies the research and the new data are consistent with the previous ones, reliability is provided (internal reliability). Whether the results can be obtained in similar environments is related with external reliability (Yildirim and Simsek, [10]). Data obtained via interviews were explained with direct citations in order to provide reliability in research. How the data collection tool was developed, how the data were analyzed and presented were explained in detail.

3. RESULTS

The tables above include the citations from the respondents on the related areas of obstacles. The citations have been grouped under the main categories and presented in the tables.

3.1 Political-Diplomatic-Legislatorial Obstacles

Political-diplomatic-legislatorial obstacles in educational organizations are explained in Table 3.

3.1.1 Union obstacles

As it is demonstrated in Table 3, educators stated that the union obstacles in educational organizations are as follows: Unions have dominant roles in principal appointments and only member of particular unions become principals, they endeavor to fulfil the demands of political power rather than supporting the educators and decreasing their problems,union competition decreases the cooperation levels in schools, educators from different unions move away from education and compete with each other, union differences influence organizational culture negatively, decrease cooperation and create prejudices in communication and unions have political/ideological inclinations.The reasons of these situations explained by the educators are as follows: Unions always make discriminations in schools, a large number of different unions (35 different unions) block the system, female educators are rare in unions, members have excessive demands and expectations, there is no effective and democratic union management perception and unions take ideological decisions.

3.1.2 Political obstacles

The political obstacles that the educators stated are as follows: Only the demands and needs of institutions which are close to top management are taken into account, the commisioning are not carried out nondiscriminatory, suppression of the politicians, each government desires to raise individuals according to their political views, ministers change continuously and their applications differ accordingly, the election of the principals is not carried out sensitively, all authorities are collected under one single center, educational laws, regulations and bureaucratic restrictions are problematic, there is no educational policy separate from political parties and continuity is not provided in educational policies.

3.1.3 Hierarchical obstacles

The hierarchical obstacles that the educators listed in Table 1 are as follows: Authorities are collected in central organization or in institutional center in rural areas, the fact that top management is centralized decelerates the management, decisions and applications are collected under a single center, there are bureaucratic problems, initiative is not taken, level of hierarchy is high, the decision taken by the hierarchically upper unit is altered in sub-units, there are malfunctions in coordination, all duties and operations in schools are explained in legislation, areas to take initiative are few and bureaucracy is not flexible, there is the perception of one single leader in the hierarchical

structure, teachers' participation to the decision making process is not supported, the educational system produces a strict obedience culture and there is strict centralization.

Table 1. Political-diplomatic-legislatorial obstacles

Theme	Sub categories	Sample cases (f)
Political-diplomatic-legislatorial obstacles	**Union obstacles**	− Union members have disagreements from time to time (2) − Unions have dominant roles in principal appointments and only member of particular unions become principals (2) − Unions endeavor to fulfil the demands of political power rather than supporting the educators and decreasing their problems (3) − Union competition decreases the cooperation levels in schools (2) − Educators from different unions move away from education and compete with each other (3) − Civil disobedience actions of the unions affect the communication of teachers negatively (2) − Union differences influence organizational culture negatively, decrease cooperation and create prejudices in communication (2) − Unions always make discriminations in schools. A large number of different unions (35 different unions) block the system (3) − Female educators are rare in unions (2) − Members have excessive demands and expectations (2) − There is no effective and democratic union management perception (2) − - Unions have political/ideological inclinations (3)
Political-diplomatic-legislatorial obstacles	**Political obstacles**	− Only the demands and needs of institutions which are close to top management are taken into account (3) − The commisioning are not carried out nondiscriminatory (3) − Suppression of the politicians (2) − Each government desires to raise individuals according to their political views (3) − Ministers change continuously and their applications differ accordingly (2) − The election of the principals is not carried out sensitively (3) − All authorities are collected under one single center (5) − Educational laws, regulations and bureaucratic restrictions (3) − There is no educational policy separate from political parties (3) − Continuity is not provided in educational policies (4) − Strict centralization (3)
Political-diplomatic - legislatorial obstacles	**Hierachical obstacles**	− Authorities are collected in central organization or in institutional center in rural areas (5) − The fact that top management is centralized decelerates the management (3) − Decisions and applications are collected under a single center (5) − There are bureaucratic problems, initiative is not taken (3) − Level of hierarchy is high (3) − The decision taken by the hierarchically upper unit is altered in sub-units (1) − There are malfunctions in coordination (2) − All duties and operations in schools are explained in legislation, areas to take initiative are few and bureaucracy is not flexible (4) − There is the perception of one single leader in the hierarchical structure − Teachers' participation to the decision making process is not supported (5) − The educational system produces a strict obedience culture (3) − Strict centralization (8)

Theme	Sub categories	Sample cases (f)
Political-diplomatic-legislatorial obstacles	**Top management obstacles**	– Communication of the management with the subdivisions is insufficient, the principals are indifferent and operations process slowly (3) – The managerial structure is not suitable and environment of confidence is not promotive (3) – The schools are classified as good and bad, they are mislabeled (3) – The operations are slow – There is lack of communication (4) – Staffing occurs (3) – The operations do not require continuity and bureaucrats change frequently (4) – The fact that top management contiuously expands and develops brings cumbersomeness (3) – The management is collected under one hand-centralization (5) – There is lack of education (4) – There is an imbalance in authority, responsibility and work load (3) – Top management desires to engross the leadership (2) – There is a tendency to managerial issues rather than to leadership (3) – Top management discourages the personnel (1)
	Legislatorial obstacles	– The legislation is strict and it changes frequently (5) – The fact that teachers are assigned to obligatory services after 4 years causes them to have medium levels of organizational commitment (1)

3.1.4 Top management obstacles

As it is given in Table 1, the top management obstacles that educators remarked are as follows: Communication of the management with the subdivisions is insufficient, the principals are indifferent and operations process slowly, the managerial structure is not suitable and environment of confidence is not promotive, the schools are classified as good and bad, they are mislabeled, the operations are slow, there is lack of communication, ttaffing occurs, the operations do not require continuity and bureaucrats change frequently, the fact that top management contiuously expands and develops brings cumbersomeness, the management is collected under one hand-centralization, there is lack of education and an imbalance in authority, responsibility and work load, top management desires to engross the leadership, there is a tendency to managerial issues rather than to leadership and top management discourages the personnel.

3.2 Economic Obstacles

Economic obstacles in educational organizations are given in Table 2.

3.2.1 Obstacles of school budget

On Table 1, the educators interpreted the obstacles of school budget as follows: Schools are not given resource transfer and given any allocation, principals use school budget mostly on the physical equipments, educational activities and teacher requirements are given secondary importance, budgets vary across different schools, the allocations given to schools are different from each other, school needs are not fulfilled due to inadequate allocations, the operations are hindered or cancelled due to resource shortage, Parent Teacher Association is based on voluntariness, Ministry notices disapprove donations, parents are reluctant, teachers are unwilling to interfere with money affairs, time is limited, financial authorities are collected in the center and parents do not support.

3.2.2 Obstacles of personal rights

On Table 2, educators listed the obstacles of personal rights as follows: The fact that course loads of teachers are different causes conflictions, teachers who work in higher performances receive the same salary with other teachers, principals in double shift schooling have double working hours, teachers in some branches are inducted in short term, but teachers in other branches have to work at least 14-15 years, substitute teachers receive lower salaries for the same work, there are no performance criteria, watch payments are very low,

responsibilities are too much, salaries are inadequate, double shift schooling is hard to apply, post graduate education is not supported by the ministry, rewarding is performed rarely or never and educators have low salaries in socio-economic sense.

Table 2. Economic obstacles

Theme	Sub categories	Sample cases(f)
Economic obstacles	**Obstacles of school budget**	- Schools are not given resource transfer (4) - Schools are not given any allocation (7) - Principals use school budget mostly on the physical equipments, educational activities and teacher requirements are given secondary importance (4) - Budgets vary across different schools. The allocations given to schools are different from each other (2) - School needs are not fulfilled due to inadequate allocations (4) - The operations are hindered or cancelled due to resource shortage (3) - Parent Teacher Association is based on voluntariness (3) - Ministry notices disapprove donations (1) - Parents are reluctant (3) - Teachers are unwilling to interfere with money affairs (1) - Time is limited (2) - Financial authorities are collected in the center (6) - Parents do not support (4)
Economic obstacles	**Obstacles of personal rights**	- The fact that course loads of teachers are different causes confliction(4) - Teachers who work in higher performances receive the same salary with other teachers(3) - Principals in double shift schooling have double working hours (4) - Teachers in some branches are inducted in short term, but teachers in other brances have to work at least 14-15 years (1) - Substitute teachers receive lower salaries for the same work (2) - There are no performance criteria (3) - Watch payments are very low (1) - Responsibilities are too much (3) - Salaries are inadequate (5) - Double shift schooling is hard to apply (3) - Post graduate education is not supported by the ministry (4) - Rewarding is performed rarely or never (4) - Educators have low salaries in socio-economic sense (3)
Economic obstacles	**Obstacles of school resources**	- Income status of the school environment is low (parents have low socio-economic levels) (5) - The factors to increase the school income are very few (6) - There are low-income families (4) - Educational levels of parents are low (4) - Negative beliefs about the importance and necessity of education are prevalent(4) - Areas to carry out sportive and cultural activities are not sufficient (7) - Physical structure of schools have many dificiencies (3) - Schools do not contain gym centers or swimming pools (2) - Libraries are insufficient and old-fashioned(3) - The equipment is inadequate (2) - Resources obtained from government budget is not sufficient(5) - Resources of rural schools are connected to village budget(2) - The relationship and cooperation between schools and families are weak (5)

3.2.3 Obstacles of school resources

The obstacles of school resources that educators stated are as follows: Income status of the school environment is low (parents have low socio-economic levels), the factors to increase the school income are very few, there are low-income families, educational levels of parents are low, negative beliefs about the importance and necessity of education are prevalent, areas to carry out sportive and cultural activities are not sufficient, physical structure of schools have many dificiencies, schools do not contain gym centers or swimming pools, libraries are insufficient and old-fashioned, the equipment is inadequate, resources obtained from government budget is not sufficient, resources of rural schools are connected to village budget and the relationship and cooperation between schools and families are weak.

3.3 Social Obstacles

Social obstacles in educational organizations are explained in Table 3.

3.3.1 Obstacles of school environment

On Table 3, obstacles of social environment are listed by the educators. They are as follows: Teachers have limited social environments, they do not have suitable environments for out of school activities, immigrants are allowed in the area, problems in educational quality occur due to rapid increase and flow in the population, schools deal with formal education and neglect informal education, social learning and cooperation environments are limited, socio-economic environment of the school is insufficient, alternations and developments are not given importance, parental support is not provided and expectations of the environment are various.

3.3.2 Obstacles of principals

Educators stated that obstacles of principals in educational organizations are as follows: Managerial roles of principals are more dominant than leadership roles, the quality and vision of principals are different, attitutes of principals who do not have good communications with the personnel are problematic, principals have excessive authoritative and domineering attitutes, they have different visions and they have problems in communication and experience, principals change frequently, they reflect their personal ambitions and grudge to their managerial attitutes, selection of the principals lacks qualification, quality and education of the principals are deficient, principals have in service problems, they do not experience sample schools to evaluate themselves both nationally and internationally, working hours of the principals are problematic, they have experience problems, personnel have conflictions with the principals, principals have weak leadership skills, schools are bureaucratic and conservative, management do not support and encourage teacher leadership, they do not provide opportunity and information and cooperation environments are insufficient.

3.3.3 Obstacles of teachers

On Table 3, obstacles of teachers stated by the educators are as follows: Teachers are negatively affected by the physical, social and cultural environment of the school, they have low motivation, teachers who have been working for many years teach monotonously, many teachers are newly appointed, substitutional teachers have problems in assimilating the work, teachers are not distinguished according to their performances, they cannot obtain qualified in service trainings, rewarding system to encourage teachers does not work, colleagues have tense relationships and jealousy, proficiency of teachers is insufficient, educational activities are mostly teacher based, teachers have occupational burnout and vocational education is given secondary importance.

3.3.4 Obstacles of students

Obstacles of students stated by the educators on Table 3 are as follows: Students have lack of motivation due to unwillingnes, readiness levels of the students decrease depending on the socio-economic situations of the families, parents do not take care of students sufficiently, family environments are mostly unpeaceful, low-income families cannot provide financial support to their children, they cannot meet their needs, students do not have goals and expectations, education is regarded as unnecessary, students do not focus on academic success, they do no study and they are absent from school most of the time and students have low academic success.

Table 3. Social obstacles

Theme	Sub categories	Sample cases(f)
Social obstacles	Obstacles of school environment	- Teachers have limited social environments, they do not have suitable environments for out of school activities (4) - Immigrants are allowed in the area (3) - Problems in educational quality occur due to rapid increase and flow in the population (2) - Schools deal with formal education and neglect informal education (2) - Social learning and cooperation environments are limited (2) - Socio-economic environment of the school is insufficient. Alternations and developments are not given importance (2) - Parental support is nor provided (6) - Expectations of the environment are various (3)
Social obstacles	Obstacles of principals	- Managerial roles of principals are more dominant than leadership roles (3) - The quality and vision of principals are different (4) - Attitutes of principals who do not have good communications with the personnel are problematic(4) - Principals have excessive authoritative and domineering attitutes (2) - Principals have different visions and they have problems in communication and experience (5) - Principals change frequently (4) - Principals reflect their personal ambitions and grudge to their managerial attitutes (1) - Selection of the principals lacks qualification (4) - Quality and education of the principals are deficient (3) - Principals have in service problems (2) - Principals do not experience sample schools to evaluate themselves both nationally and internationally (1) - Working hours of the principals are problematic (3) - Principals have experience problems (3) - Personnel have conflicts with the principals (1) - Principals have weak leadership skills (2) - Schools are bureaucratic and conservative (3) - Management do not support and encourage teacher leadership, they do not provide opportunity and information (4) - Cooperation environments are insufficient (2)
Social obstacles	Öğretmen engelleri	- Teachers are negatively affected by the physical, social and cultural environment of the school (2) - Teachers have low motivation (4) - Teachers who have been working for many years teach monotonously (2) - Many teachers are newly appointed (2) - Substitutional teachers have problems in assimilating the work (1) - Teachers are not distinguished according to their performances (4) - Teachers cannot obtain qualified in service trainings (3) - Rewarding system to encourage teachers does not work (3) - Colleagues have tense relationships and jealousy (1) - Proficiency of teachers is insufficient (1) - Educational activities are mostly teacher based. (3) - Teachers have occupational burnout (2) - Vocational education is given secondary importance (2)

Theme	Sub categories	Sample cases(f)
Social Obstacles	Obstacles of students	- Students have lack of motivation due to unwillingness (2) - Readiness levels of the students decrease depending on the socio-economic situations of the families (2) - Parents do not take care of students sufficiently (3) - Family environments are mostly unpeaceful (1) - Low-income families cannot provide financial support to their children, they cannot meet their needs (4) - Students do not have goals and expectations (2) - Education is regarded as unnecessary (2) - Students do not focus on academic success(3) - Students do no study and they are absent from school most of the time(1) - Students have low academic success (3)
Ekonomik Engeller Social obstacles Ekonomik Ekonomik Engeller	Cultural obstacles	- Social stereotypes related to gender are common (2) - The cultural environment of the school does not support education (2) - Cultural conflictions are experienced due to different languages, religions, world perspectives (1) - Problems occur when a child from a different culture tries to keep pace with another culture(1) - There is a common belief that education is not necessary (2) - Cultural conflictions are experienced due to different culture in the region (2) - Values have been vanished affluently in the region (2) - Environmental structure clashes with the values taught in schools (1) - Cultural activities are not carried out in well-equipped schools (poem, concert, theatre, concert etc)(1) - Social view is negative towards the educators (social status) (2) - Fear and doubt culture have become prevalent (1) - School culture that supports cooperation is absent (3)

3.3.5 Cultural obstacles

Cultural obstacles listed by the educators on Table 3 are as follows: Social stereotypes related to gender are common, the cultural environment of the school does not support education, cultural conflictions are experienced due to different languages, religions, worldviews, problems occur when a child from a different culture tries to keep pace with another culture, there is a common belief that education is not necessary, cultural conflictions are experienced due to different culture in the region, values have been vanished affluently in the region, environmental structure clashes with the values taught in schools, cultural activities are not carried out in well-equipped schools (poem, concert, theatre, concert etc), social view is negative towards the educators (social status), fear and doubt culture have become prevalent and school culture that supports cooperation is absent.

3.4 Technological Obstacles

Technological obstacles in educational organizations are explained in Table 4.

3.4.1 Obstacles of teaching materials

On Table 4, educators participated in research stated obstacles of teaching materials. According to educators, the obstacles of teaching materials in educational organizations are as follows: There is no sufficient time or resource to use technology, educational environment causes limited usage, technology is misused out of purpose, not all of the schools in the country have the same technologic equipment and materials and not all students benefit from the technologic facilities at the same level, schools are not provided with technologic facilities, continuity is not provided in schools, students are not well informed about the usage of technology, schools lack of teaching materials, teaching programs are not prepared according to student levels, teachers and principals have negative attitutes towards technology, they are unaware of how to use the technology effectively, teachers lack self-confidence and motivation, technological innovations are not followed, students do not have the chance to choose their course books, there is a centralized structure in the country (teacher's program is determined by

Table 4. Technological obstacles

Theme	Sub categories	Sample cases (f)
Technological obstacles	Obstacles of teaching materials	- There is no sufficient time or resource to use technology (2) - Educational environment causes limited usage (3) - Technology is misused out of purpose (1) - Not all of the schools in the country have the same technologic equipment and materials (5) - Not all students benefit from the technologic facilities at the same level (6) - Schools are not provided with technologic facilities (2) - Continuity is not provided in schools (2) - Students are not well informed about the usage of technology(5) - Schools lack of teaching materials (7) - Teaching programs are not prepared according to student levels (3) - Teachers and principals have negative attitutes towards technology (2) - Teachers are unaware of how to use the technology effectively (4) - Teachers lack self-confidence and motivation (2) - Technological innovations are not followed (3) - Students do not have the chance to choose their course books (1) - There is a centralized structure in the country (teacher's program is determined by the center) (3) - Parents have low technological literacy and it causes them to have prejudices about the education and system (2) - Some websites direct the students in social media (4)
Technological obstacles	Obstacles of cyber system	- Traditional methods and techniques are used in current educational system (4) - There is no internet substructure (2) - Students spend most of their time on social media (2) - Some students have social media addiction (2) - Students cannot control their usage of social media (2) - Social media does not have controllability (2) - Information rapidly change and increase (2)

the center), parents have low technological literacy and it causes them to have prejudices about the education and system and some websites direct the students in social media.

3.4.2 Obstacles of cyber system

Obstacles of cyber system in educational organizations are explained by the educators on Table 4. They are as follows: Traditional methods and techniques are used in current educational system, there is no internet substructure, students spend most of their time on social media, some students have social media addiction, students cannot control their usage of social media, social media does not have controllability and information rapidly change.

4. DISCUSSION AND CONCLUSION

The research aimed is to determine obstacles affecting the quality of educational organizations through PEST (Political, Economical, Social and Technological aspects) analysis. It also aimed to increase the efficiency, competence and productivity of the schools. The following results were obtained:

1) Educational unions help people from particular unions become principals, endeavor to fulfil the demands of political power rather than supporting the educators and decreasing their problems. Union competition decreases the cooperation levels in schools. Also, educators from different unions move away from education and compete with each other. Union differences influence organizational culture negatively, decrease cooperation and create prejudices in communication and unions have political/ideological inclinations.

2) In political sense, only the demands and needs of institutions which are close to top management are taken into account. The commisioning are not carried out nondiscriminatory. Also suppression of the politicians is problematic and each government desires to raise individuals according to their political view. Ministers

change continuously and their applications differ accordingly and the election of the principals is not carried out sensitively. Besides, all authorities are collected under one single center. Educational laws, regulations and bureaucratic restrictions have great roles. There is no educational policy separate from political parties and continuity is not provided in educational policies.

3) Authorities are collected in central organization or in institutional center in rural areas. The fact that top management is centralized decelerates the management. Decisions and applications are collected under a single center. Also, there are bureaucratic problems, initiative is not taken. Level of hierarchy is high and the decisions taken by the hierarchically upper unit are altered in sub-units. There are malfunctions in coordination and all duties and operations in schools are explained in legislation. Areas to take initiative are few and bureaucracy is not flexible. There is the perception of one single leader in the hierarchical structure. Besides, Teachers' participation to the decision making process is not supported. The educational system produces a strict obedience culture and there is strict centralization.

4) Schools are not given resource transfer and any allocation. Principals use school budget mostly on the physical equipments; educational activities and teacher requirements are given secondary importance. Budgets vary across different schools. The allocations given to schools are different from each other. Thereforeschool needs are not fulfilled due to inadequate allocations. Alsothe operations are hindered or cancelled due to resource shortage. Parent Teacher Association is based on voluntariness. Besides, Ministry notices disapprove donations. Parents are reluctant and teachers are unwilling to interfere with money affairs,. Time is limited. Lastly,financial authorities are collected in the center and parents do not support.

5) The fact that course loads of teachers are different causes conflictions. Teachers who work in higher performances receive the same salary with other teachers. Also principals in double shift schooling have double working hours. Teachers in some branches are inducted in short term but teachers in other branches have to work at least 14-15 years. Substitute teachers receive lower salaries for the same work and there are no performance criteria. Watch payments are very low and responsibilities are too much. Salaries are inadequate. Double shift schooling is hard to apply. Also, post graduate education is not supported by the ministry. Rewarding is performed rarely or never.Educators have low salaries in socio-economic sense.

6) Income status of the school environment is low (parents have low socio-economic levels). The factors to increase the school income are very few. There are low-income families. Also educational levels of parents are low. Negative beliefs about the importance and necessity of education are prevalent. Areas to carry out sportive and cultural activities are not sufficient. Besides, physical structure of schools have many deficiencies. Schools do not contain gym centers or swimming pools and libraries are insufficient and old-fashioned. The equipment is inadequate. Resources obtained from government budget is not sufficient. Resources of rural schools are connected to village budget. The relationship and cooperation between schools and families are weak.

7) Teachers have limited social environments, they do not have suitable environments for out of school activities. Immigrants are allowed in the area. Therefore, problems in educational quality occur due to rapid increase and flow in the population. Schools deal with formal education and neglect informal education. Social learning and cooperation environments are limited and socio-economic environment of the school is insufficient. Alternations and developments are not given importance. Parental support is not provided and expectations of the environment are various.

8) Managerial roles of principals are more dominant than leadership roles. The quality and vision of principals are different. Attitutes of principals who do not have good communications with the personnel are problematic. Principals have excessive authoritative and domineering attitudes and they have different visions and they have problems in communication and experience. Principals change frequently and they reflect their personal ambitions

and grudge to their managerial attitutes. Selection of the principals lacks qualification. Quality and education of the principals are deficient. Principals have in service problems. They do not experience sample schools to evaluate themselves both nationally and internationally. Working hours of the principals are problematic. They have experience problems. Personnel have conflictions with the principals.They have weak leadership skills. Schools are bureaucratic and conservative. Management do not support and encourage teacher leadership, they do not provide opportunity and information. Cooperation environments are insufficient.

9) Teachers are negatively affected by the physical, social and cultural environment of the school, Teachers have low motivation, Teachers who have been working for many years teach monotonously, Many teachers are newly appointed, Substitutional teachers have problems in assimilating the work, Teachers are not distinguished according to their performances, Teachers cannot obtain qualified in service trainings, to encourage teachers do not work, Colleagues have tense relationships and jealousy, Proficiency of teachers is insufficient, Educational activities are mostly teacher based, Teachers have occupational burnout and Vocational education is given secondary importance.

10) Students have lack of motivation due to unwillingness. Readiness levels of the students decrease depending on the socio-economic situations of the families. Parents do not take care of students sufficiently. Family environments are mostly unpeaceful. Low-income families cannot provide financial support to their children, they cannot meet their needs. Students do not have goals and expectations. Education is regarded as unnecessary and students do not focus on academic success. Students do no study and they are absent from school most of the time.They have low academic success.

11) Social stereotypes related to gender are common. The cultural environment of the school does not support education. Cultural conflictions are experienced due to different languages, religions, worldviews. Problems occur when a child from a different culture tries to keep pace with another culture. There is a common belief that education is not necessary.

Cultural conflictions are experienced due to different culture in the region and values have been vanished affluently in the region. Environmental structure clashes with the values taught in schools and also cultural activities are not carried out in well-equipped schools (poem, concert, theatre, concert etc). Social view is negative towards the educators (social status). Fear and doubt culture have become prevalent and school culture that supports cooperation is absent.

12) There is no sufficient time or resource to use technology. Educational environment causes limited usage and technology is misused out of purpose. Not all of the schools in the country have the same technologic equipment and materials. Not all students benefit from the technologic facilities at the same level. Schools are not provided with technologic facilities. Also, continuity is not provided in schools. Students are not well informed about the usage of technology and schools lack of teaching materials. Teaching programs are not prepared according to student levels.

13) Traditional methods and techniques are used in current educational system. There is no internet substructure and students spend most of their time on social media. Some students have social media addiction. They cannot control their usage of social media and also social media does not have controllability. Information rapidly change.

It can be concluded that political, social, cultural, economic and technologic obstacles should be reduced in order to obtained desired productivity in schools

CONSENT

As per international standard or university standard, patient's written consent has been collected and preserved by the author.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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