Human Resources Management in Educational Faculties of State Universities in Turkey

Sevim ÖZTÜRK
İnönü University, Faculty of Education, Malatya, TURKEY

This study aims to evaluate the human resources management in the faculties of education of state universities in Turkey within the context of Human Resources Management Principles. The study population consisted of 40 academic members in the faculties of education of 20 different state universities and 10 academic unit administrators at different positions. Data were collected through semi-structured interviews and analyzed using descriptive and content analysis. The findings showed that the academicians generally consider that these principles are not sufficiently taken into consideration during administrative implementations. It was found that human resources management is shaped according to the administrative cultures of faculties, personal characteristics, democratic attitudes and understandings of the administrators, and consciousness and awareness of the administered people and therefore significant differences exist between the faculties; and human resources management culture has not developed at all in many faculties.

Keywords: administration, principles of management, administrative culture, academician, academic unit administrator.

INTRODUCTION

The most important factor that affect the fighting power and success of all institutions in today's competitive environment is human resources.

The growth of the institutions, changing management mentality, variable and dynamic environmental conditions, and other contemporary developments has increased the importance and expanded the domain of human resources management in institutions.

Gaining importance of the human resources management is a proof of the fact that all kinds of development depend on human resources as well as being an indicator of the value given to human in institutions. Development of the institutions is closely associated with achieving their objectives, obtaining effective and efficient results, and using their human potential correctly and wise (Argon & Eren, 2004).

The institutions that do not have qualified human resources cannot offer a qualified service, stand in the competitive environment, keep pace with the speed of

social change, and renew themselves.

Human resources management mentality gives top managers the duty and responsibility to provide, direct and motivate the human resources needed in the institution, to use these resources effectively, efficiently and wise, and to make them a part of the institutional culture (Jakson, 1994, 33).

Human resources management is an approach that centers and "human" brings it into forefront in institutions. Human resources management is a contemporary point of view to personnel management and a perception of it in human resources aspect (Canman, 1995, 55).

Human resources management is based on development so as to maximize the contribution of the personnel to the institutions they work in and and on integration with the institution (Baysal, 1993, 64).

The managers adopt an attitude to improve their subordinates and facilitate their duties in Human Resources Management Approach (Baysal, 1993, 14).

The administrative activities are carried out based on certain principles in human resources management. Principle means a generalization that is widely accepted as valid (Schwartz, 1980, 31).

Principles have various benefits; first of all, they help managers make more certain decisions. Decisions made based on the adopted principles instead of a count of fingers are more consistent and useful. Principles also prevent loss of time. A human resources who learns the principles in the institution is more successful in being effective. Principles also help information to hand down from generation to generation. Thereby it becomes a resource for development of an institutional culture (Can and Kavuncubaşı, 2005, 12-13).

Although it is impossible to develop certain principles that can be valid for every situation and at all times in social sciences as in physical sciences, there are some principles accepted and largely applied in management. Behaviors complying with these principles generally result in positive. Techniques and processes of human resources management only become meaningful within the framework of these principles. It should be known that these principles are the products of social experiences. Principles are shaped being affected by the society they are in because the experiences of management vary from society to society. It can be said that principles generally accepted despite some little differences are developed in the countries where pluralist democracy is implemented (Tutum, 1979, 27; Schwartz, 1980, 32; Flippo, 1985, 43). These principles taken into consideration in managements and given under eight titles in some sources and under eleven titles in some others are objectivity, equality, competence, classification, career, fair and adequate salary, in-service training, application to specialists, security, training a successor and development of administration.

Seven of these principles which seem to be associated with particularly the administrative behaviors of the administrators but where administrators have less authority and responsibility were addressed in the study.

This study aims to determine the status of being taken into consideration of the principles adopted in human resources management in the human resources management of faculties of education.

METHOD

Study Design

This study was conducted within the framework of phenomenology using the qualitative research method. Phenomenology design focuses on the concepts we are aware of but we do not have a deep and detailed understanding about. Phenomenology studies aim to reveal the experiences and perceptions of an

individual on a concept, and the meanings s/he assigns to this concept (Yıldırım and Şimşek, 2008). In this study, the concept of human resources management in faculties of education was tried to be analyzed within the context of the basic principles of management.

Participant of the Study

Maximum variation and convenience sampling methods among the purposive sampling methods were used in this study. Purposive sampling increases the convenience of the information obtained from a small sample. In other words, the participants included in this sampling are the people who can give information on the concept the researcher wants to explore (McMillan and Schumacher, 2006). The aim of maximum variation sampling is not making a generalization; on the contrary, its aim to reveal whether there are any common or shared concepts among the variable situations (McMillan and Schumacher, 2006). Convenience sampling provides the researcher with speed and convenience. The researcher chooses a close and easily accessible situation (Yıldırım and Şimşek, 2008). The participants of the study consisted of 40 academic members in the faculties of education of 20 different state universities and 10 academic unit who had participated in the 24th National Educational Sciences Congress held in Niğde between April 16 and 19, 2015 and who volunteered to participate in this study. Table 1 shows the characteristics of the participants.

Table 1 Participant of the Study

Gender	
Female	21
Male	19
Administrative Position	
Dean	2
Associate Dean	2
Head of Department.	10
Assoc. Head of Department	3
Position	
Still at Administrative Position	24
Not Still at Administrative Position	16
Head of Division	6
Associate Head of Division	1
Director of Institute	1
Director of Graduate School	1
Position Distribution of the Administrators Interviewed	
Dean	2
Associate Dean	1
Head of Department	3
Associate Head of Department	1
Head of Division	2
Associate Head of Division	1
Academic Seniority in the Faculty They Work in	
1-5 years	6
6-10 years	7
11-15 years	11
16- + years	16

Seniority as Academic Member	
1-5 years	10
6-10 years	9
11-15 years	11
16- + years	10

Academic Status	Female	Male	Total
Professor	6	4	10
Associate Professor	6	8	14
Assistant Professor	9	7	16

Academic Field			
Educational Sciences	20	Information Technologies	2
Science	4	Foreign Language	2
Mathematics	2	Physical Education	2
Turkish	2	Painting Education	2
"History	2	Music Education	2

Satisfaction with the Faculty Worked in	
Satisfied	32
Partially Satisfied	5
Not Satisfied	3

Work Load in the Faculty		Effect of the Work Load	
Too Much	26	Creating a Time Pressure for Academic Studies	23
Normal	14	No Negative Effect	17

Data Collection and Analysis

Data were collected through semi-structured interviews. In this type of interview, the researcher chooses the subjects in advance but may decide the expression and order of the questions during the interview. The comprehensiveness of the study may be increased with the probes used during the interviews (McMillan and Schumacher, 2006). Two separate questionnaires were prepared in this study to determine the opinions of the academicians on human resources management in faculties of education. The form prepared for academic members included 22 questions and the form prepared for academic unit administrators included 9 questions.

The academicians' opinions were taken through voice recording or taking written notes according to their preferences.

Data were analyzed using descriptive and content analysis methods. Themes and sub-themes were prepared for each question based on the answers of the participants. The interviews were transferred into computer environment and evaluated by experts of the field to determine the reliability of these themes. The agreement percentage recommended by Miles and Huberman (1994) was used to assess the reliability of this study: Reliability = Consensus/(Consensus + Dissensus). This calculation resulted in approximately .97 reliability. Frequency tables were upon calculating the frequency of repeating of each theme. The opinions of the participants were described under 22 questions representing the 7 management principles, supported with the quotes from the participants, and then interpreted.

Findings and Interpretations

The findings of this study is presented based on each administration principles, and the themes and sub-themes created in line with the answers of the academicians interviewed and the quotes supporting these themes are included in this section.

The Opinions of the Academicians on the Principle of "Objectivity" in Administration

Four of the questions asked to the participants were analyzed and interpreted within the scope of the principles of objectivity. Within this scope, the participants were asked if there is a political discrimination and favoritism or a discrimination between people and genders during the academic arrangements and assignments. The answers are categorized under a main theme and 5 sub-themes and shown with their frequency values in Table 2.

Is there an institutional or administrative pressure about being member of professional unions and organizations and expressing political views in your institution?

While the majority of the academicians who answered this question expressed that there is no institutional and administrative pressure about being member of professional unions and organizations and expressing political views, some of them indicated that an indirect psychological pressure exists (19A, 21A, 27A, 34A) and therefore they do not feel much comfortable.

Do your administrators make political discrimination and favoritism among academicians? If yes, how?

Although most of the academicians answered the question "Do your administrators make political discrimination and favoritism among academicians? If yes, how?" as "No they don't," the answers are variable. While some of the academicians (4A, 6A, 7A, 9A, 32A) indicated that such discrimination definitely does not exist, some of them (2A, 5A, 11A,25A) stated that they did not encounter such a discrimination themselves but they heard others who encountered.

On the other hand, those academicians who reported political discrimination and favoritism (24A, 25A, 26A, 27A) stated that they sometimes encounter such situations but this is not valid for every departments or administrators. Some academicians (14A, 18A, 19A, 20A) indicated that there is a clear discrimination which can be felt. One participant (28A) stated that it "depends on the administrators' personality and relationship with the upper administration", while another participant (33A) expressed that "everyone is acting as if they have similar opinions with the administrator considering possible negativities."

Table 2. The Opinions of the Academicians on the Principle of "Objectivity in Administration"

Main Theme	Sub-Themes	Frequency		
		Yes	No	Partially
Objectivity	- Pressure on being a member of professional unions and organizations	6	27	7
	- Pressure on expressing their political views	6	27	7
	- Political discrimination-favoritism	13	19	8
	- Equal chances and opportunities in academic arrangements	16	22	2

- Prevention of promotion in their job	19	17	4

Do all academic members have equal chances and opportunities according to their competence and expertise in institutional and academic arrangement? Is there a discrimination among people and/or genders on this issue?

Most academicians stated that academic members do not have equal opportunities and chances in institutional activities and processes, generally people and genders are discriminated, and competence and expertise are not much taken into consideration. In some faculties, male participants expressed that discrimination is made generally in favor of females while female participants expressed the opposite and that this discrimination can be seen more clearly in administration level and upper stages. Some others stated that this discrimination arises from the administrator's personality and administrative competence. Some of the participants' opinions are as follows: "exists among people but not between genders; competence is not taken into consideration; being close to the administration is in the forefront" (1A), "competence is not taken into consideration; genders and people are discriminated; discrimination and favoritism are generally in favor of females" (5A), "females are not given equal opportunities; genders are discriminated" (14A), "as in every institution, sometimes academicians are discriminated or are not given equal opportunities, but this should not be considered as a tradition of the institution, I think it is caused by the administrator's personality and administrative competence" (17A), "the administrators are influenced by others and make discrimination" (18A), "academicians are not given equal opportunities; discrimination is made in favor of females" (22A), "no, academicians are not given equal opportunities; behaviors exist to the detriment of females" (27A), "discrimination is made among people, not between genders; those seem close to or in a relationship with the administration based on mutual interests are discriminated, competence is not much taken into consideration" (4A).

Is discrimination made on facilitating or preventing promotion among people through lower or upper level assignments during the assignment processes in your faculty/department?

The participants had almost the same level of positive and negative opinions on this question. They stated that implementations which damage objectivity exist in some faculties and departments, while assignment is based on performance and competence. While some participants expressed positive opinions such as: "we do not encounter an intense discrimination, all of us are given a certain level of opportunities since we are few in number" (1A) and "we benefit as we produce" (13A), some others expressed negative opinions such as "prevention exist in all levels" (6A)," "prevention and discrimination exist partially" (3A, 5A, 7A), "yes, it exists, prevention and facilitation exist for some people" (21A, 22A).

The Opinions of the Academicians on the Principle of "Equality" in Administration

Two questions were asked to the participants on this principle, which are about whether equality is ensured in the provision and sharing of learning, development and research opportunities and in decision-making process.

The answers of these questions were analyzed and presented under 2 sub-themes with their frequency values in Table 3.

Table 3. The Opinions of the Academicians on the Principle of "Equality" in Administration

Main Theme	Sub-Themes	Frequency		
		Yes	No	Partially
Equality	- Equality in the provision of learning, development and research opportunities	10	21	9
	- Equality in participation to decision-making process	9	16	5

Are the attitudes of the administrators' fair in the provision and sharing of research, learning and development opportunities in your faculty/department? Do the administrators adopt preventing attitudes on this issue? Or do they create opportunities?

More than half of the academicians stated that the attitudes of the administrators "are not fair," while some of them stated that "it varies from administrator to administrator, instead of making a generalization towards the institution" and others stated that they "act fair."

The participants who defined the attitudes of their administrators as mostly preventing stated that: "not everyone is given opportunity" (21A, 22A), "definitely has preventing characteristics, they discourage instead of supporting" (31A), and "the administrators adopt attitudes to the extend of their own capacity and development, they consider themselves as competence when they are granted certain authorizations, and therefore they do not give others the opportunity to improve so as not to lose their authority" (28A). Those who stated that it is partially encountered expressed that: "they sometimes have preventing attitudes" (14A, 38A), "not so bad, but not as ideal, democratic, fair and developing as they should be, either" (12A), "they do not particularly prevent the opportunities but they do not make effort to create opportunities, either" (16A), and "it depends on the administrator" (6A).

Some participants indicated that their administrators act fair expressing that everyone who wants to improve themselves are given equal opportunities.

Are all academic members given the opportunity to participate and/or express their opinion in the decision-making process?

Most of the participants expressed negative opinions on this question. They stated that decisions are made by the administration and they are not given the opportunity to express their opinion and to participate in the decision-making process, or that "sometimes their opinions are asked but these opinions are not much considered during the decision-making process" (6A, 7A, 13A, 14A, 18A, 19A, 20A). Some other participants indicated that they are given opportunity both to express their opinions and to participate in the decision-making process (8A, 10A, 9A, 33A, 40A) and said: "our opinions are asked and these opinions are considered during the decision-making process" (33A).

The Opinions of the Academicians on the Principle of "Competence" in Administration

Two of the questions asked to the participants were analyzed within the scope of the principle of competence in administration. Within this scope, the criteria to be assigned to certain positions and whether everyone is given the opportunity to apply for open positions were asked. The answers of these questions were analyzed and presented under 3 sub-themes with their frequency values in Table 4.

Table 4. The Opinions of the Academicians on the Principle of "Competence" in Administration

Main Theme	Sub-Themes	Frequency		
		Yes	No	Partially
Competence	- Assignment based on competence,	7	29	5
	- Assignment based on being close to the administration, personal relationships, political views, gender etc.	36	4	-
	- Notification of open positions and giving everyone the opportunity to apply	17	19	4

Is the assignment for certain position made based on competence or being close to the administration, personal relationships, political views and/or gender?

Most participants emphasized that the criteria to be assigned to certain positions, particularly administrative positions, is not competence. They stated that: "competence is not taken into consideration" (1A), "it is definitely not competence" (18A), "being close to the administration and political views are in the forefront" (21A, 22A, 27A), "it is generally not competence, other criteria are more valid" (23A, 26A, 39A). The most emphasized factors were "being close to the administration" and "personal relationships". "Gender", "sect" and "political view" were not prominent as affecting factors.

Those emphasizing that assignment is based on competence showed some hesitation (9A, 13A, 15A) and stated that "generally, competence is regarded as important, but sometimes closeness may also be a criteria" (16A, 17A).

In your faculty/department, are all academic members informed about open positions? Are open positions adequately announced? Is everyone given the opportunity to apply?

The academicians almost equally answered this question as "yes" and "no." Those answered "yes" stated that: "yes, they are made" (7A), "everyone is informed, even encouraged" (8A), "everyone is given equal opportunity" (15A), "open positions are announced and everyone interested are given opportunity to apply" (13A). Those answered "no", on the other hand, stated that: "no they are not made" (14A), "positions are not adequately announced, they are notified underhandedly" (30A), "no announcements are made and no opportunity is given", (21A), "no, this kind of processes are carried out covertly" (39A), "no, academicians are not informed and given opportunity to apply" (37A). Several academicians expressed that announcements etc. are partially made, and another academician stated that "I don't know, I haven't experienced such a situation yet" (17A).

The Opinions of the Academicians on the Principle of "Career" in Administration

Three questions were asked on the principle of career. These questions were about how the administrators are assigned, whether rewards are used to encourage success, and whether skill-based career development is addressed. The answers of these questions were analyzed and presented under 4 sub-themes with their frequency values in Table 5.

Are administrators appointed or elected through a broad participation to their position in your faculty/department? What is the reason for this method in your institution?

The procedure of being a dean, head of department, head of division, or their associates was asked to the participants with this question.

Table 5. The Opinions of the Academicians on the Principle of "Career" in Administration

Main Theme	Sub-Themes	Frequency		
		Yes	No	Partially
Career	-Administrators are appointed to their position	37	3	-
	-Administrators are elected for their position	5	3	-
	-Using rewards to encourage and evaluate the success	9	31	-
	-Opportunity to use knowledge and skills	8	30	2

The majority of the participants stated that these administrators are appointed to their position; and several academic members stated that they are traditionally elected in their faculty.

Those indicating appointment expressed that the authorities are not objective about this issue and they appoint the people meeting their own criteria instead of giving opportunity to competent people by saying that: "they are appointed, authorities think they do the best" (21A, 22A), "they are appointed, authorities leave no alternatives" (13A), "they are appointed because authorities use this method to control the institution and reward their supporters with people appropriate to their views and policies" (28A), "top administrators determine themselves and give no reason" (19A, 30A), and "the low number of academicians in the department necessitates appointment" (8A).

Those indicating election expressed that election is an institutional culture and it is more appropriate to the mission and institutional structure of their university by saying that: "they are elected, the candidacy process is open to everyone and everyone meeting the criteria can apply to the election if they want" (10A), "our university has the tradition of election, head of departments and deans are determined by election" (13A, 15A), "I think election is more democratic, I think everyone who want should be given an opportunity" (24A), "I think election is more convenient since administratorship has not become a specialized profession and the criteria of competence has not been determined yet in our organizations" (32A), "I think election breaks the hierarchical authority to some extent" (4A), and "I think election is more appropriate to the institutional structure and mission of the university" (38A)

Are pecuniary and social rewards used to encourage and/or evaluate success in your faculty/department?

Almost all participants answered this question as "no" except for a few participants. They stated that faculties do not give rewards to encourage and evaluate success, but they received some rewards from the university administration or other institutions within the framework of their publications and projects. One academician said that: "in our institution, those completing their 25 years of service receive a plaque and I cannot understand what this reward in the academic environment is for" (40A).

Some academicians, on the other hand, stated that their institutions encourage more production, qualified studies and cooperation saying that: "yes we have rewards; they are used frequently" (9A), "yes, there is support for publications, projects and congresses and it is applied as both encouraging and rewarding" (15A, 27A).

Do you have any knowledge or skills that you still do not use in your faculty/department? If yes, do you consider the reason for this to be the attitudes of the administration, the circumstances, or the opportunities that you are not given?

The participants generally answered this question as "yes", and they stated the reason as the general operation of the system, the attitudes of administrators and unequal opportunities. They said: "I haven't used any of them, I couldn't use, I haven't been made use them" (1A), "of course I have, I haven't been given an opportunity to use" (7A), "yes, because of the administrators' attitudes" (10A), "I have some knowledge and skills that I haven't used because I haven't been given a chance" (18A, 21A, 22A), "yes, the knowledge, skills and qualifications not approved by the administration have no room in the faculty. The administrators like being and being perceived as the most qualified ones" (31A), and "yes, you cannot use some of your knowledge and skills when you are not provided with the locations and circumstances to use them; besides, the administrators generally adopt a preventing attitude to ensure that competence does not overcome authority. Those who are somehow authorized also perceive themselves as the most qualified people in this field and disregard others' knowledge and skills" (28A). Those who answered as "no" stated that they can use their knowledge and skills and they are given the opportunity to use, saying "No, I have used many of them" (8A, 9A), "I have used (5A, 3A), "I can partially use them" (14A, 15A), and "everyone can use their skills if they want" (16A, 17A).

The Opinions of the Academicians on the Principle of "Fair and Adequate Salary" in Administration

Two of the questions asked to the participants were evaluated and analyzed within the scope of the principle of fair and adequate salary in administration. The questions asked within this scope were about whether the administrators are fair in sharing pecuniary and non-pecuniary advantages and in giving authority, responsibility and rewards. The answers are categorized under a main theme and 3 sub-themes and shown with their frequency values in Table 6.

Are pecuniary and non-pecuniary advantages fairly shared in your faculty/department?

The "yes" and "no" answers showed a similar distribution for this question. While those who indicated a fair sharing attributed this to the administrators' attitudes or inexperience in this issue, those who gave negative opinions emphasized that people and genders are discriminated and favored; that this attitude depends on the administrators; and that justice is seriously damaged sometimes. One participant said: "Serious problems occur in sharing many paid activities from sharing the evening education and pedagogical formation courses to benefiting from the Erasmus and Mevlana programs; sometimes the administrators, sometimes the people authorized by the administrators show unprincipled and favoring behaviors and this creates a great annoyance in the organization (36A). Another participant expressed that "they haven't been fairly shared up to now, but the current administration act fairer" (18A).

Are the authority, responsibility and rewards fairly given in your faculty/department?

Although the majority of the participants stated that authority and responsibility are not fairly given, they emphasized that the administrators show more principled behaviors in rewarding. Some participants gave answers such as" authorization is not fair and responsibility is poor" (1A, 28A), "no, it's not fair" (5A), "no, they are definitely not fairly given" (14A, 18A), "I'm not sure, it seems not" (23A).

Table 6. The Opinions of the Academicians on the Principle of "Fair and Adequate Salary" in Administration

Main Theme	Sub-Themes	Frequency		
		Yes	No	Partially
	-Fairness in sharing pecuniary and non-pecuniary advantages	17	19	4
Fair and Adequate Salary	-Fairness in giving authority and responsibility	8	27	5
	-Fairness in rewarding	26	11	3

The Opinions of the Academicians on the Principle of "Security" in Administration

Three of the questions asked to the participants were prepared to determine the principle of security in administration. Within this scope; job security, the level of academic freedom and whether or not the ways to legal remedies are open were asked to the participants. The answers of these questions were analyzed and presented under 5 sub-themes with their frequency values in Table 7.

Is the job security provided for you in your faculty/department sufficient? Is there any thread to be suspended or prevention in activities?

The personnel who have legal job security and contracted personnel were taken into consideration while asking this question to the academicians. Even within this context, most academicians stated that they still do not feel entirely secure, and an indirect and actual insecurity is created due to pressure and increasing mobbing in cases of any conflict with the administration. Some academicians expressed this situation with these words: "Our personnel has job security but the it is a little troublous if you are contracted" (16A, 19A, 20A), "it depends on the administrator; you may experience a great pressure when you conflict with the administration, but you do not have a significant problem when you conform with the administration" (14A, 6A, 17A), "it depends on the administrators' attitudes and academic culture" (24A, 25A, 26A, 28A) "job security is insufficient and there is a thread to be suspended in this administration's period" (21A, 22A), " it is insufficient" (27A).

Those who reported otherwise stated that they have sufficient job security and there exists no pressure and thread.

Are the ways to legal remedies open in your faculty/department? What are the administrators' attitudes in case of claiming rights?

The academicians did not make positive evaluations about their administrators on legal remedies. They stated that although it is a legal right, the fact that administrators are responsible to put the results into effect means that this way is indirectly hindered. Some of the participants' statements on this issue are as follows: "Open, but they are not concluded" (7A), "legally open but no results can be obtained for personal applications" (18A)," no, you end up being wrong when you claim your rights" (21A, 39A), "no, claiming rights is perceived as a reaction to the administration" (23A), "they are not open; legally open but following them depends on the understanding and democracy level of your administrator" (27A), " the administration puts a pressure "(5A).

Those who indicated that they are open stated that: "they are open, no pressure exist" (10A), "no; it is handled through dialogs. The criteria are high and everyone stays here by accepting this" (13A), "no, as in every institution" (16A, 14A) and "partially open" (1A, 6A).

Table 7. The Opinions of the Academicians on the Principle of "Security"" in Administration

Main Theme	Sub-Themes	Frequency		
		Yes	No	Partially
Security	-Job security	11	25	4
	-Psychological pressure and intimidation in work	8	28	4
	-Openness of the ways to legal remedies	6	21	3
	-Academic freedom	26	8	6
	-Censor in lecturing, research and publication	5	28	7

Do you find the level of academic freedom in your faculty/department sufficient? Is there any censor or pressure by the administration lecturing, research and publication?

The participants generally considered the level of academic freedom to be sufficient. They stated that no pressure and censor exist on lecturing, research and publication except for some specific situations. A participant drew attention to a problem caused by the general structure and operation of the system saying: "I don't find it sufficient, because there are pressures, procedures, traditions and principles caused by the Council of Higher Education" (15A). Another participant emphasized the problems of the processes saying: "there is no prevention; you can pass the ethics committee if you can pass the procedures of getting permission" (16A). Some participants expressed that: "it may not be encouraging even if censor does not exist" (23A), "not sufficient; no censor and prevention exist on lecturing, research and publication" (27A, 28A), "not sufficient; no pressure exists but I determine my own censors (self-control)" (14A).

The Opinions of the Academicians on the Principle of "Development of Administration" in Administration

Seven of the questions asked to the participants were prepared and analyzed within the scope of the principle of development of administration. These questions were about the effective and efficient use of human resources, the relationships among the personnel, professional cooperation, solidarity and interaction, perceived institutional environment, institutional culture, administrators' approaches, and administrators' vision on developing the institution and the personnel, and attitudes on academic leadership.

The answers are categorized under 9 sub-themes and shown with their frequency values in Table 8.

Table 8. The Opinions of the Academicians on the Principle of "Development of Administration"

Main Theme	Sub-Themes	Frequency		
		Yes	No	Partially
Development of Administration	-Effective and efficient use of human resources	10	17	3
	-Positive relationships among the personnel, professional Cooperation, solidarity and academic interaction	12	14	4
	-Perceived institutional environment comfortable, democratic, developing	16	-	5
	Perceived institutional environment strict, autocratic, preventing	14	-	5
	-Institutional culture	8	28	4
	-Administrators' understanding of "personnel management"	5	35	-
	Administrators' understanding of "human resources management"	1	39	-
	Administrators' vision	2	35	3
	Administrators' qualification of academic leadership	5	28	7

Do you think the human resources are used effectively and efficiently in your faculty/department? (If no, why?)

The majority of the academicians considered that human resources are not used effectively and efficiently in their faculty/department. They expressed the reason for this as the administrators' general view on humans, taking other factors into consideration rather than competence, and inadequate salary.

One of the participants giving positive opinion on this question stated that quality standard is applied in their university saying: "yes, because quality management is used; our university is certified with ISO 9001 quality certificate" (6A). Another participant stated that human resources are used effectively saying: "yes, greatly, with more encourage" (13A).

Those giving negative opinions stated that: "no, humans themselves is not efficient, how it can be efficiently used" (7A), "there is a great accumulation in some departments, therefore some people are inactive" (10A), "no, not really" (14A), "no, I don't think people show adequate performance in their own fields since everyone can give any lectures in the university. On the other hand, low salaries oblige everyone to give lectures in all fields" (16A), "no; incompetent people who are prominent because of their political views are evaluated for many jobs, others are not given opportunity, therefore there are situations of almost personality erosion" (22A), "they are not, they are shown as if they are used effectively, but they are not" (23A), "no, there is not a direct understanding and approach in this direction" (27A, 35A).

What is the level of relationship among personnel, professional cooperation, solidarity and academic interaction in your faculty/department? Does your administrator create a synergy on this issue?

The rate of the participants who found the relationship among the personnel in their faculty and department as positive and negative were close to each other. The participants emphasized that the administrators' attitudes and the institutions' culture are determinant in the nature of the relationships and interactions. While one participant stated that "the relationships are good but the administration has no contribution to this" (1A), another participant gave a positive opinion saying "a great importance is placed on this in the department and the administrator supports this" (13A). Some participants emphasized the reflections of negative administrator attitudes saying "it is very good within the department but very bad within the faculty; faculty and administration play a preventing role" (21A, 22A) , "not good, the administration play a disruptive role contrary to creating synergy with unfair and arbitrary use of authority and unfair sharing" (27A, 28A), "the administrators in different departments stay away from some departments while being close to some others, and they sometimes cannot understand you" (19A, 20A), "relationships are very bad, everybody sees each other as rivals, small groups are created. Therefore, our institutional culture is not much open to sharing and interaction" (26A, 40A). Another participant highlighted that positive administrator attitudes result in positive saying "it almost did not exist previously; however, cooperation and synergy has begun to increase with the attitudes of the new administration" (17A). It was concluded from these statements that the relationships vary depending on the faculties, departments and administrators' approaches.

How is the institutional environment that you perceive in your faculty/department? (Comfortable, loose, strict, democratic, autocratic, preventing, developing etc.)

The perceptions of the participants about the environment in their institution are different from each other; some being extremely different. Those who perceived the

institutional environment of their faculty as comfortable, democratic and developing expressed their opinions as: "warm, democratic" (8A), "very healthy and comfortable", "democratic" (6A, 9A), "not ideal but can be considered democratic" (10A), and "extremely comfortable and democratic" (13A, 15A). Those who perceived it as strict, autocratic and preventing expressed their opinions as: "preventing and loose" (2A, 3A, 4A), "preventing" (18A, 19A, 20A), "comfortable but preventing and deadening" (21A, 22A), "there is a strict and preventing institutional environment" (27A), "loose and not developing" (28A) "preventing to develop more" (23A), and "rule-based" (7A).

 Some participants, on the other hand, indicated that they perceive an instable environment which can be different according to the situation, people and administration and expressed their opinions as: "a loose environment, not democratic; not preventing but not developing either"(1A), "comfortable but not entirely democratic" (5A), "not preventing but not democratic and developing either" (12A), "not so bad but not as ideal as it should be" (11A), "not seems really democratic" (14A), "it may change according to the situation; sometimes it is democratic, sometimes it may be loose, and sometimes it may be strict" (16A, 17A), and "comfortable but preventing" (24A, 25A, 26A).

Is an institutional culture developed in your faculty/department? Are actions and operations organized according to principles and rules, customs or personal arbitrariness within this culture?

The answers of this question showed that the perceived institutional culture varies for the universities except for several rooted universities. The majority of the participants stated that a principle- and rule-based institutional culture has not developed in their organization while others stated that they have a rooted institutional culture in line with the mission of their university. Some academicians indicated that institutional cultures are being disrupted and corrupted in recent years, and the administrators contribute this corruption.

The academicians who stated that the principle- and rule-based institutional culture is not at the desired level in their faculties or departments expressed that they were not satisfied with the culture they are in saying: "no it is not developed, there is a personal culture, not an institutional culture" (1A) (2A, 4A, 5A, 26A, 37A), "there is not an institutional and academic culture, not developed yet. It is newly developing; we are trying to create a culture based on rules and customs" (7A, 8A, 9A), "we don't have an institutional culture, we can't create customs; we are at a higher high school level because we have the behavior of creating jobs according to the persons" (14A, 18A, 23A, 27A), "along with the legal rules, the attitudes and understanding of the administrator is also important in the development of an institutional culture; but there are some approaches and arrangements that come and go with people rather than a permanent culture and this causes a corrupted culture to develop" (28A).

Those who were satisfied with their institutional cultures expressed their opinions with these words: "yes, a certain institutional culture is developed, there is an institutional culture based on rules and principles" (3A, 6A, 33A), "there is an institutional culture based on traditions and principles; however, personal arbitrariness also exists recently" (10A), "there is a certain culture but not at the desired level" (12A), "to mention about a universal culture in line with the universities' mission, I think many universities in our country could not develop it yet; the cultures in our country are mostly local cultures; besides, many universities are not as rooted as we are. I think different experiences should be lived to develop such a culture" (21A).

Do you see your administrators in your faculty/department as personnel managers or Human Resources Managers (HRM)?

Almost all academicians answered this question as: "they are not even managers", "none of them are professional managers", and "classical institution personnel managers". Only one participant stated that: "it is closer to human resources management" (9A).

These statements show that the academicians seek for an understanding and competence of human resources management in their administrators but current administrators mostly show a classical personnel management approach.

Do the administrators in your faculty/department have the vision of developing the institution, the personnel and themselves?

Academicians also found their administrators' vision to be insufficient. Most participants indicated that their administrators do not have the vision of developing themselves and their institution; they are closed to change and development; and this negatively affect the personnel. Some participants described their administrators as "they don't even have a vision" (23A, 27A, 31A), "it depends on the administrator" (14A), and "I think they are closed to change and development" (24A). Another participant stated that: "they don't see a need for such a vision because they are the people who only deal with routine works, do not conflict with the upper administration, do only as the upper administrators ordered, and who are not experts; or they adopt the vision of the upper administrators" (28A).

Do you see your administrator in your faculty/department as also an academic leader? Do you benefit from their knowledge and experiences?

The majority of the participants also did not see their administrators as academic leaders. They emphasized that specialization has not been fulfilled in any levels of educational administration and therefore most administrators are competent neither in administratorship nor in academic leadership.

While several academicians stated that; "no, we only want him to be self-sufficient, nothing else" (7A, 12A, 17A, 20A,) and "I can't say that they are but they should be; besides, the same people should not be in administration for a long period of time" (30A), another participant expressed the incompetence of their administrators with these words: "I don't see them as academic leaders, administrators are expected to be leaders in the academic environment beyond being only a legislation implementer or guardian; however, unfortunately our expectations are not met since specialization has not been fulfilled in any levels of educational administration in our country. I think a leader administrator is needed in the academic environment rather that a controller administrator" (38A).

Those who expressed positive opinions, on the other hand, described the situation with weak statements such as: "yes, a little" (2A, 9A, 11A, 15A), "partially" (3A, 40A), "sometimes they may be" (14A), "there are such administrators in the department but not in the faculty" (21A, 22A).

RESULTS AND RECOMMENDATIONS

Of a total of eleven principles which are objectivity, competence, classification, career, fair and adequate salary, in-service training, application to specialists, security, training a successor, and development of administration, seven principles where the administrators have less authority and responsibility and more administrative saving were addressed in this study, which aims to determine the

status of being taken into consideration of the principles adopted in human resources management in the administration of faculties of education.

The opinions of the administrators of academic units and academic members were obtained to determine the status of being taken into consideration of these seven principles which are objectivity, equality, competence, career, fair and adequate salary, security and development of administration in practice.

The findings showed that the academicians generally consider that these principles are not sufficiently taken into consideration during administrative implementations. It was found that human resources management is shaped according to the administrative cultures of faculties, personal characteristics, democratic attitudes and understandings of the administrators, and consciousness and awareness of the administered people and therefore significant differences exist between the faculties; and human resources management culture has not developed at all in many faculties.

Based on the findings of this study, the results obtained for the principles investigated are as follows:

For the principle of objectivity, the academicians stated that:

there is no institutional and administrative pressure about being member of professional unions and organizations and expressing political views; administrators generally do not make a political discrimination and favoritism among academicians; but this depends on the administrators' personal characteristics and relationships with the upper administration; on the other hand, academic members are not given equal opportunities in institutional actions and operations;people and genders are discriminated; competence and specialty is not taken into consideration much; but assignments are based on performance and competence in some faculties and departments although there are implementations that damage objectivity.

For the principle of equality, the academicians stated that:

Administrators generally do not have equal treatment; they show preventing attitudes rather than providing learning and development opportunities; but this depends on the administrators and cannot be generalized to the institution; and although they are asked for their opinions in the decision-making process, these opinions are not always reflected on the decision.

For the principle of competence, the academicians stated that:

Certain assignments, especially to the administrative positions, is based on the factors such as being close to the administration and personal relationships instead of competence; open positions are not sufficiently announced and notified; and equal application opportunity is not given to everyone.

For the principle of career, the academicians stated that:

The majority of the administrators have been appointed except in a few faculties; administrators are traditionally elected in some faculties and departments because election is an institutional culture; and election is more appropriate to the mission and institutional structure of universities.

They also stated that universities do not give a reward to encourage and evaluate success but they have received some rewards from the university administrations and other institutions within the scope of their projects; they have not find an opportunity to use many of their knowledge and skills because they have not provided with the position and circumstances to use their knowledge and skills due to the administrators' attitudes and unequal opportunities.

For the principle of fair and adequate salary, the academicians stated that:

Their administrators do not act fair in sharing the pecuniary and non-pecuniary advantages and giving authority and responsibilities; people and genders are discriminated and favored in some faculties or departments; and this depends on the attitudes of the administrators.

For the principle of security, the academicians stated that:

They still do not feel entirely secure although they have legal security in some positions; and an indirect and actual insecurity is created due to pressure and increasing psychological intimidation in cases of any conflict with the administration.

In addition, they did not make positive evaluations about their administrators on legal remedies. They expressed that although they use their legal rights when required, the fact that the decisions are put into effect by the administrators mean that this way is indirectly hindered.

The participants generally considered the level of academic freedom to be sufficient. They stated that no pressure and censor exist on lecturing, research and publication except for some specific situations.

For the principle of development of administration, the academicians stated that:

Human resources are not used effectively and efficiently in their faculties and departments; the reason for this is the administrators' general view on humans, taking other factors into consideration than competence, and inadequate salary; and the nature of the relationships and interaction among the personnel depends on administrators' attitudes and institutional culture.

Although the perceived institutional environment differs by faculties, departments and administrators' attitudes, the academicians described it as not much authoritative but not entirely democratic, loose and not developing.

They emphasized that a principle- and rule-based institutional culture has not developed in faculties except for a few rooted faculties; the existing cultures are recently being disrupted and corrupted; and administrators contribute to this corruption with their unprincipled attitudes.

Almost all academicians considered that administrators have a poor administrative competence.

They stated that administrators mostly show a classical personnel management approach instead of a mentality of human resources management; they do not have the vision of developing themselves and the institution; they are closed to change and development; and this negatively affects the personnel.

In addition, they emphasized that most administrators are not competent in both administratorship and leadership since specialization has not been fulfilled in any levels of educational administration.

On the other hand, the administrators whose opinions are taken for the status of being taken into consideration of the management principles in practice stated in short that:

They do not make political discrimination and favoritism among the academic personnel but they were previously exposed such behaviors;

They provide all kinds of possible academic support for the academicians in their institutions to enable them to reach the position they aim in the future;

They do not know the academicians working in their faculties/departments with their all characteristics and potentials because people should be in a position to show their abilities, knowledge and skills to fully know them but this opportunity is not given to everyone;

They select the people who may work in harmony with them while selecting their assistants;

They evaluate their own administration as democratic but unhappy;

However, the personnel is generally pleased with their administration; and

Academicians create problems for them by not obeying the working discipline and not fulfilling their responsibilities while they are carrying out their administrative duties.

It is recommended based on these findings that the administrations of faculties of education turn towards a personnel-oriented approach rather than a traditional

program-oriented approach, show a more sensitive and effective administrative approach about human resources, and that carrying out the administrative activities based on the principle of "managing with people" instead of the principle of "managing the people" will be more effective.

REFERENCES

Açıkalın, A. (1999). *İnsan Kaynağının Yönetimi – Geliştirilmesi*. PegemA Yayıncılık, Ankara, 1999

Argon, T. & Eren, A. (2004). İnsan Kaynakları Yönetimi, Nobel Yayın Dağıtım.

Aykaç, B. (1999). *İnsan Kaynakları Yönetimi ve İnsan Kaynaklarının Stratejik Planlaması*. Nobel Yayın Dağıtım, Ankara, 1999.

Baysal, A.C. (1993). *Çalışma Yaşamında İnsan*. İ.Ü. İşletme Fakültesi Yayınları, No: 225, İstanbul.

Can, H. & Kavuncubaşı Ş. (2005). *Kamu ve Özel Kesimde İnsan Kaynakları Yönetimi*. Siyasal Kitabevi, Ankara, 2005.

Canman, D. (1995). *Çağdaş Personel Yönetimi*. TODAİE, Ankara, 1995.

Carnall, C. and Maxwell, S. (1993). *Management Principles and Policy*. Hertford Shire: ICSA

Drucer, P. (1992). *Gelecek İçin Yönetim*. Çev. Fikret Üçcan. Türkiye İş Bankası Kültür Yayınları, Ankara, 1992.

Fındıkçı, İ. (2000). *İnsan kaynakları Yönetimi*. Alfa Yayınevi, İstanbul, 2000.

Flippo, E.B. (1985). *Personnel Management*. McGraw Hill Book Company, Singapoure.

French, W. (1993). *Human Resource Management*. Houghton Mifflin Company, Boston.

Jakson, T. (1994). *Managing Human Resources in Europe: Cross-Cultural Issues and Problems*, ANDCP Personnel, No: 354, October, 1994 Publishing Limited.

Schwartz, D. (1980). *Introduction to Management*. Brace Javanovich, İnc., New York.

Tutum, C. (1979). *Personel Yönetimi*. TODAİE Yayını, No: 179, Ankara.

❖ ❖ ❖