

A GROUNDED THEORY OF SCHOOL AS A SOCIAL SYSTEM IN AN
ATYPICAL CONTEXT

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ABSTRACT

A GROUNDED THEORY OF SCHOOL AS A SOCIAL SYSTEM IN AN ATYPICAL CONTEXT

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This is a grounded theory study of school as a social system in an atypical context. It was the aim of this study to develop context-specific theoretical propositions to understand how a school as a social system looks like in an atypical context, which is characterized by ethnic group, migrated groups of low socio-economic status and low-level education.

A public school that shows these characteristics was chosen for the study. The school is mostly populated by students coming from Roman community and migrated families from northern and eastern part of Turkey. Data for the study came from different sources, including unstructured observations, one-to-one interviews with school principal and nine teachers, a focus group interview with nine parents and analysis of different types of documents. Data collection and analysis went hand in hand for the study.

The study produced five theoretical propositions that were found to connect to a major process, which was called “breaking vicious cycle” by the researcher. These propositions generally suggest that there is a kind of vicious cycle in the functioning of a school in atypical context that needs to be broken through making some

collective changes in the daily life of school. For these changes to create a transformation in the school, it was suggested that the concept of education and the concept of school, as well as, teachers and principals' role definitions should be redefined in the light of radical and critical educational views.

Keywords: Constructivist Grounded Theory, Grounded Theory, School as a Social System, Roman Community

ÖZ

ATİPİK BİR ORTAMDA FAALİYET GÖSTEREN BİR OKULUN SOSYAL BİR SİSTEM OLARAK TEMELLENDİRİLMİŞ TEORİ ÇALIŞMASI

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Bu çalışmanın temel amacı, temellendirilmiş teori (kuram) kullanarak etnik bir grup olarak Romanların, ve göçmen ailelerin yaşadığı sosyo-ekonomik düzeyi düşük atipik bir ortamda faaliyet gösteren bir okulun sosyal bir sistem olarak incelenmesidir. Çalışma sonucunda ortaya çıkan duruma özgü veri temelli teorik önermelerin hem teorik hem de yöntemsel açıdan alana çeşitli katkılarda bulunacağı öngörülmüştür.

Bu çalışma için yukarıda bahsi geçen özellikleri taşıyan, yani etnik bir grup olarak Romanların ve Türkiye'nin doğu ve kuzeyinden İstanbul'a göç etmiş ailelerin çoğunlukta olduğu, sosyo-ekonomik düzeyi düşük bir bölgede faaliyet gösteren bir devlet okulu seçilmiştir. Çalışmanın temel veri kaynaklarını okul ve çevresinde yapılan gözlemler, okul müdürü ve dokuz öğretmenle birebir yapılan görüşmeler, Okul Aile Birliği üyesi dokuz veli ile gerçekleştirilen odak grup çalışması ve okula ilişkin elde edilen dokümanlar oluşturmuştur. Çalışma süresince veri toplama ve veri analizi aynı anda gerçekleştirilmiştir.

Çalışma sonucunda araştırmacının “kısır döngüyü kırma” adını verdiği bir süreçle bağlantılı beş teorik önermeye ulaşılmıştır. Bu önermeler atipik bir ortamda faaliyet gösteren bir okulun işleyişinde kısır bir döngünün olduğunu ve bu döngünün okulun günlük işleyişinde yapılacak değişimlerle kırılabileceğini göstermiştir. Bu

değişimlerin gerçek bir dönüşüm yaratabilmesi için, okul ve eğitim kavramları ile öğretmen ve müdür rol tanımlarının, eleştirel ve radikal eğitim sosyolojisi görüşleri ışığında yeniden tanımlanması gerektiği önerilmiştir.

Anahtar Kelimeler: Yapılandırmacı Temellendirilmiş Teori, Temellendirilmiş Teori, Sosyal Sistem Olarak Okul, Roman Toplumu

To my little girl, Zeren & to the memory of my mom and dad

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ABBREVIATIONS

GT	Grounded Theory
PTA	Parent Teacher Association
MoNE	Ministry of National Education

CHAPTER I

INTRODUCTION

1.1 Background to the Study

The conceptualization of what a school is has considerably changed over the years. The earlier thought of school as an isolated factory was replaced with a view of school as systems (Hoy & Miskel, 2008). In the mid-20th century, the new conceptualization of school as social systems gained momentum when it is taken for granted that school is part of the environment and formal and informal aspects do exist together and their interaction shape organizational behavior in schools (Owens, 2004).

Chance and Chance (2002) defined school as a social system as in the following:

A school as a social system is composed of individuals and subsystems and formal and informal structures in a complex network of interrelationships. As a social system is impacted by internal or external events, it responds. A social system seeks balance or equilibrium, within itself as well as between the social system and the external environment (p. 69).

Such a framework helps us see schools with broader lenses that bring an order and completeness to our understanding of school and how people behave in it (Hanson, 2003). The analysis of formal and informal aspects of school life is important to understand school as a social system at the outset. Generally speaking, while formal aspects of school organizations include formal rules, organizational roles authority, communication patterns, structural configurations and subsystems, informal aspects are more identified with goals and values shared, informal leadership, workplace relations, conflicts and personal issues like job motivation, job interest and emotions. Essential to understanding these subsystems is visualizing

how they are all interrelated and interdependent to each other and to the whole system. Yet it is not sufficient to see how parts are related to the whole, what is more vital is to comprehend how each contributes for the effective functioning of the whole system to keep it in balance (Hanson, 2003).

Social systems are open systems (Hoy & Miskel, 2008), and as Owens (2004) contend it is not likely to think of school as a closed social system considering its functioning. Interactions of formal and informal systems, as well as, interactions between school and external environment are fundamental for schooling process that basically goes through a cycle of events-input, transformation and output. The cycle starts with school importing energy from the environment in the form of human resources, materials to be processed to produce outputs such as educated young people, educational services to be delivered to the environment again (Hanson, 2003).

Schools have to adapt the changes in the environment to survive and to prosper. They live with their community outside their school building and they cannot be separated from its environment (Owens, 2004). What school environment encompasses or who actually is considered as part of the school community is sometimes vague, but schools are advised to find a way to analyze its environment (Levin & Riffel, 1998).

McCaleb (1997) defined school community as composed of three large groups: children, their families and people working around school and having interaction with families. Hoy and Miskel (2008), on the other hand, highlight social, political, technological and economic forces in the external environment. Broadly speaking, school environment refers to anything that is believed to have an impact on the functioning of school system (Levin & Riffel, 1998). An important point in here is that characteristics of school external environment can be different from that of specific community (Goddard & Bohac-Clarke, 2007), or as others say local community (Levin & Riffle, 1998) that school serve. Schools are expected to comprehend the characteristics of their immediate communities to pursue equilibrium in their relations with different constituents of the environment (Warren, 2005).

School leaders are the core people in schools. It is believed that their understanding of the view of school as a social system is important because the model has the potential to improve their leadership capacities. The model helps them

identify problems, make better decisions, manage conflicts and improve the relation of school with its external environment (Chance & Chance, 2002).

It is salient that the view of school as a social system provides a comprehensive and dynamic framework to understand the functioning of a complicated entity-school. The concept of school as a social system has theoretically evolved over the years. Two of the most well-known theoretical models contributed to the development of the concept are produced as a result of the joint works of Getzels and Guba in 1950s and later on Hoy and Miskel.

In their model Getzels and Guba identified two major dimensions for organizations: idiographic and nomothetic. The idiographic dimension refers to the human side of organization that differs from one to another. Nomothetic dimension is related to the structural elements, which take pretty much similar configurations across different organizations. Getzels-Guba model put emphasis on organizational behavior that is the products of interplay between organizational roles that people are expected to assume and personality of people fulfilling these roles. The equilibrium between the needs of the organization and those of the people need to be sought if organizations want to pursue effective and productive mutual relationship (Owens, 2004).

Hoy and Miskel's model, compared to Getzels-Guba model, is larger in scope. In their model they identified four mutually-related systems, namely structural, individual cultural and political, in the context of teaching and learning that are all in constant interaction with external environment. Behavior in school is the result of interaction of all these organizational elements. In other words, "social behavior in a school thus affected directly by at least four internal elements, or subsystems-structure, individual, culture, and politics-all occurring in the context of teaching and learning" (Hoy & Miskel, 2008, p. 33).

Both models provide a useful framework to understand school organizations. However, they are too general. The literature review yielded few studies that used the model to analyze a school organization. The model lacks evidences for how it works in different contexts. There is a need to show that the model of school as a social system can be conceptually and theoretically improved or extended to create a fit between the model and the school organization. In other words; development of theoretical propositions for the different variation of the model can enhance its power

as a theoretical construct to understand school systems, especially the ones in atypical contexts.

This can be achieved with a research model that has the power to add theoretical value to the model of school as a social system. Glaser and Strauss (1967) put forward that grounded theory can be an ideal method to develop an original theory or improve or extend an existing theory through making conceptual and theoretical propositions driven by data. Grounded theory (GT) is data-driven research method that aims to develop theory through the analysis of what is happening and how people behave in a research setting. It sets explicit and flexible guidelines of data collection and analysis to construct theoretical propositions genuinely based on data (Charmaz, 2006).

The aim of this study was to carry out a grounded theory study of a school as a social system in an atypical context. At the end of the study it was intended to develop theoretical statements pertaining to contextual factors, actions and processes that affect the functioning of school as a social system. Grounded theory, especially constructivist grounded theory underpinned by pragmatist philosophy and symbolic interactionism fitted very well with the aim of the study for three reasons.

First of all, according to constructivist grounded theory developing close relations and getting familiarity with the research site and participants and to produce contextually useful and applicable knowledge are essential to research. In this study, investigation of school as a social system could not be realized without getting familiar with the context. Secondly, sensitivity to meaning and process and emphasis on words and actions (Charmaz, 2005) in constructivist grounded theory are great assets for this study. The main emphasis in this study was to investigate the organizational actions and processes to present theoretically rich contextual explanation for how an atypical school operates as a social system. Thirdly, the ultimate aim of GT studies is to generate a theory or develop an existing theory based on research-based data (Glaser & Strauss, 1967).

Thus, investigation of an atypical school as a social system through employing grounded theory has revealed a new contextually useful theoretical variation of the model and made a contribution to the existing theoretical explanations.

This study focused on an atypical context that is characterized mostly by an ethnic group, Roman students. Little is known about Roman students in the literature. They became a topic of interest after United Nations Convention on the Rights of the

Children signed in 1989 that forced some European countries-especially Central and Eastern European countries that were undergoing democratization attempts-ponder the ways of increasing Roman children's participation to school (Kyuchukov, 2000). Attempts have been made to introduce Roman culture and their language to education systems, but school drop outs, low academic achievement and problems stem from differences between Roman culture and school culture are still the major problems to be resolved in not only in Central and Eastern European countries but in all other European countries that have Roman population as well (Gomes, 1999).

In the Recommendation adopted in 2000 by the Committee of the Ministers of the Council of Europe regarding the Education of Roman children in Europe, it is acknowledged that:

There is an urgent need to build a new foundation for future educational strategies toward the Roma/Gypsy people in Europe, particularly in view of the high rates of illiteracy or semi-literacy among them, their high dropout rate, the low proportion of students completing primary education and the persistence of features such as low school attendance (Liégeois, 2007, p. 15).

There seems to be consensus that more research is needed about Roman children and their schooling experiences. This is vital to provide them more educational opportunities in European education systems and to develop an understanding that Roman children do not pose challenges neither for school nor for the European society as a whole (Gomes, 1999; Kyuchukov, 2000; Liégeois, 2007).

In Turkey, on the other hand, when the related literature is reviewed and thesis database provided by Higher Education Council is examined, it was seen that there are some sociological and urban studies related to Roman neighborhoods and people's life styles living in those areas. However, it was seen that Roman people in Turkish education system were highly neglected in master or doctoral studies (Higher Education Council, 2009).

Like master and doctoral studies, other published studies were also conducted to determine the profile of Turkish Romans in terms of their participation to political life, their perceptions of some current issues and the problems they encounter in their daily life. In these studies, the necessity of more studies on Roman people is also highlighted (Kolukırık & Toktaş, 2007; Toprak, 2007, Kolukırık, 2009) with a focus on their educational life (Arayıcı, 1999). There is a need for research that focus on

schooling experiences of Roman children living in Turkey considering the substantial number of Roman people living in Turkish society.

1.2 Purpose of the Study

In academic studies the sources of research problems can be varied. The suggested or assigned research problem, the technical literature, and personal and professional experiences are three general sources for finding a problem of a research. While especially for doctoral students, advisors' suggestions for research can be a valuable source, for some other researchers, gaps or missing points about a well-known topic may be the primary motive for doing a research. Sometimes what trigger researchers can be simply problems or cases they have experienced in their personal or professional life (Strauss & Corbin, 1990), as it is the case in this study.

The purpose of the study was to use grounded theory to investigate the school as a social system living in an atypical context which is characterized by ethnic and migrated groups of low socio-economic status (SES) and low-level education. Through the analysis of the patterns of activities and behaviors of school principal, teachers, students and parents, the study aimed to illuminate the practices that are effective for schools that are ethnically mixed in an economically developing country where democracy for all has been like an unfulfilled prophecy for generations. The development of substantive-level theoretical propositions pertaining to the functioning of a school as a social system in an atypical context was presented at the end of the study.

Charmaz's constructivist approach to grounded theory guided the study. However, this does not necessarily mean that her model was strictly followed. It is against the nature of the constructivist grounded theory to pursue a pre-determined step-by-step research process as one of the hallmarks of constructivist grounded theory is the flexibility in every phase of the study. That is why; in this study earlier interpretations of grounded theory were used, as well. Charmaz (2006) was referred more than the fathers of grounded theory-Glaser and Strauss and any other prominent grounded theory researchers because her interpretation of grounded theory marries it with constructivist thinking.

1.3 Significance of the Study

There is a growing body of literature related to the application of grounded theory to investigate different educational concepts and processes. However, grounded theory and the investigation a school as a social system has not been juxtaposed before. Through the application of GT, this study will develop a conceptual framework to understand how a school as a social system looks like in an atypical context, which is characterized by ethnic and migrated groups of low socio-economic status and low-level education.

The theories of school as social system are too general; thus, they are lack of context specific evidences and explanations. This study provided context-specific theoretical propositions for school as a social system, which is characterized by ethnic and migrated groups of low socio-economic status and low-level education. The substantive-level theory that appeared at the end of the study will broaden our understanding about the functioning of school as a social system living in an atypical context.

Secondly, as it was presented before, there is a need for research about Roman students' education process in countries, especially in European countries that are the home of Roman population over the years. In Turkey, the situation is similar to the one in European countries because little is known about the schooling experiences of Roman people living in Turkey. This study shed light on the schooling experiences of the Roman community living in Sulukule neighborhood in Istanbul. What emerged at the end presents a general outlook of Roman children's educational life in Turkish context. This will also yield to comparative studies about Roman people living in different parts of the Turkey and European countries.

The study has not only theoretical value but methodological value as well. The study will make a contribution to the existing empirical knowledge base of grounded theory in the field of education. The literature of GT in education is full of theoretical papers, many of which do not go beyond descriptions, guidelines and suggestions. This study will show how the application of GT looks like in a real context.

1.4 Definition of Terms

Atypical school context: In this study atypical school context refers to a school community that consists of ethnic and migrated group of people with lower socio-economic status and low-level education.

Atypical school: Terms “atypical school context” and “atypical school” are used interchangeably. When it is used as “atypical school”, it denotes the school living in an atypical school community and reflecting the characteristics of it.

Grounded Theory: Grounded theory methods are a set of flexible analytic guidelines that enable researchers to focus their data collection and to build inductive middle-range theories through successive levels of data analysis and conceptual development (Charmaz, 2005, p. 507).

Constructivist Grounded theory: A constructivist grounded theory adopts grounded theory guidelines as tools but does not subscribe to the objectivist, positivist assumptions in its earlier formulations. A constructivist approach emphasizes the studied phenomenon rather than the methods of studying it. Constructivist grounded theorists take a reflexive stance on modes of knowing and representing studied life (Charmaz, 2005, p. 509).

School as a Social System: As a social system, the school is characterized by an interdependence of parts, a clearly defined population, differentiation from its environment, a complex network of social relationships, and its own unique culture (Hoy & Miskel, 2008, p. 22).

CHAPTER II

REVIEW OF LITERATURE

This chapter consists of four parts. The first part presents definitions of system view and social system with a special reference to school organization. The second part is a brief look at the well-known models of school as a social system. The third part will present previous studies on schools in atypical context, with a reference to Roman communities in Europe and Turkey. Finally, the last part is the brief review of grounded theory that provides the basis of the study.

2.1 System View and Social Systems

School is a natural system that is composed of various social systems encircled by continuously multiplying and changing inner and external *dynamics, demand* and *contingencies* (Hoy & Miskel, 2008). To study how such a complex and intertwined system function, it is deemed necessary to understand what “system” means and how different concepts and frameworks pertaining to systems theory have evolved in time.

System is the complicated but interrelated parts of the whole,

a configuration of parts or components connected and joined together in a web of relationships. By this joining and integration, they are creating emerging properties that are the properties of the whole system rather than its parts (Banathy, 1992, p. 10).

Systems view provides a way of seeing the world as composed of different interacting parts connected to a complex whole. It can be used to understand different phenomena (Anderson, 1974) because it alludes understanding of purpose and meaning behind multiple interactions and relationships (Banathy, 1992).

The view of school as a system focuses on the parts that constitute the whole school, interrelatedness and interrelationships among these parts. There are three

systems view that broadens our understanding of school organizations: general systems theory, open systems theory and social systems theory (Başaran, 2006). Introduced by 1951 by biologist Bertalanffy, general systems theory seeks to show structural similarities between physics, biology and human to find general principles that are applicable to different sciences. It emphasizes holism and organism (Bursalıoğlu, 1997). Any living or non-living organisms are systems and there exists ten systems in the world: elemental inter-action, static, mechanic, automatic, simple self-maintenance, plant, animal, homo sapiens, organization and transcendental. These are all systems because each of them consists of interrelated parts and takes inputs from the environment and turns them into products through a transformation process to achieve pre-determined aims. General systems view emphasizes that these systems are all open (Boulding, 1956, as cited in Başaran, 2006 p. 74).

Open systems view was further developed by Katz and Kahn (1978). They defined nine common characteristics of open systems. These are put as in the followings:

1. *Importation of energy.* Open systems take in energy from the outside environment in the form of people, materials, and information.
2. *The throughput.* Open systems transform the imported energy.
3. *The output.* Open systems export a product into the outside environment.
4. *Cycles of events.* In open systems, the pattern of activities is recycled. The export of a product furnishes energy for the cycle to repeat.
5. *Negative entropy.* Entropy, a law of nature, stipulates that all forms of organization move toward death or disorganization. Because the open system can import more energy than it uses, it can survive and expand.
6. *Feedback.* Information provides signals from environment, and negative feedback indicates deviations from what environment desires. This is a control mechanism.
7. *Dynamic homeostasis.* There is a continuous inflow from the environment, but the ratio tends to remain relatively equal. This process serves to preserve the character of the system and to maintain it in equilibrium. However, the goal of organization is not stationary.

8. *Differentiation*. Open systems tend toward elaboration of roles and specialization of function.
9. *Equifinality*. Multiple means to the same ends exist within open systems (Katz & Kahn, 1978, as cited in Lunenburg and Ornstein, 2008, p. 201).

The open systems view to school shows that there is a continuous interaction between school and the environment. School-environment relations gain important. It is likely to say that the quality of this relationship largely depends on the quality of input and how well they are transformed and turned into quality product by the school.

As in other organizations, in school people come together to achieve a common goal and this gives the system social characteristics. What is social system then? Anderson's definition of social system is easy to grasp:

A social system is a special order of system. It is distinct from atomic, molecular, or galactic systems in that it is composed of persons or groups of persons who interact and influence the behavior of each other. Within this order can be included families, organizations, communities, societies and cultures. The social system model must be validly applicable to all forms of human association (Anderson, 1974, p. 8).

From the definition, it is obvious that social system is the whole of the interaction of different people who are connected to each other. In any social system, there are common goals, relationships and collaboration among its members who are expected to assume pre-determined roles (Başaran, 2006).

Loomis (1960) talks about nine elements of a social system, including belief (knowledge); sentiment; end, goal or objective; norm; status-role; position-rank; power; sanction and facility. In another sources, the elements of social system are listed as boundaries, people, open exchange of information between the social system and the external environment, norms, roles and expectations, interdependence (Chance & Chance, 2002; Owens, 2004).

School has all the characteristics that other social systems carry. Thus school as a social system is composed of people, structure, formal and informal many subsystems that they all interact each other. School is also sensitive to external inputs because as open system it constantly interacts with its environment. Like other social

systems, school is normative. That means people are expected to behave according to their roles and established rules within the school. Social systems can be fragile to internal or external inputs that can hinder healthy and effective functioning, so, maintaining a balance must be an ultimate aim of school (Chance & Chance, 2002).

According to Hallinan (2004), the study of school as a social system can be managed in three ways. In the first one, the class as a social system is taken as a unit of analysis with students, teachers, formal and informal groupings. In the second one, the school itself can be seen as a social system. In any school, many subsystems exist, including administration, school staff, students, counseling or many other departments. In the third one, school is considered as part of the bigger system, social system of society.

Coleman (1990), on the other hand, claims that social systems can be studied in two different ways. In the first one, school is the unit of analysis and within this system either samples or only one social system can be taken and observed for a certain period of time. In the second one, the emphasis is shifted to internal processes among different subsystems that constitute the social system (as cited in Hallinan, 2004, p. 13556).

The view of school as a social system helps us understand that school functions in a continuously changing environment and interacts with other social systems. It also helps us understand that school is composed of interdependent parts that operate at different levels (Banathy, 1992). The analysis of literature on school as a social system and produced the following assumptions:

1. Social systems are *open systems*: Schools are affected by state mandates, by politics, by history, and a host of other environmental forces.
2. Social systems consist of *interdependent parts*, characteristics, and activities that contribute to and receive from the whole: When the principal is confronted by parental demands for new courses, not only is the principal affected directly but also the teachers and students are affected.
3. Social systems are *peopled*: teachers act on the basis of their needs, beliefs, and goals (motivations) as well as their roles.
4. Social systems are *goal oriented*: Student learning and control are just two of many school goals, but the central goal of any school system is the preparation of its students for adult roles.
5. Social systems are *structural*: Social systems have division of labor (e.g., math and science teachers), specialization (e.g., teachers, guidance counselors, and administrators), and hierarchy (superintendent, principals, assistant principals, and teachers).

6. Social systems are *normative*: Schools have formal rules and regulations as well as informal norms that prescribe appropriate behavior.
7. Social systems are *sanction bearing*: Schools have formal mechanisms such as expulsion, suspension, termination, tenure, and promotion as well as informal sanctions that include the use of sarcasm, ostracism, and ridicule.
8. Social systems are *political*: Schools have power relations that inevitably affect administrator and teacher activities.
9. Social systems have *distinctive cultures*: Schools have a dominant set of shared values that influence behavior.
10. Social systems are *conceptual and relative*: For one purpose, a classroom can be considered as a social system, but for other purposes, the school or school system may be viewed as a social system.
11. All formal organizations are social systems: But all social systems are not formal organizations (Hoy and Miskel, 2008, p. 23)

With the above assumptions in mind, school organizations cannot be visualized as a closed system where there is little interaction between the school and the world outside. People are one of the important elements of school systems because as Bursalıoğlu (1997) said school organizations are complex systems that are heavily peopled. It is difficult to estimate and control human behavior in the system. The role of people for the functioning of the school as a system can not be neglected. That is why; it is extremely important to meet people' needs and expectations if we want all subsystems work effectively to achieve the ultimate aim of the whole system.

When we look at the Turkish education system, it is seen that the traditionally centralized characteristics of the system affects the school as a social system. It gives the system a more structured, normative, sanction bearing and political characteristics. It makes the system more susceptible to environmental forces in the form of centralized policies, practices and regulations. The role of people in school is mostly shaped by all these characteristics of school system.

2.2 Models of school as a social system

The views of school as a social system has been elaborated and put into a systematic whole in the work of some eminent scholars, who have made significant contribution to our understanding of school as a social system. In the following the development of social systems theory over time have been presented in time order

with reference to the Getzels-Guba model, the expanded version of Getzels-Guba model and lastly the Hoy and Miskel's model of school as a social system.

2.2.1 The Getzels-Guba Model

Social systems theory owes a lot to the work of Getzels and Guba through the end of 1950s. Their model is based on two broad dimensions called idiographic (personal) and nomothetic (organizational). The idiographic dimension includes needs, wants and personalities of people in the organization. The nomothetic dimension includes pre-determined roles, bureaucracy and expectations. The model suggests that the interaction between personal needs and organizational goals shape organizational behavior, which in turn, contributes to the development of organizational culture (Chance & Chance, 2002).

In Getzels-Guba model an emphasis is given to the extent of interplay between organizational and personal dimensions to produce appropriate organizational behavior. Like in other organizations, in schools organizational positions are created with certain role expectations. People occupy different positions in schools having known that they are expected to behave according to job descriptions written for each posts and to show the performances specified for each job. The individual needs, expectations and wants of people holding positions in schools inevitably have a bearing on how they behave and perform. Thus there is a dynamic interaction between organizational requirements and personal needs in producing organizational behavior. If there is a fit between these two, organizational effectiveness and individual efficiency are likely to be achieved in schools (Lunenburg & Ornstein, 2008; Owens, 2004).

Social systems are open systems but this model does not put emphasis on the openness of school. There is too much emphasis on the interplay between personality and organizational roles and this takes the attention away from the role of the environment for school organizations (Lunenburg & Ornstein, 2008). This is taken into consideration in the later versions of the model.

2.2.2 The expanded Getzels-Guba models

Getzels-Guba model was first extended by Getzels and Thelen in 1960. In this model, school organizations are conceived of living in a larger environment. Changes in the environment make school respond by giving either static or dynamic reactions, two of which have different impact on school-environment relations. Static reactions intend to keep school-environment relations in a constant state. In other words, status quo is maintained. If a school gives a dynamic reaction, this necessitates adaptation of school to the changing circumstances in the environment (Owens, 2004).

Another attempt to develop Getzels-Guba model came from Abbott (1965) who extended the Getzels-Guba model in three aspects. First of all, he added a third dimension, work group or transactional level to the existing two dimensions. Work group component refers to people whose organizational role and their personality come together informally to affect the everyday functioning of school. Informal norms and patterns of organizational behavior adopted by the work groups can cause equilibrium or disequilibrium in the system depending on their harmony with formal norms and behaviors.

Secondly, Abbott managed to show how internal and external feedbacks influence the input-output process. There are some external things that school has little or no control and it is of particular importance to their likely impact on the operation of school.

Thirdly, he took a broader perspective for idiographic dimension and added motivation as an important element of idiographic dimension. He assumed that affected by personality and personal needs, motivation influences the relationships in the organization. Thus the critical point for school leaders is to find the most suitable ways of motivating people in the organizations (Chance & Chance, 2002).

In 1970s, Getzels made a further attempt to expand his model through defining six different communities to show the value of cultural setting for the school as a social system. In Getzels' terms, local community, administrative community, social community, instrumental community, ethnic community and ideological community are in place and their effects on school are gaining more importance every day (Lunenburg & Ornstein, 2008).

2.2.3 Hoy and Miskel's School Social System Model

Hoy and Miskel (2008) developed a social system model for school that focuses on both formal and informal parts of schools that are closely interconnected and how behavior in school organization is shaped as a result of the interactions between the two. In the model it is taken for granted that school is an open system interacting with its environment. When compared with the previous theories of school as a social system, this model provides a more comprehensive framework that enables us to comprehend the functioning of different subsystems for whole school system and the inevitable role of external environment in the survival and maintenance of such a suprasystem.

In the model Hoy and Miskel (2008) defined three large subsystems that are composed of different parts. Internal subsystem, technical core and environment are interrelated each other for the smooth functioning of school organization. Internal subsystem is the name given to four internal elements of a school system: structure, individual, political and cultural. Technical core, on the other hand, is basically teaching-learning process, the very essence of the existence of school organizations. As its name suggests, environment refers to any outside factors interfering the functions of internal elements and technical core.

The components of the Hoy and Miskel's model of school as a social system are explained below.

Structural system: In any system, structure is the key component that holds the system together. Hoy and Miskel (2008) used the term *bureaucratic expectations* to elaborate the formal configuration of organizational roles, positions, hierarchy of authority, and rules that shape the behavior in schools. School professionals in the school are expected to obey the rules such as arrival and leave time, duties, lunch intervals, dressing code, etc. that apply to everybody working in the school and to carry out the tasks as defined their formal roles in the school.

Today the focus of studies related to organizational structure has shifted from how much structure to what type of structure because the type of structure is of significance for the operation of school and the behavior of people connected to school. Therefore, one of the main structural concerns is to determine whether enabling or hindering structure that should be configured to facilitate the operation of schools and to hold people together (Hoy & Miskel, 2008).

Hoy and Miskel (2008) proposed a typology for school structures. There are four types of school structures, including chaotic, authoritarian, Weberian and professional. In chaotic structure, school is defined with immensely politicized power that calls for order. When a school shows a chaotic structure, there is always a need for a more authoritarian structure to place formal rules and goals in that school. In authoritarian structure, school administration controls everything, set the rules, makes the decisions and teachers are expected to obey the formal rules and decisions. An authoritarian structure leaves no room for informal relations. They said that "...movement from a chaotic structure to an authoritarian one is relatively straightforward. The challenge, however, of moving an authoritarian school structure to a Weberian one is much more difficult" (p. 103). Unlike authoritarian structure, Weberian structure combines both formal and informal properties of school organization in a simple and stable environment. Teachers are given more voice but not as much as when it is compared to professional structure. As teachers are given more power, the structure becomes horizontal, the role of administrator in the school shifted from the primary source power to the facilitator. Though ideal, schools with professional structure is few but their number will increase in the future if teachers are given more power in the administration of schools.

Individual system: In social systems people do not exist to fulfill a determinate role; each individual in the system has their unique personalities, needs, aspirations and goals, all of which influence their behaviors in the organization and thereby, the function of the whole system (Owens, 2004). In other words, people do not act according to the existing formal rules that govern life at school only. By being member of school organization, their agreement to obey the rules is taken for granted. However, the way people behave and the way they carry out their role at school are particularly influenced by their needs, beliefs and cognitive understanding of their role in school. All these have bearings on work motivation, which is undoubtedly found to have an effect on functioning of school as a whole system (Hoy & Miskel, 2008).

Owens (2004) illuminates that role theory can be a starting point to understand behaviors of people in school. Like the actors on stage, teachers, for instance, have a certain role requirements to fulfill, but people's behavior in school can change depending on the context. Some school contingencies cause differences in behaviors. Hoy and Miskel (2008) formulate how behavior (B) in school shapes as a result of

the interaction between structure (S) and individual (I) as in the following: $[B= f(S \times I)]$. This formula is affected by the type of the organization, the job and the person involved. Let's take an example of private and public schools, for which some different regulations exist in Turkish education system. In private schools the individual needs tend to be more influential in the interaction, whereas, in public schools vice versa may be more apparent.

Ubben, Hughes and Norris (2001) put forward that for a school organization to function smoothly, it is imperative that the role definition of a job and individual needs of teachers be met though it is difficult. They also ask three question when they look at school as a social system with a more emphasis on school principal as an individual in school:

1. What does the group expect the organization to accomplish and what expectations does the group have for the individual within the leadership role?
2. What do individual members and subgroups expect from the organization and its leader and from each other?
3. What does the leader expect from the organization, its members, and himself or herself as the leader?

Cultural system: Social systems have their own culture. School is a formal organization governed by formal rules, sanctions and rewards. Beyond that, school is a network of social groups that have shared informal rules, norms and values. Both formal and informal patterns of behavior of conduct are entailed to shape organizational behavior and regulate the daily life at school (Hoy & Miskel, 2008).

Although sometimes used interchangeably, care should be given to the differences between school culture and climate. While climate addresses perceptions of people related to school, culture is entirely about shared assumptions, values and norms. Organizational culture is the result of the interaction between structure and people in a specific organization. All organizations have their own distinctive culture because the interaction of structure and human elements does not happen to the same way, therefore, different shared values, beliefs and norms are emerged in each school. In addition to the structure and individuals, culture shapes behavior in school, too. The type of culture is as important as the kind of structure. Like hindering structure, negative school culture has adverse effects on the functioning of whole

system on school, and like enabling structure, on the other hand, positive school culture is an important asset of any school (Hoy & Miskel, 2008).

Cheng and Cheung (2004) drew attention to the prominent role of school culture in terms of educational quality and school effectiveness. Their study with a sample of 63 primary schools in Hong Kong showed that in schools having a stronger school culture, teachers were found to have positive attitudes towards each other and their job and their morale and job commitment were reported to be satisfactory. These are all inevitable impacts on school effectiveness and quality.

Political system: Politics is considered as a natural aspect of school life because it is power relationships that shape the behavior and relations in school. Organizational power comes from legitimate and illegitimate sources that are vested in administrative behavior of school principal. Legitimate power is given to principals because of their formal position and others in the school are expected to acknowledge it. School principals have to exercise their legitimate power to manage and control school, not to satisfy their own personal needs of being liked or respected by their subordinates. But those with desire to build coalitions and networks around them do not always use their power to play politics for their own sake. In addition to legitimate power, school principals sometimes resort to political power to manage conflicts, to facilitate decision-making process or to deal with resistance to change (Hoy & Miskel, 2008).

In their famous book “Reframing Organizations: Artistry, Choice, and Leadership”, Bolman and Deal (2003) used the metaphor of “arena” to define organizations. With divergent interests, desires and objectives, people from inside and outside come together and try to play the game according to their own rules. This perspective to school justifies why school principals have to play politics to ensure resources and support for the smooth operation of their school.

Hoy and Miskel (2008) believe that their model is a powerful perspective for school effectiveness, accountability and improvement. In a study conducted in Nigeria, the relationship among the elements of internal subsystem given above is examined to see if they have an impact on school effectiveness as Hoy and Miskel suggested. It was found that four internal elements in the model are closely related to school effectiveness (Omolade, 2007).

Technical core: As a social system, school exists to achieve some goals. In school the mere existence of schools is teaching and learning and all subsystems

exist to serve this basic mission of school (Hoy & Miskel, 2008). Schools can make difference and achieve improvement through teaching and learning. As a matter of fact, research results show that any improvement endeavors without a focus on teaching-learning process are likely to fail. In other words, all other elements of organization exist to produce effective and successful learning and teaching to occur in schools (Hopkins, 2001).

Input-transformation-outcome-feedback cycle: Schools operate through a cycle of events according to systems view. The cycle starts with exporting inputs from the environment in the form of human and capital resources, knowledge, materials and methods and financial resources. Environmental constraints like policies, legal issues and characteristics of local community are also considered as input because they restrain the quality of transformation process, which basically includes administrative processes and technology that converts inputs into some sort of output to be delivered to the external environment. At the end of the transformation process the ultimate aim is to raise educated citizens, who, in turn, will have positive impact on the quality of input for the following cycle of events. School produces such outputs as student achievement, teacher performance, personnel-administration relations, school-community relations, etc. that meet the expectations of internal and external environments (Lunenburg & Ornstein, 2008).

As it was defined “...internal and external feedback reinforces appropriate organizational behavior. When there is a discrepancy between expected and actual outcomes, the feedback loops inform individuals and groups inside and outside the system (Hoy and Miskel, 2008, p. 33). This suggests that feedback is essential to determine if internal school systems are congruent with each other and if the quality of the outputs satisfies the external environment. To understand that, internal and external feedback loops should be activated and monitored regularly. Internal feedback can be positive or negative depending on the approval of the behavior by the formal and informal aspects in school, whereas, external feedback deals with the environmental reactions to school outputs.

School environment: As a social system school is surrounded by continuously multiplying and changing inner and external *dynamics, demand* and *contingencies* (Hoy and Miskel, 2008).

As Jazzar and Algozzine (2006) noted:

Like the rings on a tree trunk, the school is located in the middle ring. As we move away from the school, we see multiple rings increasing in distance and size from the middle ring...The tree trunk's rings illustrate the boundaries between the various suprasystems but also demonstrate their closeness to and influence on the whole system. (p. 23)

It is in the environment that school can find opportunities but threats as well. That means the operation of school and individuals' behaviors are highly susceptible to environment. School environment is a broad concept that includes not only people or bodies that have direct impact on school but also external forces happening outside world that have noticeable indirect effect (Hoy & Miskel, 2008).

School environments are getting more diverse in terms of SES, ethnicity, language, gender and religion. School administrators are suggested to analyze these contextual varieties and take necessary precautions; otherwise, all these and other contextual factors can hinder the effective functioning of school (Billot et.al, 2007).

Figure 1 shows the model of school as a social system. Hoy and Miskel managed to provide the most recent and detailed framework for the analysis of school as a social system. In this model emphasis is given to the interaction among internal elements happening in the context of teaching-learning as well as the interaction between internal elements with school environment. Their model deserves a special treatment because unlike many of these organizational frameworks that were originally created for corporate organizations, as Omolade (2007) suggested Hoy and Miskel's model was genuinely designed for school organizations.

The view of school as a social system provides a dynamic and vibrant picture of internal and external dynamics of school. It helps us see school as a whole of interdependent subunits. It also helps us locate school in a bigger environment and its value for the society (Hallinan, 2004).

This study is a grounded theory of school as a social system living in an atypical context. The term "atypical context" in here refers to ethnic group, migrated groups of low socio-economic status and low-level education. In the following the experiences of schools having similar characteristics will be elaborated to understand the situations in these schools.

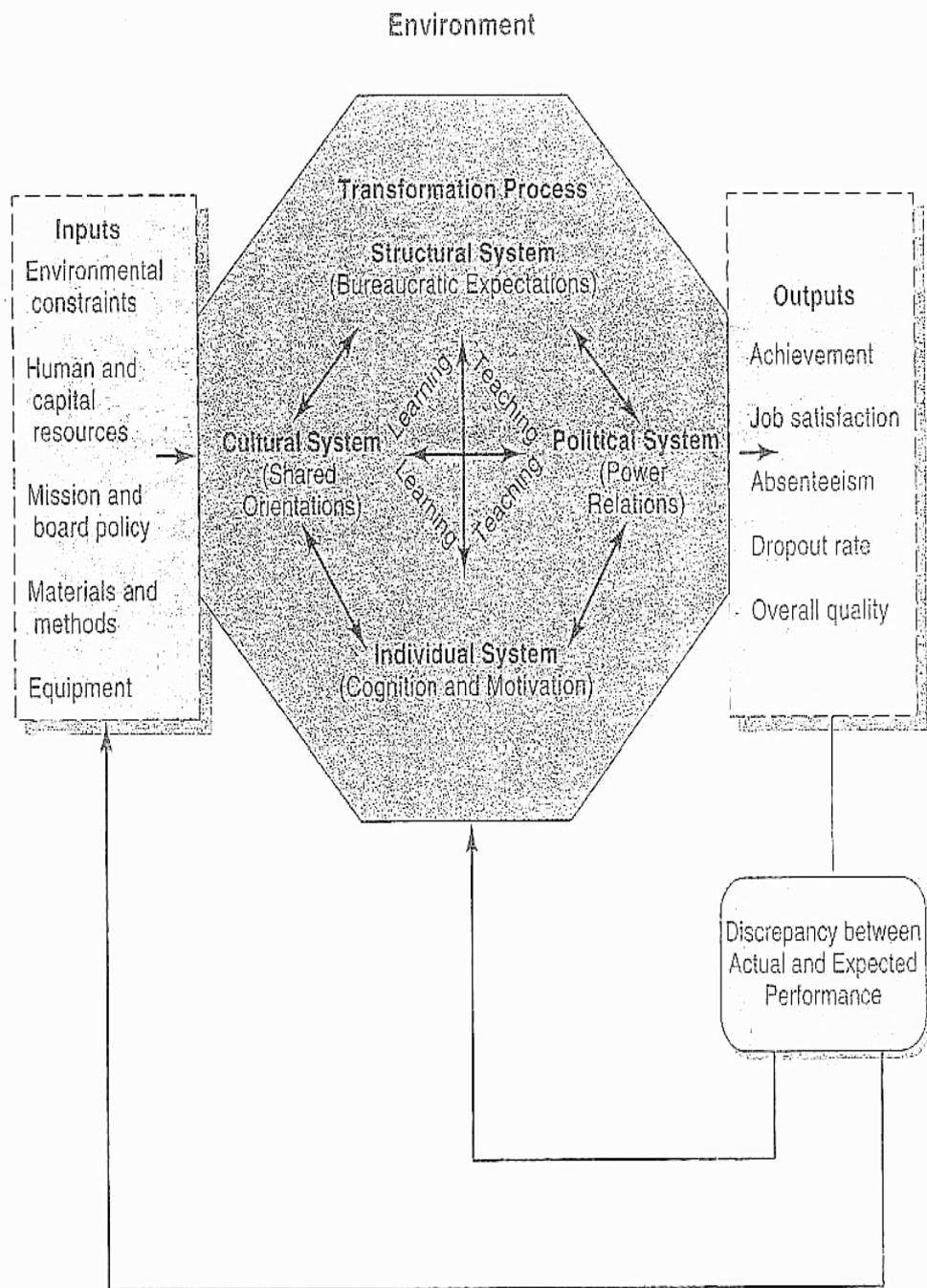


Figure 1 The Hoy and Miskel's Model of Social Systems for Schools (Hoy and Miskel, 2008, p. 459)

2.3 Schools in Atypical Contexts

Schools in inner city or urban contexts pose challenges for policy makers, school principals, teachers and people living in the school communities (Glickman & Scally, 2008) because of their student intake who were found to manifest or live with:

1. low, distorted academic expectations
2. nominal understanding of the ramifications of not acquiring a good education and minimal vocational aspirations
3. minimal adult supervision and relationships
4. cultural dissonance with the middle class and cultural isolation from other cultures, generally
5. early, strong peer socialization, aspects of which are negative
6. forms of social, psychological and physical deprivation as derivatives of extreme poverty
7. common exposure to drugs and violence
8. neighboring settings that are relatively small in size but densely populated, self-contained, and strongly bounded, resulting in high degrees of territorial behavior (Howey, 1996, as cited in Howey, 1999).

It has long been argued that urban or inner city schools that are marked with high poverty and high minority suffer from persistent academic failure and change is indisputable for these schools. As the characteristics of these schools are concerned, change must be linked to school community (Warren, 2005). Schools have to understand their unique local community and what this means for their internal functioning. Whereas school principals need this information to create school-community collaborations for what to and how to change school (Riley, 2005), teachers need it to contextualize their instruction accordingly (McNaughton & Lai, 2009).

Research shows that some of these schools have managed to show progress in terms of student learning and success. In their study, Strand and Winston (2008) showed that holding high educational aspiration is positively related to high academic achievement. In their mixed-method study, they focused on five ethnically mixed inner city secondary schools that have three common characteristics: student absenteeism, low academic results on exams and low rates of graduates attending high school after compulsory education. The results of the study presented the relationship between ethnicity and the level of educational aspirations. Compared to

White British working class children, students with ethnic minority origin were found to have higher educational aspirations. The educational aspiration of families was defined as a significant factor that differentiated students' level of educational aspirations and thereby their likely success at school. This presents that in atypical context, minority parents can facilitate their children's education and this can have a significant effect on their school success (Goddard & Bohac-Clarke, 2007).

According to research results, what makes high minority and low-SES schools exceptionally successful is teachers' desire to take responsibility and show commitment to students' learning; teachers' sufficient content knowledge and teaching skills and practices to improve their instruction (White-Smith, 2004; Brown, 2007, McNaughton & Lai, 2009); teachers' knowledge about the community that school serves to improve and adjust their teaching to the context (McNaughton & Lai, 2009); and a well-established discipline strategy and clear academic and behavioral expectations for students and teachers in the school (Brown, 2007).

Although research shows the significance of assuming responsibility for students' learning, not all teachers can be willing to do this and teachers' collective responsibility could be lower in low-SES and high-minority schools (Halverson, Lee & Andrade, 2009). This can be attributed to two reasons that are inextricably linked. First, teachers are usually not prepared well to teach in these schools. Second, teachers can develop biases against cognitive capacity of students attending these schools and lower their expectations from these students respectively. Specially designed pre-service training programs can help teachers deal with their own biases (Howey, 1999).

In this respect, it may not be wrong to say that the role of school leaders becomes critical in atypical schools. They can help teachers, especially novice ones who come to school having no training that prepare them to teach in these schools. Research yielded effective leadership qualities that work in atypical contexts. School leaders can make teachers assume more responsibility and increase student learning and school success. It was found that instructional leadership practices (White-Smith, 2004; McNaughton & Lai, 2009), shared and distributed leadership that is exercised in a way that put high emphasis on human needs, empowerment and positive relations among school staff (Harris, 2002) or transformational leadership with a more focus on parental participation to school (Giles, 2006) work effectively and enhance students' learning in atypical context. All these studies have two common

conclusions about leadership in atypical context. First, school leaders should hold a high opinion that all students can learn and they should share this vision with teachers. Second, school leaders have an indirect effect on students' achievement through creating the right conditions for teachers and collaborating with parents to make a change in students' learning.

This study is a grounded theory of school as a social system living in atypical context. With atypical context, although explained before, we refer to a school community that consists of ethnic-Roman people and migrated group of people with lower socio-economic status and low-level education. In here, there is a need to concentrate on Roman communities and existing studies on them to understand the nature of their atypical characteristics.

2.3.1 As an Atypical School Context: Roman community

This study was carried out in a school that was mostly attended by an ethnic group, Roman students living in Sulukule neighbourhood of Istanbul. Therefore, the researcher became more sensitive to the use of language, especially calling these people as there is no consensus in the literature how to call these people. It is explained that:

Different terms have been used to designate Gypsies according to where they live. In Europe, depending on the country and context, they are known as Rom, Gitan, Calo, Tsigane, Zigeuner, Gitanos, Zingari, Cigain, Gypsy, Cygan, and soon. In Turkey they are generally called the Çingene. At the same time they are very often designated by a term that is a direct reference to their main activity or way of life. This explains why, for example, those who lead an itinerant lifestyle are called Göçer (nomads). As most Gypsies are dark-skinned, they are also called Posa or Bosa, Karaçi, Mutrib or Mitrip, Kipti, and Cono. However, they reject these names and prefer to be called Roman or Rom (Arayıcı, 2008, p.527).

Thus the reason of disagreement on how to address Roman people partly emanates from different names given to them in different parts of the world, the occupation they hold and their lifestyle. In World Gypsies Conference II in 1978, it was agreed that the word "Roma", which etymologically come from the word "Rom" meaning "the man" (in Turkish Roman), would be used to define gypsies living in different parts of the world (Hur, 2009).

The discussion that revolves around the word “gypsy” which is considered to be pejorative and the word “Roma” believed to be politically correct and preferred widely now in Europe are believed to continue as the regional differences, lifestyles or religion will continue to affect the way these people are labeled (Kolukırcık, 2009; Toprak, 2007).

In this study, the term Roman will be used because of the researcher’s sensitivity of this particular ethnic group and the widely use of the term by the research participants during the study.

2.3.2 Roman People in Europe

The homeland of Roman people is known to be northern India, but today there are Roman communities in almost all European countries (Arayıcı, 2008). The first appearance of Roman people in Europe went back to fifteenth century. They were given different names like “Bohemian”, “Kıptiler”, “Çiganlar” or “Zigeuner”. They identified themselves as “warrior” and “traveller” (Asséo, 2007).

Today, the exact number of Roman people in Europe is not known. Yet, it is estimated that more than twelve million Roman people live in European countries, especially in Balkan countries including Romania, Bulgaria, Macedonia, Serbia and Turkey and in other European countries like in Hungary, Spain, Italy (Arayıcı, 2008).

The analysis of the history of Europe yielded that Roman people have been subjected to continuous exclusion in throughout Europe but since they do not power in political and economical world arena and they do not have networks consist of educated people, there is no awareness about the threats they have encountered (Asséo, 2007).

There are some cultural elements that Roman people share but this does not necessarily mean that there is a well-established specific Roman culture that all Romans share in the world. The identity of Roman people is also problematic. From socio-political perspective, it is still an hot issue whether Romans belong to a cultural variety or ethnic group or if there is a need for a kind of international minority concept for them (Toprak, 2007) although they were accepted as a European minority group in 1993 and they have regarded as richness in Europe in recent texts (The Council of Europe, 2011).

The education of Roman children in European countries is another issue of attention. The status of Roman children in education systems of Central and Eastern European countries is defined as follows:

When they start their formal schooling the Roma child arrives in a non-Roma world where knowledge about life and society is presented in a totally different way. Roma children usually have difficulties *adapting* to the educational processes that characterize a typical classroom. The teachers expect Roma children to know how to cope with the school rules. Quite frequently Roma children do not meet the expectations of the teachers and then the “conflict” situation is easily solved- by placing the children’s desks at the back of the classroom, or sending them to schools for retarded or physically challenged children. It is a common pattern for teachers and non-Roma students to refrain from communicating with Roma children because they are “dirty”. The Roma children in the back of the room too often also lack textbooks and other resource materials needed for classroom activities. From a Roma child’s perspective school life is boring and classroom activities are not interesting. Teachers rarely realize that Roma children have much more knowledge about life than some of the other students and that their interests are connected to everyday life (Kyuchukov, 2000, pp. 274-75).

This quotation shows that Roman children are not interested in education system because of their culture and language. Teachers also generally prefer the easy way to deal with them. They ignore them and leave them out, not physically but mentally. According to Kyuchukov (2000), although Romani language and culture were included in curriculum of some schools and teachers were offered training courses to increase Roman children’s involvement in school, it is still urgent that educators find new approaches to fight against dropping out problem among Roman children in Central and Eastern Europe countries.

The Council of Europe have made continuous attempt to improve the education of Roman people. The attempts of the Council started with the adoption of first official text on Roman people in 1969 was followed by the first training seminar for teachers working with Roman children in 1983 (The Council of Europe, 2011).

As it was presented before, the latest attempt of the Council was adoption of Recommendation R(2000)4 on the education of Roman children by the Committee of Ministers of the Council of Europe on 3 February 2000. The recommendation concisely pointed out that there was an urgent need to improve education of Roman people in European countries. Based on this recommendation, in 2002, the Council initiated a project called “Education of Roma Children in Europe” to take a leading

role in helping European countries, especially Central and Eastern European countries to improve the conditions for them. The Council firmly stated that these countries needed to change Roman people's perception of school and design educational programmes for Roman people living in those countries to achieve the following four goals: schooling, social inclusion, promotion of Roman cultural identity and heritage, and empowerment and participation of Roman communities. The necessity for building inclusive and supportive learning environment to achieve these aims was further emphasized (The Council of Europe, 2011).

2.3.3 Roman people in Turkey

In Turkish society, Roman people have long suffered from their not clearly defined identity within the Turkish state and society. As discussed before, different names were given to these people. Since the time of Sultan Mehmet, they were not regarded as a minority group like Jewish or Armenians due to their Islamic beliefs. After the establishment of Turkish Republic, the Roman people were not put into minority groups in Lausanne Peace Treaty in 1923, either (Kolukırık & Toktaş, 2007).

Roman community has been represented in the social, economical and administrative system and they have preserved their culture and identity in Turkish society since the Ottoman Empire (Kolukırık, 2009). Today, the number of Romans living in Turkey is not exactly known but they are classified as belonging to low socio-economic status with their low level of education and income. They mostly live in Aegean, Marmara and Thrace regions, in some certain areas of big cities such as Istanbul, Edirne, Izmir, Bursa, Ankara and Balıkesir (Arayıcı, 2008).

Sulukule is one of the major Roman populations in Istanbul. Adjacent to the ancient Theodosian wall, the neighborhood was the home of Roman people in Byzantine times, but ever since the conquest of Istanbul by the Ottomans, it has become the permanent residential area for the majority of the Roman population in the city (Kolukırık & Toktaş, 2007).

In recent history, two events have made the situations harder for the Roman community living in Sulukule. Until 1994, the quarter was famous for its house entertainments that help Roman families make their livings as dancers or musicians. After the closure of such houses, the Romans have been much more difficulty in

finding the way to make money. Another unfortunate experience is that the quarter has been demolished as part of an urban renewal project designed and run by Istanbul Metropolitan Municipality. Actually, disputes have been going on every day but nothing can stop the bulldozing of typical houses coalesced with the Roman people (Radikal Gazetesi, 2009).

Not only in Sulukule, but in other parts of Turkey, Roman people suffer from different socio-cultural, economic and educational problems. They are subjected to discrimination in social, political and economic life. They have difficulties to get a regular job and income because of the negative image held by non-Romans (Arayıcı, 2008).

Kolukırık's (2009) study showed that several negative images were used in Turkish literature and in daily life for Roman people. For instance, in *Ağır Roman* written by Metin Kaçan in 1990, images of "deforcer", "thief" and "drug user" were used to define Roman people. In another book called *Raziye* by Melih Cevdet Anday, the following negative images were used: "people who do not use Turkish well", "thief", "having a tendency to commit crime", "atheist", "people who should not put their step in the village". In daily life, on the other hand there is a saying for mean people "do not be gypsy" or for coins "gypsies' money" or for quarrel "gypsies' fight". Kolukırık continued his study with university students to learn how they perceive the images of "Gypsy" and "Roman". The participants were forty-eight female and thirteen male sociology students in their third and fourth year at Ege University. The results showed that the word "Gypsy" is negatively connotated while "Roman" was positively. To describe "Gypsy" they used thief, traveller, entertainment and fortune-teller. For Roman, however, they only used "musician" and "entertainment". In general, although Gypsies and Romans were thought to be the same but Roman was to be perceived as someone one of them. Attention must be paid to the identification of Romans with the job they performed, not with their ethnic origin by university students.

As Arayıcı (1999) indicated that large-scale studies are needed to bring new perspectives and develop alternative policies to discuss and find radical solutions for the problems that Roman people experience throughout the world considering the insufficiency of existing studies. Especially, educational problems of Roman people need urgent attention.

In a survey study undertaken to identify the profile of Romans living in parishes of Metropolitan Municipality Area of Izmir, it was found that Roman people perceived themselves as “disadvantageous” in terms of administrative representation but what is more interesting is their biases against their insufficiency to overcome this obstacle because of their low-level education. Statistically, it was found that the 22.5% of the survey participants were illiterate. While the 52.2% of them primary school graduates, the 8.7% is secondary school graduates, the 2.8% is high school and 0.8% is vocational high school. The percentage of university graduates was only 0.8%. The majority of these people also found to work in jobs that do not necessitate professional education like basket making, florist, musician, scrap collecting, and shoe painter. The researchers indicated that these jobs are mostly associated with Roman people (Toprak, Özmen & Tenikler, 2007).

In another survey study conducted again in Izmir, similar results were drawn in terms of educational degree and the jobs that Roman people hold. The majority of the participants were found to be primary school graduates and working as porter, driver, street seller, carpenter and shoe cleaner. These jobs were again told to be related to Roman people (Kolukırık, 2009).

Little is known about the educational life of Roman children when the literature is analyzed. This is consistent with the situation in other European countries as discussed before. In his life history book ‘Türkiye’de Çingene Olmak’, Aksu (2003) told his personal experiences as being Roman in Turkey. He told his schooling experiences in 1930s as in the followings,

In the last year of primary school, I decided to attend *big schools*. But I had not heard of or seen any Roma people who go to secondary school. Because we were poor, I could not go to Düzce Secondary School, 23 kilometers away from my home. People who knew my desire told me that they would not let me attend that school because I was Roman. My acquaintances thought the same way. They advised me to learn an apprenticeship. I was stubborn, I was not influenced by the difficulties. I was never discouraged (Aksu, 2003, p. 14).

In his book he gave some other examples of the difficulties he had experienced as a student being Roman. This is just an experience of one Roman children but it can give a clue to understand the biases against them in the past. Nothing seems to change today as Kolukırık said:

When their low-level education is taken into account, as it is the case today, a gloomy picture can be drawn for the future. To stay away from school and educational life strengthens the biases between Gypsies and non-Gypsies and sharpens the differences. The word *Gaco* used among Gypsies to refer to educated people with a good job can be taken as a concrete evidence of this differentiation (Kolukırık, 2009, p. 29).

It seems that the Roman community has somehow managed to survive in spite of all difficulties, discriminations and social exclusions they face throughout the history (Kolukırık & Toktaş, 2007).

The purpose of the study is to do a grounded theory study on school as a social system living in an atypical context which is characterized by ethnic group-Roman, migrated groups of low socio-economic status and low-level education. Concerning the literature on Roman people and their schooling experiences, the exploration of how a school attended mostly by Roman people over the years function as a social system through grounded theory can be rewarding.

2.4. Grounded Theory

In the following part Grounded Theory will be explained in detail. First, the history of the method together with different interpretations brought over the last fifty years time will be discussed. Second, constructivist grounded theory developed by Charmaz will be elaborated. Third, GT studies in the field of education will be provided to show the power of the method to dwell on different range of topics with a flexible manner.

2.4.1 The Evolution of Grounded Theory

Grounded Theory is of distinctive place in qualitative research. Since the publication of their groundbreaking book titled “The Discovery of Grounded Theory” in 1967, two sociologists belonging to different traditions, Barney Glaser and Anselm Strauss have been recognized for their invaluable contribution to the qualitative research in time when it started to lose its popularity against so-called more scientific methods (Charmaz, 2006; Clarke, 2003; Thomas & James, 2006). Glaser and Strauss (1967), in their book, proposed a method that is based on generating theory from data with an emphasis on constant comparative analysis of

data. Ever since the publication of this book, GT has gained considerable proponents in social sciences. It is suggested that GT owes its popularity to its explicit but flexible guideline of doing research that shows the researcher what they can further do with qualitative data (Thomas & James, 2006; Walker & Myrick, 2006).

Grounded theory can be defined with a specific philosophical stance, a particular logic of inquiry and a set of procedures, or flexible guidelines to produce middle-range theories (Charmaz, 2005, 2006). Grounded theory is defined as follows:

...the intent of a grounded theory study is to generate or discover a theory, an abstract analytical schema of a phenomenon that relates to a particular situation. This situation is one in which individuals interact, take actions, or engage in a process in response to a phenomenon. To study how people act and react to this phenomenon, the researcher collects primarily interview data, makes multiple visits to the field, develops and interrelates categories of information, and writes theoretical propositions or hypotheses or presents a visual picture of the theory (Creswell, 1998, p. 56)

When the evolution of grounded theory is analyzed, all these three points have emerged differently in the works of eminent grounded theorists. In the early development years of grounded theory, Glaser's methodological training in quantitative research and Strauss' training in Chicago school field study and symbolic interactionism made a major impact (Walker & Myrick, 2006). Glaser and Strauss (1967) developed a systematic and simultaneous data collection and analysis process accompanied with an analytic process of generation theory. The process that leads to the theory development starts with simultaneous data collection and analysis, and followed by a detailed and selective coding process, constant-comparative methods, memo writing to show how concepts emerged and how they are related to other emerging concepts, theoretical sampling for improving the emerging theoretical constructs and the development of theory that fits and relevant to the data (Charmaz, 2002).

Glaser and Strauss (1967) made an intentional call for others to refine the theory that they introduced. It is interesting to note that they opened the way for the refinement of their own theory. The separation of Glaser after years of professional collaboration and the emergence of *Glaserian* and *Straussian* versions of grounded theory marked the beginning of a new but prolific era in the history of grounded theory (Walker & Myrick, 2006). After his separation with Strauss, Glaser took a

more positivistic stance to GT with his emphasis on objective, external reality, researcher's neutral role in research and objectivist handling with data. His later attempts were criticized for being too complicated that discouraged many people to work on grounded theory studies (Charmaz, 2002). On the other hand, Strauss, together with Corbin (1990) developed a new interpretation of grounded theory, but not as positivistic as Glaserian approach because of their acknowledgement of the voice of the researcher.

Glaser attacked Strauss and Corbin's new version of grounded theory because their approach to grounded theory is too technical and it forces data to fit pre-conceived questions or hypotheses that put the emphasis on verification of theory, not on theory generation. According to Glaser, these are all against the nature of original grounded theory. Despite his critics, Strauss and Corbin's approach managed to find many proponents, especially among novice researchers with its clear step-by-step methodology for conducting grounded theory research (Charmaz, 2002).

Grounded theory has evolved in time, so does its statements. Following Glaser's publication of "Theoretical Sensitivity" (1978), and "Basics of Grounded Theory Analysis" (1992) and "Basics of Qualitative Research: Grounded Theory Procedures and Techniques" by Straus and Corbin (1990, 1998), it is amazing to see how GT has evoked debates, found proponents and opponents at the same time and how many different forms it has taken so far (Walker and Myrick, 2006; Fendt and Sachs, 2008). Among attempts to develop GT, consecutive works of Charmaz (2000, 2006) have taken GT to another route. As Thomas and James (2006) note "...her voice has been lucid in enabling its evolution..." (p. 769), introduce a new version of grounded theory, which she called "constructivist grounded theory". Her constructivist grounded theory method differs from the previous methods of grounded theory, which are heavily positivistic in nature. According to her, it is at odds that Glaser and Strauss (1967) and Strauss and Corbin (1990) are against the dominance of positivistic quantitative research tradition in social sciences, but their method of GT is entirely based on positivistic assumptions (Charmaz, 2000, 2006).

Different interpretations of grounded theory show that there seems to be no agreement where to use and how much to use it. Used by Fendt and Sachs (2008) to refer to the early version of GT, "orthodox application" of GT suggests that researchers should delay engaging in literature in their study. Preconceived conceptions can block the researcher to move to the direction embedded in data. Put

it another way, it is suggested that data collection and analysis should precede literature review because too much literature review from the beginning interferes with data collection process and leads to time-consuming efforts to conform data to the context (Glaser & Strauss, 1967). In more recent interpretations of grounded theory, however, a caution is paid to seek a balance between literature and what emerges out of context (Strauss & Corbin, 1990).

Table 1 summarizes how GT has evolved over time by presenting three well-known traditions in the history of grounded theory (Glaser & Strauss, 1967; Strauss & Corbin, 1990, 1998; Charmaz, 2000, 2005, 2006).

2.4.2 Constructivist Grounded Theory

Inspired by constructivism, Charmaz (2000) brought a new understanding to grounded theory that focus on mean-making process with flexible, heuristic strategies. She firmly states that her grounded theory differs from earlier versions because of its heavily constructivist premises. Constructivist grounded theory does not focus on data collections methods, but rather the analytic process that pave way for the development of concepts for theory development. She defined her approach to grounded theory as “Constructivist grounded theory celebrates firsthand knowledge of empirical worlds, takes a middle ground between postmodernism and positivism, and offers accesible methods for taking qualitative research into the 21st century” (Charmaz, 2000, p. 510).

Charmaz (2006) dedicated to showing the way of doing a constructivist grounded theory study in her book:

Grounded theory guidelines describe the steps of the research process and provide a path through it. Researchers can adopt and adapt them to conduct diverse studies. How researchers use these guidelines is not neutral; nor are the assumptions they bring to their research and enact during the process. ...we can use basic grounded theory guidelines with twenty-first century methodological assumptions and approaches (p. 9).

Table 1

Traditions in the History of Grounded Theory

	Glaser & Strauss (1967)	Strauss & Corbin (1990, 1998)	Charmaz (2000, 2006)
Underlying thinking	- positivist epistemology (emphasis in logic, analytic procedures, unbiased observer) - symbolic interactionism (emphasis on action and process)	-positivist procedures -symbolic interactionist (not required all the time)	-constructivist epistemology (emphasis on studied phenomenon, interpretations of data) -pragmatism (applicability and usefulness) -symbolic interactionism (meaning and emergence)
Key characteristics	-emphasize induction -react against theory testing -improve social scientists' capacity for theory development	-no emphasis on inductivist principles -verification	-middle ground between positivism and postpositivism
Literature review	-no prior literature review	-prior literature review to inform research and coding	-flexible (prior or no prior literature review)
Data collection methods	-qualitative and quantitative methods	-field study -interviewing	-ethnographic research -interviewing -text analysis
Coding	-four- phased coding	-three-phased coding (open-axial-selective)	-two-phased coding (initial and focused)

Charmaz's flexible, heuristic strategies to GT emphasize the analytic process that lies behind the development of concepts and their relation to one another. The grounded theory process, proposed by her, starts with the identification of research problem and opening research questions that entail academic knowledge in relevant area of study (Charmaz, 2006).

Flexibility is the key term in the method developed by Charmaz (2000, 2006). She is against the views that GT has a clean-cut strategy to be followed in all studies. Grounded theory method is based on flexible strategies and different perspectives like symbolic interactionism and pragmatism. In addition to earlier emphasis on action and process in GT, she is interested in meaning emerge through symbolic interactionism and applicability and usefulness through pragmatism. Both research questions and relevant literature are subjected to change, as long as data say otherwise. Therefore data collection and analysis happen simultaneously in grounded theory studies to develop theory from data.

In the model, initial data collection and analysis leading to the emergence of initial categories and memos is followed by second stage data collection and focused coding. Memo writing after the second stage data collection and analysis is a crucial step for handling initial categories properly and for identifying missing parts to be completed related to data in the next step. Theoretical sampling is a further data collecting process to fill the missing points or revise the generated categories up to that point. This is the stage where the categories are deepened and connected to each other for emerging theory. After the theoretical sampling, with selected categories, the emerging theory starts to take its final form. This is an iterative, heuristic process that enables the researcher to look back and forward and make necessary amendments and adaptations in data collection and analysis (Charmaz, 2006). For Charmaz, the linear process that she described is only a 'craft' that shows some common aspects in GT studies. So, it is not a recipe to be followed strictly. Strauss and Corbin (2008) also suggest researchers not to follow GT guidelines rigidly.

Figure 2 shows Charmaz's constructivist grounded theory process. This process was revisited several times during the study, but it was not followed strictly as advised by Charmaz (2006).

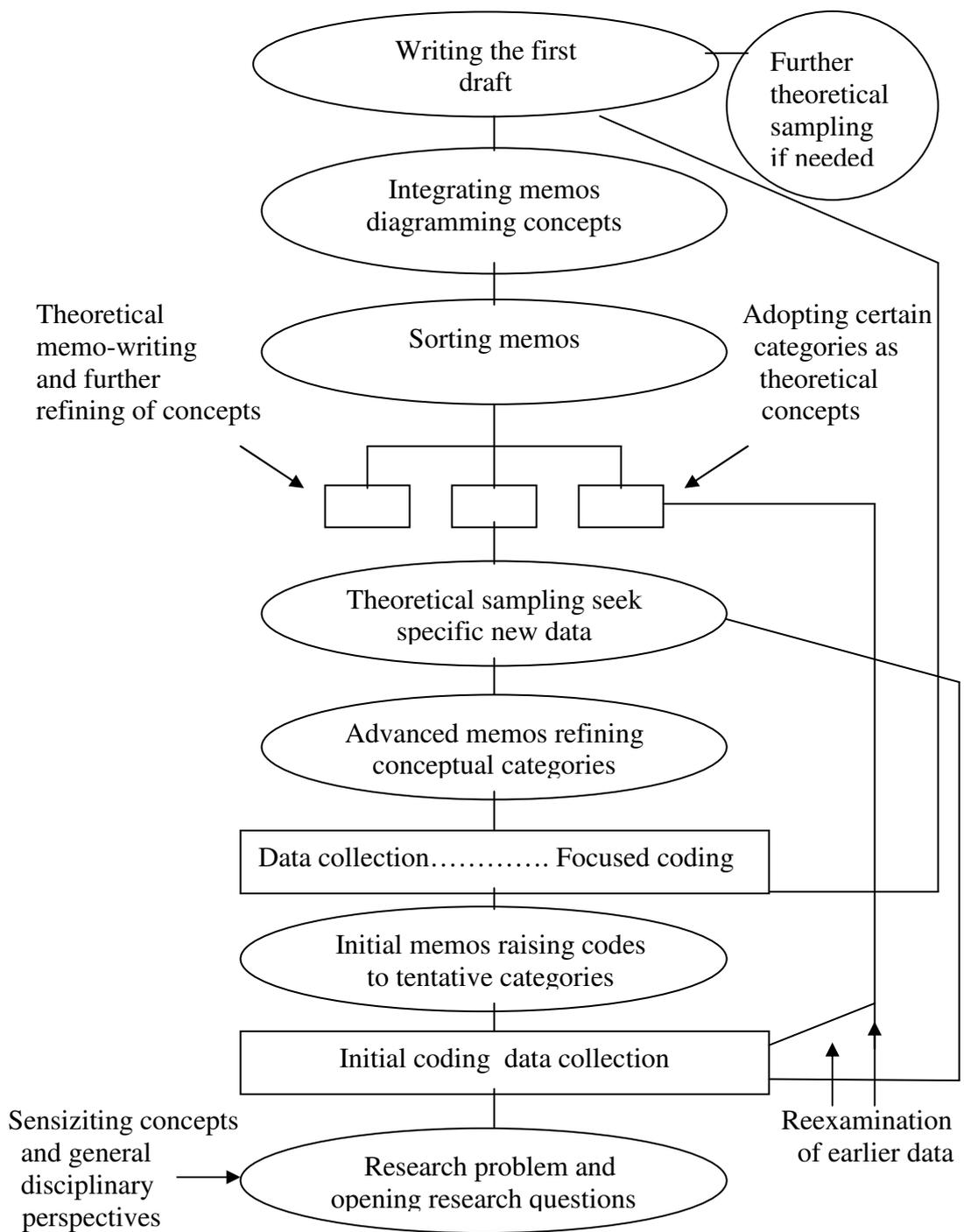


Figure 2 Charmaz's constructivist grounded theory process (Charmaz, 2006, p. 11)

2.4.3 Grounded Theory Studies in Education

Grounded theory has been used as the primary research method in several research conducted in different fields. Although originally appeared in a sociological study on dying patients in hospitals conducted by Glaser and Strauss in 1967, it has been widely applied in health, management and educational studies as well.

However, whatever their field is, researchers should be aware of the following issues while doing a grounded theory study:

1. The investigator needs to set aside, as much as possible, theoretical ideas or notions so that the analytic, substantive theory can emerge.
2. Despite the evolving, inductive nature of this form of qualitative inquiry, the researcher must recognize that this is a systematic approach to research with specific steps in data analysis.
3. The researcher faces the difficulty of determining when categories are saturated or when the theory is sufficiently detailed.
4. The researcher needs to recognize that the primary outcome of this study is a theory with specific components: a central phenomenon, causal conditions, strategies, conditions and context, and consequences. These are prescribed categories of information in the theory (Creswell, 1998, p. 58).

In the field of education, when the existing research body, especially doctoral studies, is concerned, it is seen that there is an increase in the number of grounded theory studies recent years. It is also seen that there is a disposition in recent studies towards employing constructivist grounded theory methodology instead of the traditional versions of the same model (PROQUEST, 2009).

Leadership is one of the concepts that widely investigated with using grounded theory methodology. Crenshaw (2004), in her doctoral study, focused on the experiences of African American female school principals to generate a substantive theory of educational leadership through employing grounded theory. Although stated the uniqueness of each grounded theory study, the researcher followed the path opened by the seminal works both of Glaser and Strauss and of Strauss and Corbin. The primary unit of analysis in the research was eight female school principals' leadership stories. The analysis of each story produced six conceptual categories of leadership practices, including leadership connection, empowerment, education and training, development of learning opportunities, leading and managing diversity, and

leadership for the future. Leadership journey, leadership portfolio and new leadership were the themes emerged but further revision gives way for keeping two core categories-leadership journey and leadership portfolio. To form the basis of the substantive theory of education leadership, using the two core themes, the researcher came up with two proposals embedded in the leadership stories of eight female school principals. The proposals were delineated and further supported by relevant literature.

Law and others (2003) used grounded theory to understand the role of values in the conceptualization and practice of leadership in Hong Kong secondary schools. They also tried to understand how values influence the way principals manage problems. Fifteen principals were interviewed for the study. School principals were also given vignettes constructed from real school problems to be analyzed. In addition to these, field notes and school documents were analyzed to get a more detailed picture of the school. At the end of the study, a substantive theory called “value-based congruence theory” was developed that show dimensions of principals’ value orientations and how they are related to their behavior. The correlations of principals’ value orientations with their behavior produced five principal types: the pacifists, the progressive mentors, the philosopher mentors, the pragmatists and the eclectics. The researchers believed that their theory, the first in East Asian society, has the capacity to explain how the values hold by principals can affect their perceptions of organizational problems and the way they manage them.

In another leadership study, Barna (2009) used grounded theory to understand how teachers develop students’ moral behavior from an early age to raise ethical business leaders of the next generation. Barna shed light on the reported concerns for the deterioration in American corporate leaders’ ethical values by questioning the role of educational institutions in instilling ethical values and conducts in the society. Twenty-five Jewish day school teachers in urban Florida were the sample of the study. Interviewing was used as the main data collection tool in the study. It was found that teachers could be role models with their behaviors and their efforts to create positive culture and climate in school to cultivate moral values and behaviors. Having a vision shared by all teachers to cultivate ethical code of conducts in students was the central phenomena that provided a starting point for developing a training model for teachers to become ethical leaders. It was also found that the concepts such as tolerance, collaboration, teamwork, respect and high expectations

together with the doctrines of the religion should be integrated into curriculum to prepare students to be more ethical business leaders for the next generation.

The development of leadership identity in college students was also investigated using grounded theory. In the study thirteen college students were interviewed three times. In each interview the researchers focused on different stages of students' leadership identity development. They started with investigating their elementary school years and then moved to their experiences of leadership and their views of leadership in college. Following Strauss and Corbin's three phase coding process, the researchers managed to identify four developmental factors, including adult influences, peer influences, meaningful involvement and reflective learning and three group factors, including the properties of engaging in groups, learning from membership continuity and changing perceptions of groups, all of which have impacts on students' leadership identity development. It was found that students' leadership identity develop in six successive stages: awareness, exploration/engagement, leader identified, leadership differentiated, generativity and integration / synthesis. The researchers believed that the theoretical construction they developed can be helpful for preparing programs that aim to develop college students' leadership efficacy (Komives et al., 2005).

Closely related to the study above, Eich (2008) conducted a grounded theory study of leadership programs in higher education. The aim of the study was to investigate leadership programs in place in higher education to identify the attributes that have positive impacts on undergraduate students' leadership development. The researcher purposefully selected four different leadership programs and interviewed sixty-two participants from these programs. Eich identified sixteen attributes of leadership programs having a positive effect on students' leadership development and he categorized them into three broad groups: participants engaged in building and sustaining a learning community; student-centered experiential learning experiences; and research-grounded continuous program development.

Unlike the leadership studies above which followed objectivist grounded theory methodologies, Murphy (2009) used constructivist grounded theory in her Ph.D. study to provide a theoretical explanation for women's desire to become superintendent. She interviewed 23 women with different backgrounds and at the end, she managed to develop "The Female Superintendency Aspiration Model" that explains women's aspirations for pursuing a superintendency position based on three

causal conditions. These conditions are: (1) a person of influence, such as a mentor and/or role model, (2) an innate drive to seek out challenging and competitive opportunities, and (3) enrollment in a doctoral program emphasizing superintendency credentials. She also mentioned that these conditions were influenced by personal or some other factors.

Above studies show that leadership is one of the widely used topic in grounded theory studies. Understanding different aspects of higher education, in addition to leadership, by using grounded theory is also intriguing for researchers. Newman (2009) used constructivist grounded theory to explore the process of university-based supervision used by university students during their school-based consultation training program. In this study the researcher pointed out that he tried to find a balance between flexibility and structure as a novice researcher, so he used constructivist methodology but he also referred to Strauss and Corbin (1990) to pursue a more structural process in his research and used a computer program developed for qualitative studies despite the contentions that computer programs are against the nature of constructivism (Charmaz, 2002).

In a recent study, the effect of blogs on university students' learning and knowledge sharing experience was explored by using grounded theory. The study attempted to address some practical issues that may pose difficulty for novice researchers while carrying out grounded theory studies. Based on the author's experience, it was suggested that the decision for which school or tradition of grounded theory to be pursued has to be made at the very beginning of the study and the followed procedures must be explained in detail to produce a genuine grounded theory study. As explained before, Glaser's Strauss and Corbin's and Charmaz's approaches to grounded theory have different implications on every phase of research. It was also highlighted that the use of literature review in grounded theory may not be too overwhelming as it is believed if a researcher manages to be alert and keep an open mind (Tan, 2010).

The use of grounded theory as research methodology is not restricted with leadership studies or different aspects of higher education. Jones (1999), for instance, used grounded theory to understand curriculum change process in a rural school community of Athens. Since the change process was a move from traditional to community-based curriculum, 25 school community members and school staff and students participated in the study. Semi-structured interviews were conducted and

analyzed according to the three-phased coding procedure developed by Strauss and Corbin (1990). The study managed to generate a theoretical model that shows the underlying dynamics for a curriculum change and explains how the effect of changing internal and external forces on the expectations of community for the future shape the curriculum delivered in school.

Grounded theory is used for studies to explore different actions and processes in school and classroom settings as well. For instance, in atypical classrooms characterized by low-income students of color who were expelled from other schools in community day schools in California, the role of the poetic transcription to understand the schooling experiences of students and teachers was explored through grounded theory. The researcher turned narratives of students and teachers into poems to make their voices strong and lucid. The analysis of poems revealed students' perceptions and feelings about their own schooling experiences, all of which, according to the researcher, have the potential to inform effective policy making about similar cases and further studies of student-teacher interaction (Kennedy, 2009).

In another study, grounded theory is used to describe the advocacy strategies used by school counselors to change their school community. Semi-structured interviews were conducted with sixteen counselors. The study produced seven strategies that help school counselors understand schools systems and address the issue of social justice in their schools (Singh, 2010).

Mervilde (2000) used grounded theory in his doctoral research for investigating self-improving process undertaken by an urban high school in America. However, the design of the study, the way collected data were analyzed and the presentation of results in a storytelling format creates confusion and raises question about the exemplary power of it as a grounded theory study.

The review of grounded theory studies produced in the field of education revealed that the number of grounded theory studies is quite low when compared with studies employing other qualitative research methods and although grounded theory is believed to be the most explicit way of doing qualitative study (Charmaz, 2006), the studies given above showed that it was employed differently in each case. These can be attributed to three factors: misinterpretations of the flexibility that grounded theory offers to researchers; the adverse effects of separations and several different interpretations of the same method represented in grounded theory studies;

and the use of grounded theory as a method rather than as a methodology that lead to middle-ground theories (Larossa, 2005).

Flexibility does not mean that the essential features of grounded theory can be neglected or abandoned in research. It is not an easy method to comprehend and apply in research. What is worse is that different routes taken by same or different people in time make grounded theory more exhaustive and cumbersome for the potential users (Larossa, 2005). Charmaz (2006) also noted that such different interpretations blur the distinction between the method as process and the theory as product of the process. Also, some of the existing studies even do not have some of the basic characteristics of grounded theory, including a systematic coding process and theory development- the essential aim of the grounded theory (Larossa, 2005; Charmaz, 2006).

It is seen that grounded theory has been used to study a wide range of topics in education. The interest in GT in the field of education will be heightened in the future because of its relative value as a method that enables the researcher focus on complex or uncovered processes which are difficult to be studied by employing any other methods.

CHAPTER III

METHOD

This part presents the methodology of the research that was used in this study and overall research design and other relevant topics including research questions, research context, data sources, data collection instruments, data collection procedures, the data analysis and the delimitation of the study. Validity and reliability issues were addressed as well.

3.1 Overall Design of the Study

“Qualitative research is an umbrella term” (Merriam, 1998, p. 5) that includes several methods of inquiry, including ethnography, phenomenology, grounded theory and case study and many others which all share such some common features as a focus on natural setting, descriptive data, emphasis on process, inductive analysis and a heavy reliance on meanings that participants construct about the phenomena under scrutiny (Bogdan & Biklen, 1998; Merriam, 1998).

“At the outset of a research endeavor, it is salient for a researcher to address his/her philosophical orientation to determine his/her view of reality; the purpose of doing research; and the type of knowledge s/he would like to produce” (Merriam, 1998, p. 5). This is more evident when a methodology like grounded theory is chosen for a doctoral study. The congruency of methodology to the research problem is questioned and giving a sound justification becomes much more important (Jones, 2009).

This study is a grounded theory study with a specific philosophical stance that fits well with the purpose of the research and the type of output intended to be

produced at the end. In this study Charmaz's constructivist grounded theory methodology was followed because of the following two reasons.

First of all, as mentioned above, although different interpretations of grounded theory method exist, Charmaz's model is encouraging to follow with its flexible step-by-step guideline that has the power to facilitate this study.

Secondly, her model seems to be more promising than earlier versions because of its constructivist underpinnings that highlight applicability and usefulness and meanings attributed to actions and processes by different people. This study aimed to develop data-driven theoretical propositions through shedding light on the useful and applicable practices in a school living in an atypical context that is characterized by ethnic and migrated groups of low socio-economic status and low-level education. It was also the aim of this study to make meanings of lives of school principal, teachers, parents but especially the Roman students in this context.

3.2 Research Questions

In grounded theory studies, it is difficult to determine the research questions precisely at the outset of research endeavor because grounded theory starts with the construction of data generated through observations, conversations or documents related to the problem, setting or situation (Charmaz, 2006). This poses some questions that some scholars believe, particularly for students doing their doctoral research; therefore, it is suggested to be as flexible as possible and to start with some tentative questions until some concepts emerge from data.

According to the earlier sources of grounded theory, literature review must be delayed until some emerging concepts are appeared in a study. However, in her constructivist grounded theory, Charmaz (2006) pointed out that literature review can be done at any time in the study. Having this in mind, the researcher did some literature review before the study to find theories or models that help her to understand what was going on in the school she involved with. In the beginning, the Hoy and Miskel's model of school as a social system was thought to be quite helpful to analyze the school. The model gave some insights, so, the researcher started the study with some tentative questions. The study started with this general question "What was going on in school in terms of structural, individual, cultural and political systems, environment and teaching-learning process?" However, as the research

continued and the observation data was started to be analyzed, it was seen that what was going on in the school could not only be explained with the general concepts and processes that guided the initial question. Besides, the researcher realized that she was trying to force data to these initially determined theoretical constructions and this was totally at odds with the aim of the study. Thus, the researcher decided let the data speak. As more data emerged, research questions evolved in time and the researcher changed her main question to “How does a school in an atypical context work as a social system”? To provide an answer to this question, it was deemed necessary to seek answer to the following sub questions:

Research Question 1: What are the emergent key concepts and processes pertaining to school in an atypical context?

Research Question 2: How do the emerging theoretical explanations fit into the existing theories of school as a social system, especially the Hoy and Miskel’s model?

The answers to these questions are believed to add value to the existing theories of school as a social system, especially the one proposed by Hoy and Miskel, through providing some data-driven theoretical explanations that will have the power to make sense of atypical school life. The word “atypical” needs to be highlighted because it makes us reach some comparative data with the existing theories. The answers to the questions will also help us make sense of Roman children and their school life as perceived by teachers and school principal.

3.3 Research context

The analysis of social context, though limited to time spent for data collection, is a key for developing theory from data because it is the social context that sets the background of the cases, actions or people under scrutiny (Bringer, Johnston & Brackenridge, 2006) and that helps us understand school as a social system (Hoy & Miskel, 2008; Lunenburg & Ornstein, 2008).

This study was carried out in a public elementary school in Istanbul that fits the definitions of an atypical school context. The real name of the school was not

revealed throughout the study. Instead a pseudonym, “Music and Entertainment Elementary School” was given by the researcher. Such a name was given because the school was located in one of the Roman communities in Istanbul. Previously, the researcher mentioned her sensitivity to call these people by drawing the distinction between the terms “Gypsy” and “Roman” and what they imply for non-Roman university students who associated the word “Roman” with more positive images like “musician” and “entertainment” (Kolukırık, 2009). Thus the researcher decided to give a pseudonym for the school that has positive connotation for Roman people.

The idea for this study came from the personal experience of the researcher with Music and Entertainment School. The researcher met the school principal and English teacher working in the school at the time she was involved in a European Union project. The project entailed the participation of schools as local partners from Istanbul city. To select the schools for the project, the researcher got into contact with the Guidance and Counseling Department affiliated with Istanbul Provincial Directorate of National Education. At the top of the list of schools to be considered for the project was Music and Entertainment School. The researcher arranged a meeting with the school principal and English teacher. During the meeting, the school principal described the school, the environment and what he has done in school after he was appointed five years ago. The English teacher talked about the learning styles of students and how they are closely related to students’ background. She also mentioned the changes made in the delivery of the curriculum according to the students’ learning styles to enhance students’ involvement in school and to increase their academic achievement. For the researcher, what she heard was a story of a school, but not any story. The student population, the parents and the school environment, changes that have been undertaken and many other things were quite intriguing for the researcher, so, she decided to focus on this school in her doctoral study.

About the school, three things need to be mentioned. Firstly, one of the most important things about school is its long history. The foundation of the school went back to the early years of the Turkish Republic. Reflecting the long history of school, the school building has the characteristics of Ottoman architecture with its china-tiled outer walls, high ceilings, and oval-shaped windows. Two-storey building is easily recognized from outside because of its typical architecture. In 1992, the school was

enlisted as one of the cultural and natural buildings in Istanbul to be protected by laws.

Another important thing is the physical capacity of the school. At the time of the study, physical capacity of school is restricted with 8 classrooms, 1 English classroom, 1 science laboratory, 1 art room, 1 library and 1 multi-purpose hall. The school also has 3 rooms for its staff; one room for the school principal, one room for school vice-principals and one room for all teachers. The school is small with its restricted facilities.

The location of the school, of course, has much more significance for this study. Music and Entertainment Elementary School is located in Karagümrük district of Fatih, Istanbul. Karagümrük district used to be the home of people from different ethnics, religions and culture. This has markedly changed over time and now Fatih's Karagümrük district has a reputation with young people involve in different kinds of illegal acts and crimes. Within Karagümrük lies a neighborhood of gypsies, publicly known as Sulukule. Although not labeled so throughout the history, with their population of almost one million, the Roman population is one of the ethnic groups in Turkey (Kolukırık & Toktaş, 2007).

Located within a walking distance to Sulukule neighborhood, Music and Entertainment Elementary School has become home for the Roman children over the years. In spite of the attempts to demolish Sulukule area and to relocate the whole neighborhood, Roman children are still the majority in the school. Indeed, to date, having been serving the Roman community whose cultural and social fabric are different from of the external environment, Music and Entertainment Elementary School sets an excellent case to explore school as a social system in an atypical context and of revealing some vivid experiences about the schooling experience of Roman children living in Sulukule, Istanbul.

3.4 Data Sources

In qualitative studies, whatever sampling strategy is used, the ultimate aim is to select information rich cases to reach a detailed picture of the phenomenon under study. Sometimes one sampling strategy may not be enough, so, more than one sampling strategy can be used. In this study, two sampling strategies were used: extreme (deviant) case sampling strategy and theoretical sampling. Extreme case

sampling can enable the researcher to focus on unusual samples to obtain rich data and to offer some lessons for similar contexts (Patton, 2002). Music and Entertainment Primary School represents an extreme case with its unusual daily life, student intake and persistent low academic outputs.

Sample size becomes irrelevant in qualitative studies because the purpose of the study and the way the results are used are more important. As long as participants provide in-depth information about the study, it does not make any difference to sample smaller or larger groups (Patton, 2002). Creswell (2008) suggests that 20-30 people will be enough for a well-designed grounded theory study. Charmaz (2006) on the other hand, argued that in grounded theory, it is difficult to predict the groups taken as samples in the study because sampling is not based on pre-determined criteria not to hinder reaching relevant data for the emerging theory. Thus, neither the pre-determination of sample group nor the number of people in that group is a matter for grounded theory studies. Theoretical sampling has a key role in here to decide who and how many people to include in the study.

Theoretical sampling is the term proposed by Glaser and Straus (1967) to delineate the process of data collection according to the results of the first phase of data collection and what emerges during this process. As data collection and analysis have progressed sufficiently to generate the basics of theory, the route for the next step in data collection is determined. Succinctly, theoretical sampling is based on developing concepts that emerge from data to have a more context specific perspective related to the problem (Strauss & Corbin, 2008).

As mentioned before, identifying sample groups from the beginning of the study would hinder the development of theory from data. It is more meaningful to determine the further groups to be studied after some basic concepts appear to emerge theory. In theoretical sampling, one should not forget that the aim is to generate theory not theory verification and to seek a fit between data and emerging theory. The latter, theoretical relevance helps collected data sufficient enough to make comparisons and sensitive enough to fit the existing theoretical emerging constructs. The theoretical sampling process continues until the point that sampling for the relevant category developed well enough to reflect the situation or problem being investigated. Once saturation is achieved for one category, the only way to continue to study is to look for new groups to reach saturation in other categories.

Missing points are completed in the theory with the saturation of concepts (Glaser & Strauss, 1967).

In this study, the unstructured observations and several informal conversations held with school principal, seventeen teachers, a couple running school canteen and five parents initially. But at the beginning of the study, for semi-structured interviews the idea was to interview with all teachers, school principal and other personnel, which means all the school staff in the school. In grounded theory terminology, the idea was to start with a homogenous sample-all staff in the school to get details about their experiences of processes related to school as a social system. After the observation data were analyzed, according to the emerged data, it was decided to start interviews with teachers having more experience in the school who were believed to contribute more to the evolving categories. In other words, participants for the interview were theoretically sampled.

The interviews started with the school principal and teachers who spent more time in the school. Teachers were interviewed in conference hall or empty classes. Like school principal, school counselor was interviewed in her own room. Each interview took approximately an hour and half. To reach in-dept data, interviews were conducted at some intervals. This allowed the researcher have enough time to analyze each interview, write memo and to plan and make changes in the following interviews to address the issues and concerns arisen in previous interviews.

Table 2 shows informants and information about them. The names of the teachers were not revealed. Instead of giving pseudonyms, numbers were given to teachers according to the sequence of interviews. Teachers will be mentioned with these numbers in the rest of the study.

As the interviews proceeded, after the ninth interview, it was seen that more repetitions came out related to some categories, so, interviews with teachers were ceased. Some categories reached saturation. However, but it was seen that there was a need for theoretical sampling because some categories needed more data to make sense for the researcher. In other words, there was a need for a new theoretically sampled group.

In constructivist grounded theory, giving voice to different group of people who are likely to influence or to make contribution to the main phenomenon is suggested (Charmaz, 2006). For this study, parents, especially the members of PTA whose contribution to the daily life of school appeared to be significant and whose

voice needed to be heard to make sense of data with the initial data analysis included in the study. Thus, the research continued with focus group interview with members of Parents Teacher Association (PTA).

Table 2

Informants for Semi-Structured Interviews

Int.No	Informant	Information
1	School principal	He has been working in the school for five years.
2	Class teacher	She has been working in the school for seven years. She started teaching in this school.
3	Branch teacher	She has been working in the school for eight years. It is her second school.
4	Class teacher	She has been working in the school for seven years. It is her third school.
5	Class teacher	He has been working in the school for four years. It is his second school.
6	teacher	She has been working in the school for three years. It is her third school.
7	teacher	She has been working in the school for three years. She started teaching fourteen years ago.
8	teacher	She has been working in the school for two years. She started teaching in 1973.
9	Branch teacher	She has been working in the school for four years. It is her first school.
10	Branch teacher	She has been working in the school for a year. She has worked in some other schools and private courses before.

When the aim of the interview is to investigate an action or process that a group of people go through, focus group can be an ideal because talking about something in a group can render more fruitful results in a shorter time (Lichtman, 2006). Patton (2002) says the ideal number for focus group is between six to ten people.

Instead of one-to-one interviews, a focus group interview was held with nine members of PTA. Relevant information about participants of focus group interview was given in Table 3. The researcher gave numbers to each parent like she did to identify teachers. The interview took place in newly opened school library and it lasted three hours. In the study, school principal, nine teachers and nine parents were the key informants overall.

Table 3
Informants for Focus Group Interview

Int.No	Informant	Information
1	PTA Member	Her child has been in the school for eight years.
2	PTA Member	Her child has been in the school for four years.
3	PTA Member	Her children have been in the school for nine years. (His son was graduated from the school and now his second child is in the school)
4	PTA Member	Her child has been in the school for two years.
5	Chair of PTA	She has been the chair of PTA for six years. Her child has been in the school for four years. Her nephews also graduated from this school.
6	PTA Member	Her child has been in the school for three years.
7	PTA Member	Her child has been in the school for nine years.
8	PTA Member	Her child has been in the school for a year.
9	PTA Member	Her child has been in the school for two years.

3.5 Data Collection Instruments

In grounded theory studies, data can come from various sources including observations, conversations, public records, organizational reports, respondents' diaries, and journals (Charmaz, 2002). In this study data came from three sources; observations, interviews and documents including school website, still photographs, video recordings, and some other school documents.

3.5.1 Observations

Moyles (2002) shows the importance of depicting the context of observations to identify the environment, the people involved, the time of the day, etc. video recordings and photographs are important sources in observation. Still photographs and video recordings are helpful to see how the events are happening. Certain images can be extracted from video recordings to make deeper analysis of a moment of observation. Audio recording on the other hand, is useful device that enable us analyze dialogues as they natural as they are.

According to Creswell (1998), it is not usual to use observation and documents as data collection instruments in grounded theory studies. Interviewing is the main data collection instrument. In contrast, Charmaz (2006) mentions the significance of grounded theory ethnography as a way of gathering rich data in grounded theory studies. She makes a distinction between ethnography and grounded theory ethnography. Ethnography focuses on description of setting whereas grounded theory ethnography focuses on what is happening in the studies setting.

In this study, initial data for the study came from observations. Unstructured observations with no determined focus were realized in natural setting. Having in mind the components of the Hoy and Miskel's model of school as a social system, the researcher focused on actions that are related to formal and informal aspects of school life including formal structure, rules, roles, people, values, conflicts, teaching, learning and school environment at the beginning. Later on, since data collection and data analysis were done simultaneously, the focuses of the later observation sessions were determined in the light of the emerging data. Researcher was a participant observer and spent a whole day once week in and around school for one semester. Altogether ten observation sessions were carried out. The researcher took notes and kept a journal to record her personal reflections about the research site. All notes were dated and given a title.

School neighborhood, people living nearby school and shop owners around school were observed to understand the social patterns around school. Observations were carried out inside the school to get initial impression about formal and informal aspects of school life. School administrators and teachers were observed in their own rooms to understand how people spend their time in school. Classroom observations were carried out to see teacher-student interaction and students' engagement with

lessons. School events were recorded to make some comments about school culture. During these observations, the researcher developed a good rapport with people in school.

3.5.2 Interview Schedules

There are different types of interviews, including structured, semi-structured and unstructured. Instead of a standardized interview schedule, which is greatly recommended for novice researchers (Merriam, 1998), since an iterative process of data collection is entailed to achieve the purpose of the study, a semi-structured interview schedule sets that facilitate dealing with the emergent issues during the course of study was utilized for this study.

While designing interview schedules, a care should be given to the types of the questions, the wording of the questions and the order of the questions, otherwise, it is likely that the course of the interview may be adversely affected. In order to address all these concerns, pilot interview was suggested before carrying out the actual interviews (Merriam, 1998).

No pilot interview was used in this study because codes and memos produced after each observation sessions were quite useful to prepare questions for the interview schedule used with teachers. The idea was to saturate categories emerged from the observations with interview data and to seek new data if emerged. A semi-structured interview schedule was prepared for one-to-one interviews with teachers (Appendix 1).

Interview questions were written according to emerged categories from the observation data that needed refinement. While preparing the interview schedule, the researcher avoided asking leading questions. For instance, “school environment” emerged as one of the categories and some negative to learn more about it with interviews, the researcher asked “Can you describe the school environment?” instead of “What are the negative effects of school environment on school?” though the observation data yielded some negative hunches.

In her doctoral study, Soklaridis (2009) showed that it is unlikely to follow the same interview structure with different interviewees. This is even more difficult in grounded theory studies as explained above; therefore, issues that emerge in each interview were taken into consideration for the following interviews. For instance,

during the interview with Teacher 2, she made a remark about the effect of Roman students' genetic background on their academic achievement. This was asked to other teachers although such a question did not exist in the interview schedule prepared by the researcher.

When the tentative categories emerged after the initial analysis of observation data, it was seen that most of them are related to the concept of change. Then "school environment", "relations", and "PTA" emerged as broad categories that needed to be refined. Thus in interview schedule questions 2, 3, 8, 9, 10, 11, 12, 13, 14 are related to change; questions 4 and 5 are related to school environment; questions 6 and 7 are related to relations and question 8 is related to PTA. Questions 15 and 16 were asked to understand participants' perceptions about the school in general to produce new categories.

As explained before, a focus group interview with parents was conducted to reach more data about the emerging categories. The semi-structured interview schedule used for teachers was slightly changed and used with parents (Appendix 2).

3.5.3 Documents

As Bogdan and Biklen (1998) stated that formal organizations produce documents such as internal documents in the form of memos, minutes from meetings or any bulletin used for internal communication; external communication materials in the form of newsletters, news releases, mission/vision statements, brochures; and students records and personal profiles. Merriam (1998) added one more category: on-line data sources such as websites.

In this study, document analysis was done while observations and interviews were being carried out. School website, school mission and vision statements, photographs, student profiles, school principal and school counselor's notes about student profiles and video recordings of events occurred in school were analyzed to support observation and interview data and to provide additional data. Video recordings were especially useful to develop some categories used in the analysis. The summary of data collection instruments and data sources were presented in Table 4.

Table 4

Data Collection Instruments and Data Sources

Data Collection Instrument	Data Sources
Observations	Principal's room Teachers' room English classroom Other classrooms School events (ceremonies, social activities)
Interviews	School principal 9 teachers 9 parents
Documents	Still photographs Videos of school events School website Other documents produced by school

3.6 Data Collection Procedures

Charmaz's guideline proposed in her model of constructivist grounded theory was used in here. Initial data were collected through unstructured observations on school site, informal conversations with school members, semi-structured interviews with school principal and teachers and review of school documents. After each observation and interview sessions, the researcher wrote memo. Observations and interviews were carried out in February 2009-June 2009.

A careful study of early memos revealed gaps to be filled and data to be further elaborated. This second phase of data collection called "theoretical sampling" involving filling the missing points, elaborating on emerging categories and revising the generated categories up to that point in the study. The analysis of early memos produced two categories to be further developed. Then a focus group interview was done with members of PTA and more documents were collected.

3.7 Data Analysis

Data analysis is a systematic process to organize the collected data into meaningful segments to discover regularities, patterns to be delineated and interpreted regarding the purpose of the study (Bogdan & Biklen, 1998). This is a complex, intensive, exhaustive and demanding process of ascribing meaning to the collected information (Merriam, 1998).

Data analysis is even more demanding in grounded theory. In their study, Fendt talked to people who used grounded theory in their doctoral research. One of the most cited problems in grounded theory is the hard time they have with the analysis of data and most of them do not want to use it again (Fendt & Sachs, 2008).

In grounded theory data collection and analysis happen at the same time. This iterative process requires moving back and forth between the cases. In the beginning of the study, the researcher thought that the software program called Nvivo would facilitate the iterative process of grounded theory. The program enables the researcher to reach an explanatory model through facilitating step-by-step data collection and analysis process. As it is pointed out, Nvivo program helps coding, making connections between coded data and other external data like photographs or video clips, making comparisons between cases, incidences, people, writing memos, keeping literature reviews and developing a model drawn genuinely from data. It also helps the researcher pay attention to concepts that emerge from data but not recognized easily at the outset. Considering the chosen method, Nvivo program seems to be the appropriate tool to carry out data analysis process in this study (Bringer, Johnston & Brackenridge, 2006).

Charmaz (2000) puts forward that Nvivo is more suitable for grounded theory studies with objectivity underpinnings. Newman (2009), on the other hand, experienced with Nvivo in his constructivist grounded theory study, managed to show that the program can be used as an organizational tool and whenever the researcher has problems in analytic process, it is entirely up to the researcher to go back and acquaint him/her with the constructivist premises again.

For this study, the researcher attended Nvivo trainings and read several studies that employed the program for data analysis. As the study continued, however, the researcher realized that Nvivo program was blocking her creativity; she felt as if the program set a wall between her and data. Then, she decided to do analysis on

observation notes and interview transcripts and then used word processing to store codes, memos and her reflectional notes during the study.

Data analysis in grounded theory studies start with coding. In their early books about grounded theory, Strauss and Corbin (1990, 1998) classified coding into three steps: open, axial and selective. However, in their later work, they said that the distinction between open coding and axial coding is artificial, so, coding can be done in two steps (2008). In Charmaz's constructivist grounded theory, coding process starts with initial coding and ends with focused coding (2006).

In this study initial coding was done as the researcher collected data. Since data collection and data analysis happen at the same time in grounded theory studies, observation notes were coded first. After each observation, observation notes were written as word documents and, as suggested by Charmaz (2006) the researcher did line-by-line coding and highlighted in vivo codes on these word documents. While doing coding, two things were done to facilitate data analysis: gerunds were used and near each code it was written the doer of the action or what was relevant about the coded action. For instance, near the code "getting into school easily", the researcher put "P" to indicate that it was related to parents. Likewise, "SP" was used for school principal, "T" was used for teachers, "S" was used for students, "E" was used for school environment and "SC" was used for things generally about school and things that did not belong to any other groups. Every coding process was followed by memo writing and seven memos were written from ten observation sessions. Since the last three observation notes were coded together, one memo was written for them.

Memo writing is a crucial step in grounded theory. It helps researchers to select focused codes to be used as categories. According to Charmaz (2006), once categories are identified, their conceptual definitions should be provided "...with abstract power, general reach, analytic direction and precise wording" (p. 91). It is extremely recommended for researchers to ask questions, make comparisons and engage in brainstorming during memo writing process (Strauss and Corbin, 2008). In this study, early memos were quite short and informal and they focused on what different people were doing and what was happening in and around school. In each memo things that needed to be refined were underlined. Comparisons were made if people were acting the same way time. Each memo was given a title and initial focused coding was done to identify tentative analytic categories as suggested by Charmaz (2006).

A careful study of early memos also revealed gaps to be filled and data to be further elaborated. Categories to be further developed were identified with the help of “theoretical sampling”. The following tentative categories emerged after the analysis of observation data:

1. Making changes in the school
2. Rich history
3. Building bridge between people in an around school
4. Taking parents’ role in the education of children
5. A second home for Roman people
6. Teaching through social activities
7. The role of PTA
8. Negative effect of school community and environment
9. Changing perceptions about education and school
10. Personality and leadership
11. Teaching values that are conflicting with the ones at home
12. Making school comfortable for students
13. Having positive relations among people

The ultimate aim of the interviews was to compare and contrast data with observation data; saturate the categories to be used in the analysis; and reach new categories according to perceptions of school principal, teachers and parents. The researcher applied the same procedure she used for the analysis of observation notes to the analysis of interview data. After the analysis of interview data, all codes and categories were re-examined for focused coding. This process took a considerable amount of time. It was seen that there were some similarities and differences across data. Overlapping codes were brought together and irrelevant codes were eliminated. Categories that would be used in the analysis were defined and supported with data driven evidences. Comparisons were made based on people’s actions, experiences and feelings held for school. Earlier memos were refined. Later memos were more analytic than early ones. Focused coding and later memos helped the researcher better define each category. Subcategories emerged and relations between categories become more evident. At the end of this process the following categories and subcategories emerged:

1. Offering a better place than students’ homes
 - 1.1. knowing and reducing the negative effect of environment on school
 - 1.2. knowing and developing an understanding towards students’ home lives
 - 1.3. taking parents role in children’s education

2. Enduring difficulties in atypical school context
 - 2.1. difficulties of working in atypical school context
 - 2.2. instilling a sense of belongingness through building a good rapport
 - 2.3. instilling a sense of belongingness through building a professional environment
 - 2.4. instilling a sense of belongingness through finding moments to share and adding special touches to them
3. Teaching through social activities
 - 3.1. making positive instructional changes
 - 3.2. teachers
 - 3.3. results
4. Prompting parents to assume more responsibility
 - 4.1. Parents Teacher Association
5. Blending leadership skills with personality
 - 5.1. school in the past
 - 5.2. school today with the current principal
 - 5.3. leadership-education and culture builder
 - 5.4. personality
6. Roman students vs. other students
 - 6.1. being a second home for generations
 - 6.2. attitudes towards education

Research data and the categories and subcategories were revisited many times. The researcher gave herself some time to think about data. Codes, categories and memos were re-read many times. The researcher tried to be as open as possible and got more familiar with the data. At the end of this exhaustive process, the researcher was able to define the main phenomenon that she was looking for –*breaking vicious cycle*. Definition of the main category, so to speak, paved way for some changes in the categories and subcategories. Some categories were merged with others or slightly changed in wording to reflect the data better. In addition to this, some subcategories were also changed or merged. At the end, final categories and subcategories were defined to reach theoretical propositions driven from data.

Eventually, the emergent theoretical propositions were compared and contrasted with relevant literature. This phase required more analytic skills than the first one because it was at this phase that concepts were really linked to each other to lay the basis of the substantive theory.

3.8 Delimitations of the Study

This study was delimited to participants including an elementary school with school principal, teachers, school administrators, members of Parents Teacher Association.

3.9 Limitations of the Study

It is difficult to generalize the results of this study to other schools. However, the picture of a school revealed through this study and theoretical propositions emerged at the end will be give insights to schools living in atypical contexts-urban or inner city schools that are located in ethnically mixed, low-SES and migrated groups from rural areas- to better understand their own situation and to develop change strategies that better work in this particular context.

3.10 Validity and Reliability Issues in Grounded Theory Studies

The concepts of validity and reliability that are used to evaluate quantitative studies are not used in the same way in qualitative studies. Trustworthiness is the concept used to evaluate the quality of the qualitative research and it is evaluated by four criteria: credibility, transferability, dependability and confirmability. Credibility is what internal validity refers to in quantitative studies. It refers to accuracy; in other words it is the extent to which reality matches with the one (s) represented in the study. To deal with internal validity, Merriam (1998) enlisted six techniques: triangulation, member checks, long-term observation, peer-examination, participatory or collaborative modes of research and researcher's biases.

Strauss and Corbin (2008) shortened the list and talked about four techniques: member checks, peer debriefing, triangulation, a researcher's reflexive memoing journal. Transferability, associated with external validity in quantitative studies, is related to the explanatory power of the research. It is related to the applicability of the findings to other situations. For a qualitative study to meet the transferability criteria, thick description is necessary for the researcher. Dependability deals with how data is stable over time and the consistency over data collection methods and findings. This is what reliability tries to achieve in quantitative studies. Reflexive

memoing journal that shows explicitly and in detail how data has been collected, how thematic categories are created and how findings are presented can be used to ensure dependability in qualitative studies. Confirmability is used to evaluate if the research results are really produced through the inquiry. Audit trial is the technique used to evaluate confirmability.

In this study the following techniques were utilized, to some extent, to enhance the trustworthiness of the study:

1. triangulation was achieved by employing multiple data collection methods and and cross-checking data gathered through these methods-observation, interview and document analysis,
2. member checks were utilized for interviews,
3. the researcher kept a reflexive journal,
4. prolonged observation sessions of the research site were carried out,
5. the research process was explained vividly and in detail.

In addition to these, the specific evaluation guideline for constructivist grounded theory developed and extended by Charmaz (2005, 2006) was used in this study. Strauss and Corbin (2008) found Charmaz's evaluation guideline comprehensive enough to cover scientific and creative aspects of qualitative research. Since the guideline is based on self-evaluation, the authors caution researchers against the sophistication and experience that the application of guideline required. In this study, Charmaz's guideline were visited every phase of the study to ensure that the study meets all specified properly.

The following questions were used to evaluate credibility in constructivist grounded theory studies:

1. Has your research achieved intimate familiarity with the setting or topic?
2. Are the data sufficient to merit your claims? (Consider the range, number, any depth of observations contained in the data.
3. Have you made systematic comparisons between observations and between categories?
4. Do the categories cover a wide range of empirical observations?
5. Are there strong logical links between the gathered data and your argument and analysis?

6. Has your research provided enough evidence for your claims to allow the reader to form an independent assessment and agree with your claims?

The following questions are used to evaluate originality in constructivist grounded theory studies:

1. Are your categories fresh? Do they offer new insights?
2. Does your analysis provide a new conceptual rendering of the data?
3. What is the social and theoretical significance of this work?
4. How does your grounded theory challenge, extend, or refine current ideas, concepts, and practices?

The following questions are used to evaluate resonance in constructivist grounded theory studies:

1. Do the categories portray the fullness of the studied experience?
2. Have you revealed both liminal and unstable taken-for-granted meanings?
3. Have you drawn links between larger collectivities or institutions and individual lives, when the data so indicate?
4. Does your grounded theory make sense to your participants or people who share their circumstances? Does your analysis offer them deeper insights about their lives and worlds?

The following questions are used to evaluate usefulness in constructivist grounded theory studies:

1. Does your analysis offer interpretations that people can use in their everyday worlds?
2. Do your analytic categories suggest any generic processes?
3. If so, have you examined these generic processes for tacit implications?
4. Can the analysis spark further research in other substantive areas?
5. How does your work contribute to knowledge? How does it contribute to making a better world?

The researcher spent almost one school year in the school and tried to build good rapport with the participants. Categories were constantly compared and changes were made when new data emerged. Researcher came up with five theoretical propositions at the end and they were all drawn from data. To support her

propositions, quotations from the participants were given and notes from the observations were included.

The researcher tried to open the data as much possible to get some fresh ideas to reach the proposed theoretical statements. Some in-vivo codes were used as categories. The study is theoretically significant because theoretical propositions presented at the end are totally grounded on the research data. It is socially significant because it renders one of the underrepresented groups of people in our society-Roman people and their schooling experience. Research data is compared with an existing theoretical construct and some underlying concepts and processes were extended and challenged.

The study was conducted in a school context that shows atypical characteristics. Research data presents the process that is useful to make sense of its functioning and people's experiences in such a school. Some of the defined activities can give insights to people in similar situations. As Creswell (1998) pointed out that theories emerged from grounded theory studies can yield studies which test the data-driven theory empirically. The same can be applied in here. Further research can be done in a different school community populated with another underrepresented group of people in the society to see if the emerged a substantive-level theory makes sense of the life there.

CHAPTER IV

RESULTS

The purpose of this study was to construct a grounded theory study to explore a school as a social system living in an atypical context. At the end of the study, it was intended to develop substantive-level theoretical propositions and explanations that broaden our understanding about the theory of school as a social system. The data gathered through observations in and around school, interviews with teachers and members of Parent Teacher Association and analysis of collected document. Charmaz's (2006) constructivist grounded theory approach was used to analyze data from these three different sources. This chapter presents research findings starting with the emerged theoretical propositions about the functioning of school as a social system and continues with results that show how emerged theoretical propositions fit into the Hoy and Miskel's model of school as a social system.

4.1. Atypical School as a Social System –Breaking Vicious Cycle

The analysis of Music and Entertainment Elementary School led the researcher to develop some key concepts and processes that have the power to explain the functioning of atypical school as a social system. These key actions were elaborated as part of a main process which was called “breaking vicious cycle” by the researcher. This was found to be actually the central phenomenon occurring in the school living in an atypical context.

How did the researcher come up with this phenomenon? At the end of the exhaustive analysis, the researcher realized that there was a kind of vicious cycle in the functioning of the school over the years. Later in the study, this will be elaborated in detail. In here, however, succinctly enough, with a reference to existing literature on school as a social system, one of the assumptions of the model is that school is an

open system that goes through “input-transformation-output” process and this creates some problems for a school in atypical context.

Research data showed that there is a kind of vicious cycle with this process in atypical context. This adversely affects the informal side of school-people working in the school, which, in turn, affects behavior in the organization and then the whole parts that made up the whole system. This study revealed that this cycle can be broken with collective actions through making some changes in the school system. Thus, the researcher decided to call the central phenomenon as “breaking the vicious cycle”.

Breaking vicious cycle involves a set of theoretical propositions that summarize actions undertaken to help a school function smoothly in an atypical context as a social system. It presents the significance of informal subsystems, school community and the wider environment along with their enabling and blocking effects on such a school system. It gives meaning to the experiences of school staff who aspire to make big changes but achieve incremental advancements in the educational life of socially stigmatized students. Breaking vicious cycle involves the following actions:

1. making school a better place than students’ homes
2. enduring difficulties of working in an atypical school
3. preventing students leave their backpack at school and get a new one outside
4. prompting parents to assume more responsibility
5. blending change-oriented leadership skills with humane personality

4.1.1 Making School a Better Place Than Students’ Homes

Theoretical proposition 1: When a school lives in an atypical context, people, especially teachers who are the key people because of their closeness to students in the school, need to know and develop an understanding towards school environment and students’ home life and take emotional, social and academical responsibilities to make the school a place where students feel themselves safer and happier than their home.

Theoretical proposition 1 basically involves two actions that are necessary to make school a better place than students’ homes: (1) to know and develop an

understanding towards school environment and students' home life and (2) take emotional, social and academical responsibilities. These two actions are explained below.

Knowing and Developing an Understanding towards School Environment and Students' Home Life

Observations in and around Music and Entertainment Elementary School enabled the researcher to provide a vivid description of the school community. Although the school is located in one of the oldest residential areas in the heart of a metropolitan like Istanbul, it looks like as if it lives in a typical Anatolian neighborhood with its old cramped streets that are full of two or three storey houses whose first floors are used as shops. Shop owners sit in front of the shops chatting loudly and playing backgammon.

It is difficult to miss the school building because of its historical eye-catching architecture. It is small but in a harmony with the street it is located in. Although the name of the school changed in time, it seems that people living around school still can not get used to it. When the researcher asked the way to school, it was seen that people living in the neighbourhood, mostly old people graduated from the school, did not recognize the school with its current name. They called it with the names used in the past.

The school is small compared to other schools in the environment. It suffers from lack of financial support, which is needed to cover some basic maintenance costs, like cleaning. Participants in the study said that the school has no competitive power when its poor physical conditions, inadequate infrastructure and technological capacity are concerned. However, they added that the current principal made considerable changes in the physical environment of the school, which has a positive effect on both teachers and students. The school has become a comfortable place for the people living there.

The school has two pre-school classes in a small building adjacent to the main school building. Pre-school teachers told that parents preferred their pre-school classes because of the lower fee and once their children completed pre-school, they sent them to other schools in the environment. They added that parents did not believe in the importance of pre-school education. They usually sent their children to save time to run their daily errands.

The school has a mixed student population. It is possible to talk about three student groups: Roman children and children of migrated families mostly from Black Sea Region and the Eastern part of Turkey. Most of the students come from separated families with low socioeconomic status. The parents holding high school diploma is few. To help their families or to earn their own pocket money, especially students in seventh and eight grades have part-time jobs. There are also some students who work as apprentice in barbershops or tailor's shop to learn a profession.

Observation and interview data revealed that the school environment has had indispensable effects on school. Populated mostly with Roman people, school has been like a second home for these people over generations. It has become a kind of tradition for Roman people to send their children to this school. Although people migrated from Black Sea Region and the East have settled down within the past few decades in the neighbourhood and the recent attempt of demolishing Sulukule-known as Roman area- and forcing Roman people to leave their home, Roman children are still the majority in school.

The data also showed that not only being majority at school does matter but also Roman students' tremendous influence on other students make the Roman culture quite effective in school. They bring the school the values they hold about life generally and what they do has become the norm in the school. For instance, Roman children's relaxed but irresponsible behaviors towards teachers are greatly admired and shared by others who imitate those behaviors to seek acceptance by them. Roman children are said to be quite successful in terms of reflecting their own cultural values and infusing them to others. However, they can not transfer the values they learn at school in their life outside. The values they learn at home and in their own community clashes with the values they learn at school. This is clearly stated by school principal "In here we all confuse students' mind. At home they learn that theft is not a bad behavior but at school we always tell the vice versa." This will be further elaborated but briefly, all these suggest that school mirrors the community it lives with and this mirroring process has considerable implications for the school. Figure 3 shows this mirroring process.

School principal and teachers drew attention to the negative impact of this mirroring process. School was found to be faced with two major environmental challenges. First of all, school environment can be said neither safe nor secure. One of the teachers drew analogy between "Texas" and the "school environment" to

emphasize the severity of safety and security problems. Another teacher associated school environment with “something grey, misty and dirty”. There are a lot of teenagers who dropped school in the district. Bullying becomes the norm among these young people and some of them are drawn into gangs and forced to commit crimes. Parents said that never feel easy about their children in the neighbourhood and that is why they never let their children even the boys go out late and play in the street. One of the members of PTA said

The school community does not have a positive effect on our children. I wish we could raise our children in another place. We never teach swearing to our children but they learn from their friends at school. If the parents were good in this school, everything would be superb.

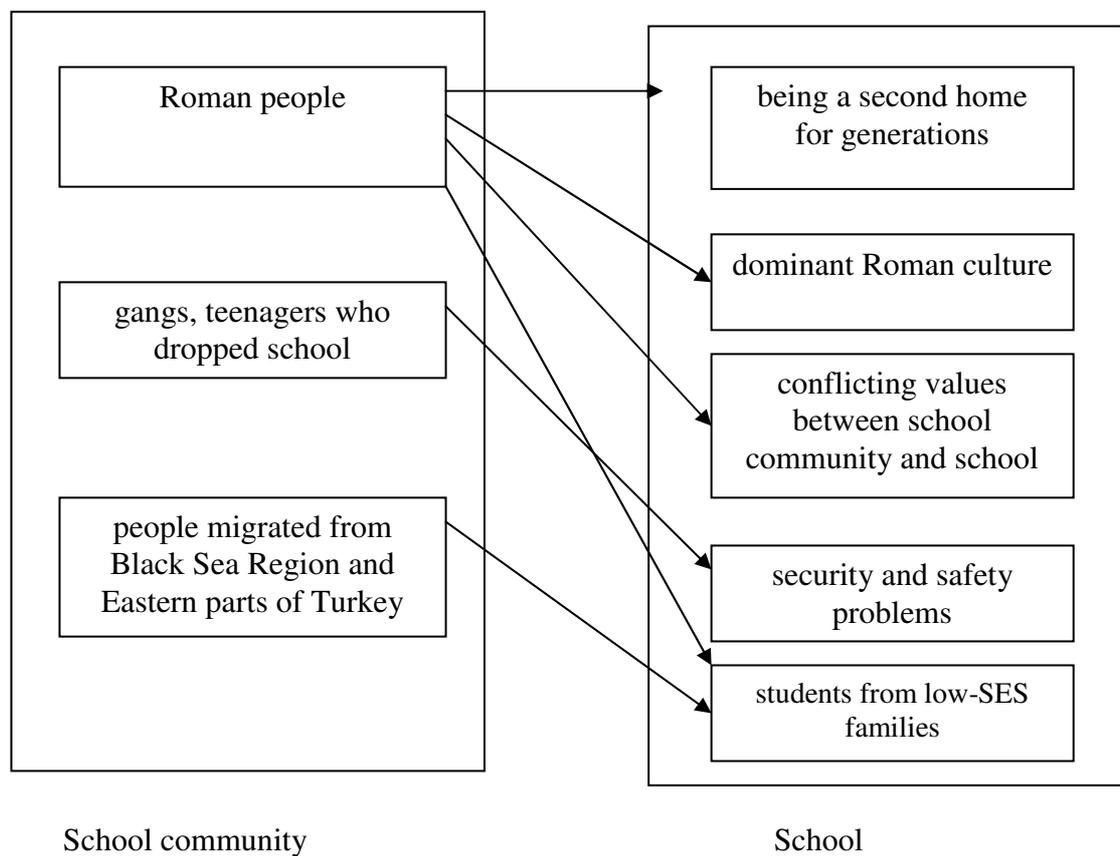


Figure 3 The Effect of School Community on School

Roman people’s life style and their perceptions of education is another challenge that school is faced. As it was described above, there are different groups

of people in the environment having one common characteristic: they all belong to low-SES. One of the teachers living very close to school shared her observations about the families living around school. She also knew her students' family life well and made references them as well. She said that most of them are patriarchal families, in which women have no voice and instead of dealing with their children's problems, they try to focus on their own problems. Teacher 2 said: "In my class there are no high-school graduate parents. Children never see their parents or relatives reading at home." Teacher 7 made similar remarks "Most of the parents do not have regular jobs. When we ask the students about their fathers' job, most of them say that they are merchants or sellers. I have not seen any parents working as doctor, engineer, teacher or officer."

Thus, parents cannot help their children with their school work. Teacher 5 said "we can not tell parents that doing homework is not the same thing with studying for that lesson. They do not understand that there is something like studying for a lesson."

Roman people's life style and their perception of education said to be completely different than of other groups. Teachers said that in Roman families, violence and child abuse are quite prevalent. Mothers are more protective towards their children whereas fathers are aggressive and intolerant. Fathers' beating their children is quite typical. There are also a lot of parents in jail. It is quite normal for these families to commit some crimes like drug dealing and theft. Roman parents see school as a waste of time, they do not believe in the advantages of being educated. Therefore, they pay no attention to their children's education and have no expectations for their children's future. They motivate and encourage their children to be dancers or musicians, the jobs that most Roman people do over generations.

The researcher's own engagement with children revealed first-hand data about children's home life, which presented similarities between teachers' description. The researcher organized a workshop on school violence for sixth and seventh grade students in the school. Students were asked what they associated violence with, working in groups. Their responses include the followings: *bad father, father, family quarrel, street fights, blood, wrestling, knife, alcohol, demolishing, natural disasters, terrorism, theft, genocide, raper, death*, and some more. It is interesting to note that in all groups *bad father* or *father* response was written. After this activity, the students were asked to discuss the different sources of violence. Their responses and

their arguments indicated that violence at home is quite prevailing and it is specific to fathers. For overwhelming majority of students, violence is quite typical and using violence to solve problems is necessary.

Parents from other groups also put on emphasis on the differences between them and Roman people and talked about their worries about the influence of these young people upon their own children. In reference to differences among groups in the school community, what Teacher 10 said was to the point,

People from Sulukule do not accept that they come from there. They say for other Roman people “They are gypsies but we are not”. Other groups, Arabs or Kurdish people, never deny and they say we never do wrong our children must listen to their teacher.

In addition to this, Teacher 3 said:

Children of unattentive parents can be easily influenced by their peer groups. But if parents were good and caring, the children would be different. Parents are a little concerned about their children’s education in primary school. But in the secondary school we do not have such parents. One day one of my students seemed sleepy and I asked what happened. He said that his father woke him up at 2:30 a.m. and sent him to get food for him. You see. Children are really happy in this school. They come together and have fun in here.

Taking Emotional, Social and Academical Responsibilities

School principal and teachers believed that it was their duty to reduce the negative impact of such an environment on school through knowing and developing an understanding towards students’ home life and taking emotional, social and academical responsibilities to make the school a place where students feel themselves safer and happier than their home.

During interviews, all teachers emphasized the importance of being role models for students. They know that they do not have proper role models in their home or environment. They also know that there are a lot of students who need care and affection. That is why, teachers try to be more understanding and show empathy towards students. One of the teachers said “We are tolerant to children’s spoiled behaviors to some extent because they can not be children at home because they are afraid of to be beaten.” Teachers know students very well. Teachers also talk about

students' problems in break times and exchanged ideas for how to approach each single student. There is a common belief among teachers about the necessity of building one-to-one relations and knowing students' private life. Teachers believe that knowing something students' private life is crucial step to understand their problems and to offer help for the solution. The members of PTA also confirmed that teachers know students very well and deal with their problems patiently. One of the PTA members said that "we know that students are disrespectful and they tell lies all the time but teachers are quite patient and they never resort to violence. They never turn their back to students or parents."

Teachers generally complain about students' lack of knowledge pertaining to social life. Since their parents fail to teach the very basic social rules and norms that apply to every day life, teachers feel the responsibility to teach them to students. Some students also have hygiene problems. They can come to school for a week or sometimes more than a week without having a shower, combing their hair, or wearing clean clothes. Members of Parent Teachers Association assume responsibility to help such students.

Research data showed that there are a lot of disruptive, low-achieving students in the school. During observations, to highlight the negative effect of the school environment on students' academic achievement, one of the teachers said "I accuse school environment not children for their failure. There are a lot of problems in the school community, children cannot do anything. As the community changes, student will change."

There is a tendency among students to drop school. On one hand, teachers help students take responsibility for their future. They motivate and support them to continue their education. They spend a great amount of time dealing with each student and provide guidance for students based on their talent. School principal, on the other hand, takes control to decrease the number of violent acts and behaviours in school through enhancing disruptive students' engagement in school in a positive way. This will be discussed later in the study.

Participants in the study believed that children are quite happy to be with their friends at school. They feel themselves free from the problems they encounter at home. They know that they are cared at school. As an example of care given by teachers, one of the teachers started to protest school canteen and banned their students to buy unhealthy food to take care of their health. Students like being cared

by teachers. When compared to their home, physical conditions of school are also much better. They can at least stay warm in the school. As one of the teacher said “the school is better and more comfortable than their home.”

4.1.2 Enduring Difficulties of Working in an Atypical School Context

Theoretical proposition 2: Teaching in atypical school is hard but it can be endurable when a sense of belongingness is instilled in teachers through building positive relations and positive professional work environment and creating special moments to share and adding special touches to them.

This theoretical proposition suggests two actions to endure difficulties of working in an atypical school context: (1) instilling a sense of belongingness in teachers through building positive relations and positive professional work environment and (2) instilling a sense of belongingness in teachers through creating special moments to share and adding special touches to them. These two actions are explained in detail below.

Instilling a Sense of Belongingness in Teachers through Building Positive Relations and Positive Professional Work Environment

Teaching is a very difficult profession. There are different sources for teacher motivation. Students’ achievement, popularity of school, extra financial support from weekend courses or after school activities can be a source for motivation. All participants agree that all of these motivational sources do not apply when it comes to working in an atypical context. They talked about the problems of working in atypical school.

Teachers have different opinions about the sources of difficulties in working in this school. Music and Entertainment Elementary School lives in an environment where generations of Roman people live over the years. Being a second home for generations has positive associations for Roman people, but for other groups of people living in the same community and for school principals and teachers, it denotes negative meanings.

Some teachers complain about the bad reputation of their school in teachers’ professional work groups. In reference to the bad reputation of school in the environment, the researcher observed that on her first visit to school, she was lost

and asked the way to a woman in the street. She was holding her son in his hand and taking him to home. The researcher learnt that her son was going to another school although Music and Entertainment Elementary School is closer to her home. When the researcher asked why she did not send him to this school, she said that

The school is very nice. It has a very historical beautiful building, very beautiful. There are a lot of Roman children in that school. I do not scorn them but my son's friends are important. Children can be easily influenced by each other. Besides, the quality of the education is very poor. My son goes to a pilot school with a good education and when I leave him school, I do not worry about him.

Teacher 3 also tells a similar story that happened to her. She said that "After I was appointed to this school, in my first visit I asked the way to a boy. He told me that the school was very bad, the classes are usually empty." Teacher 9 said "In my second week in this school I went to a meeting in the district. Teachers asked me which school I was working and when I said, they told me that God will give me patience to endure working in the school."

Some others, on the other hand, showed their discontentment about getting little professional satisfaction from teaching low-achieving students. Teacher 2 explained her reasons of leaving school as follows,

There is no grouping. One-to-one relations and group relations are quite positive. There is a positive teacher culture. This is my first school and I do not know how it is like in other schools but everybody loves each other maybe it is the less number of teachers or maybe it is the environment. I want to be appointed this year because students do not get what I teach. As a teacher, I want to see what I taught. You do not get much, there is change but it has little effects because changing takes a lot of time.

It is understood that teachers try to find the ways to endure the difficulties of working in atypical contexts. They generally agree that there is a need for making teachers develops a kind of emotional attachment with school. They also highlighted the need for being patient all the time. They also added that it is fundamental for teachers to be ready to work in difficult contexts. That is why; it is vital that teachers be donated with skills to work in challenging situations and this should be taken into consideration for teachers' training colleges. Lastly, they perceive school principal as the key person to help teachers in this endeavour. Thus, it is the principal who

instills a sense of belongingness in teachers through building a professional work environment and creating special moments to share and adding special touches to them in atypical contexts.

The researcher observed the positive atmosphere in school from the first day of her involvement in the school. Observations of teachers' dialogues and interactions in teachers' room, as well as of teachers-principal dialogues gave some insights about the quality of relations at school. In interviews, the researcher had the chance to focus more on relations between teachers-teachers, school principal-teachers, teachers-students and teachers-parents. Generally speaking, the relations were found to be positive, friendly and sincere at school. What Teacher 4 said "frankly speaking, you can endure negative things if you are working in a positive atmosphere" is a clear indication of the existence of positive relations in school. Teachers also expressed their happiness about working in the school owing to this positive atmosphere. Teacher 4 expressed her feelings, "I see school like my home. Even if I do not have class in the morning I get up early and come to school. My father is also a teacher and he told me –Are you going to change Sulukule?"

Teachers' responses about the sources of positive relations in the school were compiled and analyzed. First of all, it was seen that the teaching staff is not crowded, there are seventeen teachers in the school and in such a small group it is easy to build face-to-face relations and create opportunities to make some small talks. Since the school starts early in the morning, teachers bring something with them and have breakfast together in break times every day. The majority of the teachers are young; thus, they literally speak the same language, have many things in common and do things outside school.

The school does not offer any weekend courses or after school classes, which were told to deteriorate the relations in other schools. Teachers added that teachers had the chance to earn extra money from these courses but money sometimes created problems between teachers and teachers and school administrators.

There is no competition or gossip between teachers. There is also no grouping based on favoritism. Some teachers, of course, are close to some teachers but the kind of grouping is solely based on friendship and it does not have a negative effect on the climate of the school.

Teacher 4 made a remark on relations giving an example from another schools as follows,

In one of the neighbour schools I saw a list telling how relationships between teachers should be. It is written something like “Do not gossip” or “do not sign on behalf of others”. I thought that thanks god I do not work in that school. If administration put something like on the board, there must be reasons to do so.

According to the school principal, there is a strong relationship between the weekend courses and teachers’ jealousy and gossiping. He has seen that in schools with weekend courses, teachers compete to get as many students as possible in their class. He said that “there is no gossiping or jealousy in this school. When there is no money, there is no competition.”

Teachers help each other not only for the things related to school but for other things as well. For instance, the researcher observed many times the teachers talking about disruptive students and giving advice to each other in break times. It was also observed that some teachers help teachers working on temporary contracts to do test for the exam they have to take to be officially appointed.

A positive relation among people is one of the major reasons for teachers not to change their school. Yet, the data showed that some teachers had a dilemma between preferring schools with better resources, better student intakes and technologically adequate and this school with well established positive relations.

In spite of the problems that teachers confront in school, teachers try to build a professional environment that can be found in academically high-achieving schools. They make discussions about educational issues in break times or when they have no class. They take their jobs seriously and push their limits to help each student in school. They work in groups to prepare social activities and support each other. They take advice from each other, learn from each other’s experiences and get help about specific students from teachers who has been working for a long time in the school. The oldest teacher in the school described teachers as being “tolerant”, “visionary”, “progressive” and “modern”. Teachers who worked in the school as intern also explained that there was never a hierarchical relation between senior teachers and intern teachers, which they believed to hardly exist in other schools. They also added that they worked peacefully, productively and comfortably in the school because of open communication between teachers and school principal.

As teachers pointed out, school principal’s fair, supportive, motivating and friendly attitude has undeniably important contributions on developing a positive

work culture in the school. He tries to help teachers with their private problems. He values teachers' professional knowledge and experience, takes their opinions about the things within their expertise or area of interest and motivates them to assume more responsibility in school accordingly. In addition to this, he always takes teachers' opinion about the things to be changed in the school. Teachers, in return, stated that they never exploited principal's friendly behaviors. They believed that there was a good harmony between him and teachers; thus, school principal was not alone in his ambitions in making dramatic changes in the school. Teachers helped him and they were well aware of the role they played in the current condition of the school. In relation to this, Teacher 2 said that

In fact there has been a good harmony between school principal and the teachers. If teaching team had not been so good, the principal would have had difficulties to make all these changes. I believe that I have a contribution to create a positive atmosphere in school.

Put in another way, teachers generally agree that school has changed dramatically under the leadership of the current school principal. But they also acknowledged that they have made positive contributions to this change process and endure the difficulties together.

Instilling a Sense of Belongingness in Teachers through Finding Moments to Share and Adding Special Touches to Them

The school has a rich history. It is evident from the school chronicles, photographs and artifact exhibited all around school. In the school walls, photos from 1931, 1955 and some other years showing teachers, students together. The researcher also attended some ceremonies in the school. Video recordings, photographs and notes taken during those ceremonies enabled the researcher to understand that the school principal gives special importance to the history of the school; he protects and shares documents, photographs and any other materials that has a historical value with school community. For the ceremony held for the opening of library and science laboratory, for instance, he invited one of the oldest graduates of the school who made a speech telling his memories and anecdotes about his teachers and friends. Later on, the school principal tells how he gets into contact with this man,

Last year, I was in my office and someone came and told me that there was a man outside wanted to see me. When I went out of my office, I saw an old man. In the outside he asked if the principal changed and when they said yes he decided to get in. He said that he wanted to kiss my hand because he remembered his old days. When he was a student, the school was painted in yellow and they called the school as ... The previous principal got the school have painted in burgundy. Then he said he wanted to visit school again. After a while, he came to school with his daughter and her husband. He gave me a call from time to time. And one day in the summer he came to school with old photos and albums. He took the albums in the school and sat in one of the classrooms, cut the photos and put them one by one in the album according to their dates. After that day he did not call me. This year I called him and learnt that he had a stroke. I invited him to the opening ceremony for the laboratory and the library, he said he might not come but he made it and came to the ceremony. I was very happy when I saw him.

Ceremonies are important events for the school because they create opportunities for moments to be shared by everybody in the school. It seems as if school united together for the ceremonies. It helps socialization process through bringing teachers, school administrators, students and parents together and instilling belongingness in them for the school. "It is difficult to find such an atmosphere in every school. Look at them how parents are helpful and how young the teachers are. This school is able to do a lot of things." said an old lady, a member of Communication and Solidarity with Village Teachers Association after the ceremony. As an Association, they helped many other schools in the same district but she said "we have been many times in the school to see how the renovation for the laboratory and the library goes on and I have not seen such sincere relations in other schools." It is significant for an outsider to make this comment.

Not only the people inside the school but also parents and sometimes people in the environment take a great deal of responsibilities for the ceremonies. It was observed that in addition to the typical arrangements that can be seen in any place, the people added special touches to the ceremonies to make them unique to school. For instance, teachers said that after the ceremonies, when the guests leave, they always come together, eat and drink and dance together. The music teacher plays and sings and others dance. Teachers also said that since they knew some students were lack of enough food at home, they always let the students eat and drink in the ceremonies. Another interesting example for the special arrangements is that in one of the ceremony observed by the researcher, members of PTA wore the same dress, welcomed the guests at the door and did the service to make the whole arrangement

look professional. This was also a surprise for school principal and teachers who were quite anxious about the preparations.

Like ceremonies, teachers and school principal use every opportunity for organizing small gatherings. For instance, the birthdays are celebrated, barbecue parties are held and some events are organized after school or for the weekend. They also come together when a teacher leaves school and buys present for him or her. The researcher had the chance to observe the principal's surprise birthday party in the school. Teachers bought a cake and some refreshments. In lunch break, one of the teachers went to the principal and told him that he wanted to show some papers in teachers' room. It was a surprise for him to see all teachers waiting and shouting for him. They sang songs and enjoyed together during lunch break.

4.1.3 Preventing Students Leave Their Backpack at School and Get a New One Outside

Theoretical proposition 3: Multiplying learning opportunities for students in atypical school context is important to reach every student, especially low-achieving ones, in the system. Once this is achieved, school makes a difference not only in the students but in the society as well through reconciling the values taught at school and the values of the school community.

This proposition suggests the following action: multiplying learning opportunities for students, especially for low-achieving ones in atypical school context. To make sense of this action, it is vital to get a clear picture of the student profile in the school.

Student Profile in Music and Entertainment Elementary School

As described previously, there are three groups of children in the school: children coming from parents migrated from Black Sea Region; children coming from parents migrated from the Eastern part of Turkey; and the Roman children who are the majority in the school. In the course of this study, observation and interview data revealed that schooling experiences of Roman children perceived to be different from other students in some respects.

According to research data, one of the most apparent characteristics of Roman children is that almost all of them are underachievers. It is interesting to note that

some teachers believe that their genetic background is an important determinant for their failure. This was articulated by Teacher 2 for the first time and then it was confirmed by other teachers. She said that

I believe that because of problems like their genetical inheritance, inadequate nutrition, etc., their IQ is lower. Roman students are absent a lot of time because they love sleeping. No matter what you do or what method you employ, their capacity is not enough. They are also influencing others.

In addition to this, Teacher 3 said that:

I always call the absent students' parents. Parents are working and children are alone at home or in the streets after school. Look at the children in other schools. How grown up they are. But in here they do not get enough food. Parents are crowded. I told them to drink milk. They told me that their parents buy milk for their baby sister or brothers but they are not allowed to drink milk because they can not afford to buy enough milk.

Teacher 8 also made similar remarks, "they have perception problems. You need to tell the same thing four or five times again and again. They spell some words wrong. I could not change them and they still do not spell some words correctly."

Teachers also said that these children are lazy. They love sleeping and they are absent a lot of time. Most of them even do not attend school in May to enjoy the weather and walk around idly. They usually do not do their homework, lose their books and come to school with nothing. The school principal made an important remark about the downside of giving free book to students. He said that:

When MoNE started to distribute books free of charge, the students started not to give value to the books. Now half of the students do not have their books because they lose them. We gave them new books but they lost again. They cannot buy them from outside stores so they come to school without a book. This is a good reason for not doing homework.

According to teachers, another reason for these students failure is that Roman children normalize bad habits, the things that normally people find negative or harmful. Most of them are grown up in families who went to jail once, sell drugs or earn money doing illegal things. Their perception of what is right and wrong is quite

blurred as it was discussed before, the values they learnt at home is in a stark conflict with what they are taught at school. Teacher 2 described this very well,

Roman people have some bad habits like theft, drug dealing, etc. The children live with drug dealers. The crimes are quite normal for children. Having somebody in their family who is in jail is not something unusual for them.

In parallel to this, Roman children do not think that being educated makes a difference in life. They have no respect to educated people. They underestimate teaching profession because of its low salary. Teacher 10 was working on a contract base and students told her “you are earning 500 TL for a month. I will earn that amount of Money in one hour if I want to do.” They want to make money easily instead of going to higher school. Money is everything for them and they seek ways to make money other than getting education. They have no aims other than money in life. Teacher 8 said that she was shocked in her class when “one of the Roman boy in my class brought rubber dusts together and told his classmate that they could make drugs and earn money out of it.”

They do not take their teachers as role models. They are constantly influenced by their parents, sisters and brothers and relatives who are not educated and who do not believe in the advantages of getting education. They have no desire to continue to higher education because their parents and relatives are not educated, they do not have any educated role models around. Teacher 9 said “students want to finish secondary school to get a driving licence. They do not have ambition to continue to their education.” As explained before, parents seem to be influencing their children’s perceptions of being educated who perceive school as a waste of time. They neither know the advantages of getting education nor believe in the value of it. There are a lot of unemployed fathers and low-waged mothers. Because they do not earn much, they encourage their children have jobs that they can make money easily in a short time. It is seen that they are quite pragmatic about their children’s education and future.

Roman students feel that they belong to this school. Students influence each other for their school choice. It becomes a tradition for them to attend the same school over generations. They are quite comfortable and they feel powerful because they are the majority and they are accepted as they are by people at school. They come to this school because they become no one when they are few in numbers.

Teachers emphasized that Roman students have high self-confidence move around freely without paying attention to the social norms, they do not know the norms and rules pertaining to social life because their families do not give such education at home. They want to be recognized in a group and that is why; they do everything to take attention. They learn life through living it. As Teacher 4 said “they have low moral values. They tell a lie easily. I do not have any prejudices about them, I really experienced this.” They are accustomed to handle everything on their own and take risks. They do things easily that their peers do not have courage to do it.

It is vastly emphasized that it is difficult to discipline Roman students who have a considerable influence on other students. They try to imitate them as they do things they admire. They perceive that their Roman peers are more assertive; know everything about life; take risks; have part-time jobs; talk about dangerous things that others never heard. Their parents let them free so they can do things like enrolling beauty agents, participating song contests that other parents do not give permission due to their conservative values.

Teachers said that Roman children feel that they need to be strong or at least look as if strong because this is the image they hide behind. They hate being judged by people who have higher status in the society. For instance, there are quite less number of Roman children in other nearby school because in those schools, children have relatively higher SES parents when compared to children in Music and Entertainment School. During one of the observation sessions in the teachers’ room, one of the teachers told the researcher that “please write what I say in your research. I try to prepare Roman dance for the ceremony of 23rd April, parents had told me that they wanted to get rid of this identity”. They do not like being with people outside their community. They are afraid of being excluded by others so they seem to be strong. They object to everything teachers say and behave badly. Teachers persuade them to act positively and if they do not believe in what their teachers say, they continue to be disruptive. Teachers know that they seek attention from them as their parents do not show enough affection and care. What Teacher 7 said summarizes Roman children’s perception of their identity,

We have discipline problems and this mostly stem from students’ lacking of aims or dreams for their future. There is nobody in their family or relatives that they can take as models. There is a kind of learned-helplessness among students. They feel that they will achieve nothing, they are useless and nothing

will change in the future. They cannot let this feelings go. They try to show their presence by doing other things than studying.

In here, there is a need to revisit two survey studies that both conducted in Roman community in Izmir to show how teachers' description of Roman students overlap with the results of these studies. In the study conducted by Toprak and others (2007), it is interesting to note that when Roman people asked to describe themselves, the percentage of people who chose characteristics like "someone who wants easy money", "someone who does not like discipline" and "gambler" was found to be higher. In addition to this, the 73.1% of the participants in the study said that they did not have any role models. Only the 9.6% of the participants take people in the show business as role models. It may not be wrong to say that the way Roman children raised have a tremendous effect on their choices of school. It was found that the neighbourhood is like a shelter for Roman people because of the feeling of solidarity and they have a tendency to spend their life in the same community unless they have to leave because of employment or marriage in another place. Thus, the desire to live in the same neighbourhood for solidarity seems to be quite consistent with the desire to attend to the same school.

Similarly, in the other study, the reasons for Roman students' low-level education were found to be parents' low-level education, insufficient socio-cultural conditions and differences in their schooling experiences. Roman students reported to have no competitive power against their peers in the school because their family did not pay attention to prepare their children for school and they made them work to bring extra money for the family (Kolukırık, 2009).

Low achievement and lack of motivation are also two major problems when the students other than Roman ones are concerned. They are not as disruptive as Roman students but they seem to be similar in terms of their low academic achievement. Unlike the case in most of the schools, students do not show any willingness to learn or do not go to private courses at the weekends to prepare for high school. Even when a trial exam for SBS was given in school, they played sport betting games instead of doing the test. Teacher 4 said "I sometimes feel myself like a shephard." to describe how she feels in class from time to time. Teachers also agree that the problems are increasing in secondary school as Teacher 2 said that

First grades are generally crowded. But parents who are disturbed by the environment take their children. Usually good students leave and students coming from unattentive families stay and that's why problems increase in the secondary school.

Teacher 3 said that:

I know the parents well. I have thought more than one child from the same family. Brothers, sisters no change... Like their family they stay on the same place. They can not go to their hometowns in summer because some of them take care of their younger brothers/sisters, some others go cleaning with their mums to other houses.

Multiplying Learning Opportunities

In Music and Entertainment School, the school principal and the teachers gave more importance to meet students' expectations and need in order to achieve the following outputs:

1. reduce absenteeism and improve attendance
2. prevent dropping out
3. make students get more benefits of education through changing their attitudes to education in general
4. raise good citizens through teaching students the norms and values pertaining to social life
5. help students transfer what they learn at school to their life outside school
6. preventing students getting worse and help them make a difference for their community through reconciling values taught at school and values of the community

When the above list is considered, it is clear that neither the teachers nor the school principal is primarily concerned with academic achievement. In fact, they know that putting too much emphasis on academic achievement hinders what these students really need and what they are able to attain in life. Teacher 4 said "in here we give education and we at least prevent things getting worse." They are very realistic about their capacity, so, they want to make a difference in students that they can not do otherwise through doing the following things.

First of all, teachers and school principal always makes unsuccessful or disruptive students understand the value of education and facilitating their adaptation

to wider environment. Teachers try to make students understand the value of education. In their lessons, they talk about the advantages of getting education and having an aim in life.

Professionals from different sectors are invited to present their jobs so that students can learn more about professions which are different from the jobs like dancer, musician, etc. they know from their own community.

Since most of the students do not even know the social rules pertaining to daily life and they have dilemma about what is right or wrong, teachers and the principal agree that teaching the right behavior to these students is more important than teaching academic subjects. The values of the school community can clash with the values of the society in general. Thus, it is believed that teaching them the qualities of being a good citizen facilitates their adaptation to the world outside of their community. Ideal or model student competition is held every week. The competition is based on good, exemplary behaviors instead of high academic achievement. The idea is to foster the value of good behaviors in school. They want to show that low-achieving is not something that is always associated with disruptive students, or say it differently; low-achievers can exhibit good behavior.

If students do not have the capacity to learn Maths or science, the best way is to make them engage in social activities. School principal told that for students who constantly fail in Maths or science, there was no need to push them again and again. Instead of this, to prevent these students leave school, he gave importance to social activities. In the school every important day is celebrated. In addition to this, social activities are multiplied for low achievers. Poet reading day, debates, different types of competitions and many other activities are organized by teachers. Inspired by school principal's enabling and empowering attitudes teachers make changes in their teaching approaches, take initiative to plan and organize their own social events. For instance, the English teacher said she planned and delivered activities like role-plays, songs in her class to maximize student involvement. Sometimes school principal asks teachers to organize a specific activity. There are also a lot of students' clubs, all of which work actively. Students are also taken to theatres regularly.

Teacher 3 said

The principal puts strenuous efforts to enhance learning but only five or six students go to private courses. So to give importance to social activities is what it should be. We prevent low-achievers go to other places. After school, doing drama or reading poets is good for them because they have nothing to do when they go home. A girl, for instance, can stay in Taksim with her friends until 1-2 a.m. They have no family life. The father can bring another woman to home, there are drugs everywhere. There are a lot of children who can not afford 5 lira for theatre. There are even students who do not have any money to buy water or something to eat. They walk around hungry and thirsty.

Teachers agree that they observed the positive impact of social activities on low-achievers. They generally like taking part in social activities. Since Roman children have talent for music and dance and their role models are famous dancers or singers who grew up in their neighbourhood, they try to develop their talents in music, dance and also sports. Teacher 10 gave an example from a student, "There is a boy who plays drums very well. He is a quite disruptive boy but when we ask him to play in ceremonies, he becomes serious and works in harmony with other students to do his role very well. She also adds that

Weak students, especially Roman children are very good at debates or other performances because of their high self-confidence. In debates, for instance, they do not make so much research but they improvise and defend their ideas better than successful students who are never able to win the debates.

Teacher 7 made the following remark about Roman children

Our school is centrally located, in the middle of İstanbul but these children are grown up lacking of a lot of things. The best activity for them is to watch television or play or sing with others. Most of them are interested in music and entertainment. That is why; they start to take active roles in social activities. This is good for them.

All these do not mean that there is no academic teaching and learning in school. Although teachers have conflicts with students when they try to teach something to them, they never let things go, they do proper teaching. However, teachers sometimes feel that no matter how hard they try in classes or the changes

they make, they see no progress on students' academic achievement. Teacher 4 explained this as follows "whatever we do they turn out to be one of others in the community. I try to give liberal education and talk about human relations. I do not think I can help them much."

This study showed that the culture of Roman people is a significant variable on students' low-academic achievement in school. Since they spend time and put strenuous efforts to develop an understanding towards Roman children, teachers have already realized that they know more than other students about real life and this makes them more assertive in the school. Teachers also know their talents and interests and adapt their teaching accordingly. School principal is also well aware of the needs of these children, so, he takes initiatives to encourage teachers to leave traditional teaching and increase social activities that have the potential to make school life more appealing for Roman students.

4.1.4 Prompting Parents to Assume More Responsibility in School

Theoretical proposition 4: Parents should be prompted to assume more responsibility in daily life of school because there is always need for extra help in atypical schools. When parents know inside the school well, they will build a bridge between school and the school community to send the right message about the school to the outside world.

Theoretical 4 suggests that prompting parents to assume more responsibility in the school involves two actions. These are explained below.

Helping Everyday School Problems & Building Bridge between School and the Community

Teachers all agree that parents are the real problem as they do not do much for their children. Teacher 3 explained this by giving an example,

I want one thing to change in this school; parents. Expecting them to deal with their children's problems is too much. It is really enough if they care their hygiene. Children are lousy. ...I had a student in the 8th grade. I asked her parents if she can stay at school after school to work for a play. Her father did not let her stay saying that she was going to cook for him. We are both teachers and psychological counselors in here.

During the observations, the researcher realized that the parents had an easy access to school. They were walking around like teachers or any other staff in the school. The researcher also noticed that some parents gathered in a small room in the entrance of the school building. As the research went on, the role of parents became clearer. The ceremonies observed as well as interviews with school principal and teachers gave some more insights about parents' role in school. However, to make sense of data, more details were needed. Therefore, a focus group interview with members of Parents Teacher Association was held and the analysis below is mostly based on this interview data.

Parents said that their engagement with school started with the current principal who asked their help to make changes in the school. Before his principalship, Parents Teacher Association did not have any role in the school. The previous principal closed the school to outside world. She set a wall between parents and the school. Parents were not allowed to enter into school, even the garden.

The principal wanted PTA to become more active and assume responsibility to make changes in the school. Parents were quite happy to hear that because they had no voice, they were not allowed to have a role in the school. The current PTA consists of nine parents, who are all women. Most of them were members for four years although every year, parents were voted to be a member. When the role of PTA was analyzed, the followings were drawn.

Firstly, the principal and PTA members gave a start to a practice of "class mother", which was basically based on the idea of helping teachers and the principal in the school. They help teachers during chaotic times like ceremonies, vaccinations; collect money for field trips, theatres, etc; take students who are sick or injured at school to the hospital; help needy students by providing clothes, food, etc.; communicate parents whom teachers cannot reach. Children stand in line before going to class every day. Classroom mothers help teachers to control children in line and make students be quiet. They sometimes fill the classes if the teacher is sick or busy with some other school staff. Since the school is lack of enough staff, they also do things like cleaning the classrooms and toilets to keep school hygiene.

Although teachers have conflicting opinions about this practice, it has been used for four years in the school. While some teachers think that classroom mothers have invaluable contribution, others think that they have little contribution. The latter ones generally think that members of PTA are too intrusive and they worry about the

likely impact of this practice on students whose mothers are working as class mothers. Seeing their mothers in school all the time, these students might be spoiled.

Teacher 7 has positive opinions about PTA, “without them I do not think we can survive. They help us understand other parents and students’ private life. I also have to mention their great contribution to the events in the school.” Teacher 4 brought criticisms about the practice of classroom mother saying “I think parents should not be at school all the time but I think when we fire from the door they get into from the chimney. They are with their children all the time. They are family within us.” Similarly, Teacher 6 said, “The activities of PTA are beneficial for the school. They help teachers. For instance, they control children if they get infected with lice. But I do not want them involve too much. I personally do not like some of the mothers there.”

Members of PTA are also aware of teachers’ discontentment about the practice of classroom mothers. One of the members of PTA, for instance, said that “we respect all teachers in here because we know that they are doing their job very well. Most of them trust us and show their appreciation. Yet, there are some teachers who think that we try to behave like a teacher and steal their role.” They also complain about other parents’ unsupportive attitudes. “They sometimes ask us what we are doing in the school. They think that we are showing off.” said one of the members and another continued “they think that we get money from the school.” However, all members of PTA agree that the principal show recognition and appreciation to them. As an example for such behavior, one of the parents said “he bought a cake and invited us to his room to thank us for our contributions to the organization of opening ceremony.”

Secondly, they find solutions to problems and use their creativity during the times that school needs help. For instance, they were on duty in the garden to prevent children running from the school when fences were being renovated. Another example is that they wear the same outfit for the opening ceremony to make it look more professional.

Thirdly, each year PTA organizes events like fairs to raise money for the school. They also collect money for students in need of financial help. For instance, one of the students needed to have a brain surgery, but his family could not afford the operation. PTA members collected the money for the surgery.

Members of PTA complained about getting no recognition or appreciation from other parents. One of the focus group participants gave an example for this,

One of the parents from the second grades left her daughter at school in the morning. There were eruptions in her body. The class teacher checked and then we and the principal checked to see if it was a contagious disease. We were worried and called her parents. We could reach neither the mother nor the father. When the mother came to pick up her daughter, we told her to take her daughter to the doctor. The next day she brought her to school without having her examined by the doctor. We realized that she had no intention to take her to the doctor. We took her to the hospital and bought her medicine but at the end of the day her mother got angry with us.

In addition to all these, parents know the environment well and they build a bridge between the school and the environment. They send the right message about the school to other parents and the school community. They also visit parents who do not send their children to school and try to persuade them.

The head of PTA explained how they do this,

We go around looking for students who dropped school in second or third grades. After Sulukule was demolished, we went there to look for children at the age of 13-14 and tried to persuade them to come back to school. The principal promised them to buy their clothes, books and any other extra expenses.

What is more, parents attend seminars organized for PTAs or some other seminars outside school. When there is a seminar in the school, they go to the cafés to gather people to increase the number of audiences. One of the parents shared one of the funniest moment they had together: “Once the mayor of the district was going to come to school to give a seminar. We looked at the hall and saw only three to five people and then we run to cafes, shops around school to gather more people.”

They also celebrate teachers’ and the principal’s birthday to show their appreciation to them. They are aware of teachers’ efforts to educate their children, to teach them good manners and help them take responsibility. They appreciate these because they never manage these as parents. They are also happy to hear that their children love to be cared by their teachers. Teachers and the principal also have positive relations with their son or daughters graduated from this school.

They observed that more parents were willing to help them. In other words, they believed that they helped increase in parental involvement. They also stated that they had a positive effect on students. One of the members of PTA made a remark about the effects of classroom mother practice on students,

Children become more self-confident after this practice. There are students who share their problems with me. Students created a game from what we are doing with them. In second grades, there is a child of divorced parents who likes us very much. One day, we saw them calling each other with our names and trying to do the things that we do when we saw children fighting.

Data showed that the head of PTA had a great role in the functioning of PTA. Teachers describe her as a dominant woman. She knows the environment very well. She is happy her role as the leader of others. She manages the relations between the PTA and the school. Teachers 3 said about her “she feels that she belongs to this school. She feels like a teacher with the way she dresses. She loves to be in the front. She seems happy in here.”

In the small room in the entrance of the school, PTA members seem to create a world for themselves. The head of PTA “we are all primary or secondary school graduates but we try to educate ourselves. Working for PTA has changed our life; we have learnt many new things. We support each other. We do not work but we come to school every day as if we go to work.” It is obvious that they take their role as class mothers seriously. They are generally quite happy about the role they played in the functioning of school. They also believe that working together in the school help them socialize and be friends; they start to spend time together outside school, visit each other at home and all this makes their life more enjoyable and meaningful.

4.1.5. Blending Change-oriented Leadership Skills with Humane Personality

Theoretical proposition 5: Through blending change-oriented leadership skills with humane personality, principal is the key person in breaking vicious cycle in atypical schools. To improve physical conditions, parental involvement and relations with teachers-students-parents and have a direct effect on making school a better place than students’ homes; teacher’s enduring the difficulties of working in an

atypical; and prompting parents to assume more responsibility in school, but have an indirect effect on preventing students' leaving their backpack and get new one outside school.

This proposition suggests that the principal is the central figure in atypical school. The reason of this should be understood to make sense three actions that the principal take in school to break the vicious cycle: (1) improving physical conditions (2) improving relations and (3) improving parental involvement. Before describing them, principal profile in a school living in atypical context is explained based on research data.

Principal Profile in Music and Entertainment Elementary School

In order to understand the principalship that works effectively in atypical school context, it is necessary to describe the school before the current principal came into the position almost four years ago. Teachers working more than five years in the school were valuable informants to reach some comparative data about school. All three teachers that have been working more than five years made similar comparative remarks about school. In the past, there was a negative working environment because of poor human relations that were adversely affected by groupings among teachers and principal's favoritism. There were a lot of power games based on personal interests between groups in the school. Besides, real problems of the school such as behavior and discipline problems, teacher shortage and serious financial problems were ignored. The school was dirty and cold and this made everything worse.

Teacher 2 has been working in the school for seven years and in reference to principal in the past, she said

The school principal did not have a positive relation with teachers. She was not fair, she favored three teachers and polarization among teachers led tensions. She was a good person but I do not think that she was a good manager because of her favoritism that caused polarization among teachers and because of her inapt attitudes to solve school's problems. The current principal knows a lot of people and I find him quite skillful.

She also added

When I started to work in this school, we had no heating system. We were wearing coats during classes. Now it is not like that. We had a conference hall but nobody was using it. The current principal redecorated the hall and now I spent time with my students there doing some activities.

Teacher 4 has been working in the school for seven years, too. She made similar remarks with Teacher 2 as given follows,

In those years I wanted to be appointed to another school as soon as possible. There atmosphere was not positive. Difficulties can be endured if there is a positive atmosphere. There is a distance between school administrators and teachers. Groupings, conflicts...We were doing what we were told. Human relations were weak. School administration has no power. We were never appreciated, we were working in very difficult situations and the principal did nothing to facilitate our tasks. There were many problems with the physical environment. We refrained from going and talking to our problems with the principal openly. Teachers' room was dirty and things were taken personal. The school environment was the same. There was no discipline, no rules in the school. The current principal set some rules when he comes to the position but the effects of these rules are incremental and it takes a lot of time to make the rules in place. In terms of behaviors, we have seen the effects of these rules but it is difficult to say the same thing for teaching.

Teacher 3 said that:

There is no difference in terms of student intake and parents. But the current principal is always busy with doing something, he wants to do something all the time. The previous principal was a good person too but she did not do much for the school.

Today the school has changed since the current principal came into position. Data revealed that improvements were traced in the physical conditions, personal relations and parental involvement. All these have a direct effect making school a better place than students' homes; teacher's enduring the difficulties of working in an atypical; and prompting parents to assume more responsibility in school, but have an indirect effect on preventing students' leaving their backpack and get new one outside school.

Improving Physical Conditions

When physical changes were considered, it was found that the principal took teachers' wishes into consideration first and then started to make the specified changes. There was a very small teachers' room, there was even no enough space for every teacher to sit and relax in break times. He changed teachers' room from a small cramped place to a bigger lighter room where teachers can sit, get ready for their classes, drink tea and socialize. He made the fences surrounding the school garden renovated. There was a conference hall in the school but it was locked all the time. The principal made some changes inside the hall and opened it for the use of teachers and student. The school was cold and dirty before. He solved the heating problem and hired a staff for the cleaning. He designed one class as English classroom and equipped it with audio-visual materials to make students get more benefit from English classes. There was no science laboratory and library in the school. The researcher was present when they were opened with a ceremony.

The principal knows the problems stemming from the insufficient physical conditions and does his best to address each problem meticulously. Though it is, of course, impossible to do all these with the official budget of the school, he does not sit and wait and let the problems be unsolved. He gets into contact with outside world to find extra money for the school. He finds sponsors and asks help from foundations, which he knows that help other schools in the district. An example of his attempt is that he gets into contact with a Communication and Solidarity with Village Teachers Association to open a library and laboratory in the school. He also buys the school provisions from near shops and in return he asks the shop owners to cover some of their basic needs. The previous year, for instance, they donated money to be spent for the uniforms of school football team.

Improving Relations with Teachers, Students, Parents and the People in the Community

The principal tries to build positive relations with teachers, students and parents. To achieve this, he uses different strategies for each group. For instance, he builds fair, supportive, motivating, open and friendly relations and values teachers' professional knowledge and experience. He organizes barbecue parties to make teachers connected to each other to create a positive atmosphere in school. He has

one-to-one relations with teachers. He helps teachers with their private problems.

Teacher 2 said

The principal has one-to-one relations with teachers. We are eighteen teachers in here and he at least knows the private life of six or seven teachers. He has friendly, father-like attitude but as a principal he can be serious as well.

He uses an open door policy to be accessible to everybody at school. Teachers can easily enter into his room and speak openly. He is visible in everywhere. He visits teachers' room two or three times during a day to talk to teachers. In reference to this, Teacher 5 said that

He always takes our opinion. For instance, the school was going to be painted. He asked our choices. He is not dominant or authoritarian. If a teacher says he/she does not feel well, even you say I do not feel well psychologically, he gives him/her permission to rest at home. These kind of behaviors increase people's motivation. In my previous school, I was afraid of going out of my class lest I could see the principal. We never exploit principal's good intentions.

He encourages teachers work as a team and sometimes he is present in team works as a member, not as the school administrator. He leaves the professional responsibilities to teachers. He motivates teachers spend extra time for social activities and let them free in their preparation. He neither interferes social activities prepared by teachers nor distributes duties to teachers for social activities or events. He gives them freedom to work as a team and lets them make their dreams about their profession come true. He always appreciates teachers' hard work and spending extra time for social activities. He, on the other hand, observes classes and help teachers improve their teaching skills. He contemplates on educational issues and their impacts on his school and discuss them with teachers. The principal himself believes that what he does at school increase teachers' morale.

Having understood the limitations of formal rules for disciplining students in such a school, he created his own personal ways to approach students. Teachers described him as the father of all students. Like what an understanding, caring and affectionate father does for his children; he does the same thing for students. He attends events like picnics with students. Yet, like a father, he loves students but also disciplines them if it is needed. Thus, his father-like attitudes are always in balance

with his position as a school principal. As Teacher 3 said that “he loves students. Students also love him but they are afraid of him, too. He is a father figure for the students. And he also encourages students very well. He always tells them they are good and they can do well.” He never hides behind closed doors and makes himself inaccessible for the students. It was observed that once a student who wanted to go to the store outside school came and asked his permission. In a typical school, it may be quite unexpected for students to go to the principal room and asked for going out. Without getting angry or shouting them, he asked them what they needed to buy and told them they could go after school.

He gives importance to students’ involvement in school. He especially spends time and puts efforts to deal with disruptive, low-achieving students and tries to motivate to learn as much as they can from school. This does not necessarily mean learning maths, science or history. He believes that low-achieving students show more inclination to drop school; therefore, insisting and expecting them to learn only maths or science results in learning nothing at school. That is why, according to the principal, to enhance low-achievers’ involvement in school, teachers should focus on two things.

Firstly, they should make the students acquire the skills and knowledge necessary to live in the society as responsible citizens; and secondly, they should encourage them take part in social activities based on their talent. He knows that the majority of students are Roman and as they usually fail in school, it is better to give responsibility to these students in social activities based on their talents. Roman students have talents for playing musical instruments, dancing, acting and singing. He increased the number of social activities in school especially for these students. As an example of his efforts to increase the number and the variety of social activities in school can be given from researcher’s own experience in school. During the time of the study, as part of a European project, the researcher was giving workshops on school violence that include role-play activities and some lecture. The principal thought that the workshop would be useful for their students and kindly asked the researcher to organize one in the school. He told that they would not show interest or learn if it was only a lecture but role-playing activities would take their attention and they would at least learn while roleplaying.

As explained before, the principal motivates teachers to organize social activities. He always motivates students to take part in social activities, appreciates

their success and awards them. He knows that students attach importance to be awarded and get present because they cannot get any appreciation or awards from their parents. The principal also does not see any point in low-achieving students' class repetition. Teacher 10 said "he always tells us there is no point in making them come to school for another year. Let them pass and start vocational school as soon as possible as if they can."

Research data revealed that school principal was good at improving school in many respects. Yet, what he does can not change the quality of the student input. Teachers generally agree that he does not have a direct but rather indirect effect on student learning. Teacher 2 said "The positive atmosphere affects students. Teachers have high morale and they are more active in their classes. This is principal's success but he does not teach so he does not have an effect on student learning."

Teacher 4 said

What the principal does has a direct effect students' academic achievement. They affect behaviors, competitions, debates, etc. But they prevent chaos at school. He motivates and persuades us to spend extra time at school to organize social activities but students can not pass Seviye Belirleme Sınavı (SBS) exam at the end.

The school principal manages his relations with outside world very well, too. The researcher observed some ceremonies in the school. In each ceremony people from the higher authorities, principals of nearby schools and some other important people living in the environment were invited. During those ceremonies, it was observed that the principal has positive relations with all these people. He knows how to behave to different groups of people. He shows respect to people from higher authorities, including people from local education directorates and district mayor. He also promotes the school to these people through presenting the changes made in school over the years. He also respects the history of the school.

All these showed that the principal's personality is also significant in his principalship. His personality has a great role in building positive relations in school. On her first day of the observation, the researcher paid attention to the simplicity of his room. It was also observed that he gives a warm welcome and show hospitality. This continued throughout the study. Teachers confirmed that he is modest, humane

and warm and all these personal qualities are reflected in his behaviors. They also think that he is caring, understanding and tolerant towards them and they are all happy to work with such a principal. In reference to principal's humane behaviors, Teacher 6 said "In the school that I work before teachers were seen as machine. I am not a machine or puppet. I am a human being with emotions. To be happy is important for me. The principal gives importance to emotions. He never forgets that we are human. He behaves teachers as it should be."

Teachers described him as active and serious about his job. He comes to school early in the morning and stays late at night. He spent a lot of time to make the changes and get them in place. The head of PTA described him as follows,

He comes to school before it opens. He welcomes students at the door. He is disciplined and serious. He walks around the neighbourhood to find students hiding in the apartment entrances to smoke or escape from school and bring them back to school. He told parents not to send their children too early to school to prevent trauncy.

Teachers find the principal quite persuasive. He makes them believe and put energy in what he says. He has the knowledge and the wisdom that is needed to lead in such a context. He told that he learnt from past experiences and he tried to eliminate negative things. He knows the district well because of his previous work experience in the same district.

Improving Parental Involvement

The principal increases parental involvement through making PTA more functional. To understand what he does in relation to PTA, it is necessary to know what parents' role in school five years ago.

The head of PTA described the school five years ago. She said that:

I have known the school for fifteen years. I have seen many principals and the majority are the women. They were sitting, gossiping and smoking in their own room. They did not let us go inside the school. The parents had no role they were bringing their children in the morning and picking them up in the afternoon from the school gate. There was no order. Even the head of PTA did not have an Access to school. We could see teachers outside school. With the current principal we started to work actively for the school. There is an order and discipline in the school now.

According to all members of PTA, the principal is quite successful in changing school and they are voluntarily help him to make changes. They said that their children are aware of the changes in the school and they have positive feelings about the current condition of school. One of the members of the PTA said that “he is the best principal the school has ever had.”

The principal managed to create positive influence on every stakeholder group to make the school a place where everything goes well for everybody. He tries to make things better for everybody. Teacher 10 said “he was absent for a week. There was a chaos at school. It was like the father of the house was missing.” He puts special emphasis on sending the right message to teachers, students and parents to create the same positive influence on everybody. In situations that involve conflicts between teachers and parents, he always plays the role of mediator, be fair and solve the problems in a constructive way as Teacher 8 stated

He is a buffer between teachers and parents. He is a very good mediator in solving problems. I have seen many principals who put the parents on a pedestal and left teachers alone. But in here the principal always focuses on solutions, not the people involved in the conflict.

To put in a nutshell, the principal is the leader for everybody in the school. He has invested a lot of time and energy in the school, He had heart attack because of the hard days he has gone through in the school. But even this did not stop him thinking of more changes. He has a lot of new projects for the school. Yet, feeling a little hopeless, to initiate more change he believed that changing even small things take a lot of time in the school and he sometimes felt hopeless to initiate more change because of the school environment and the quality of the student intake.

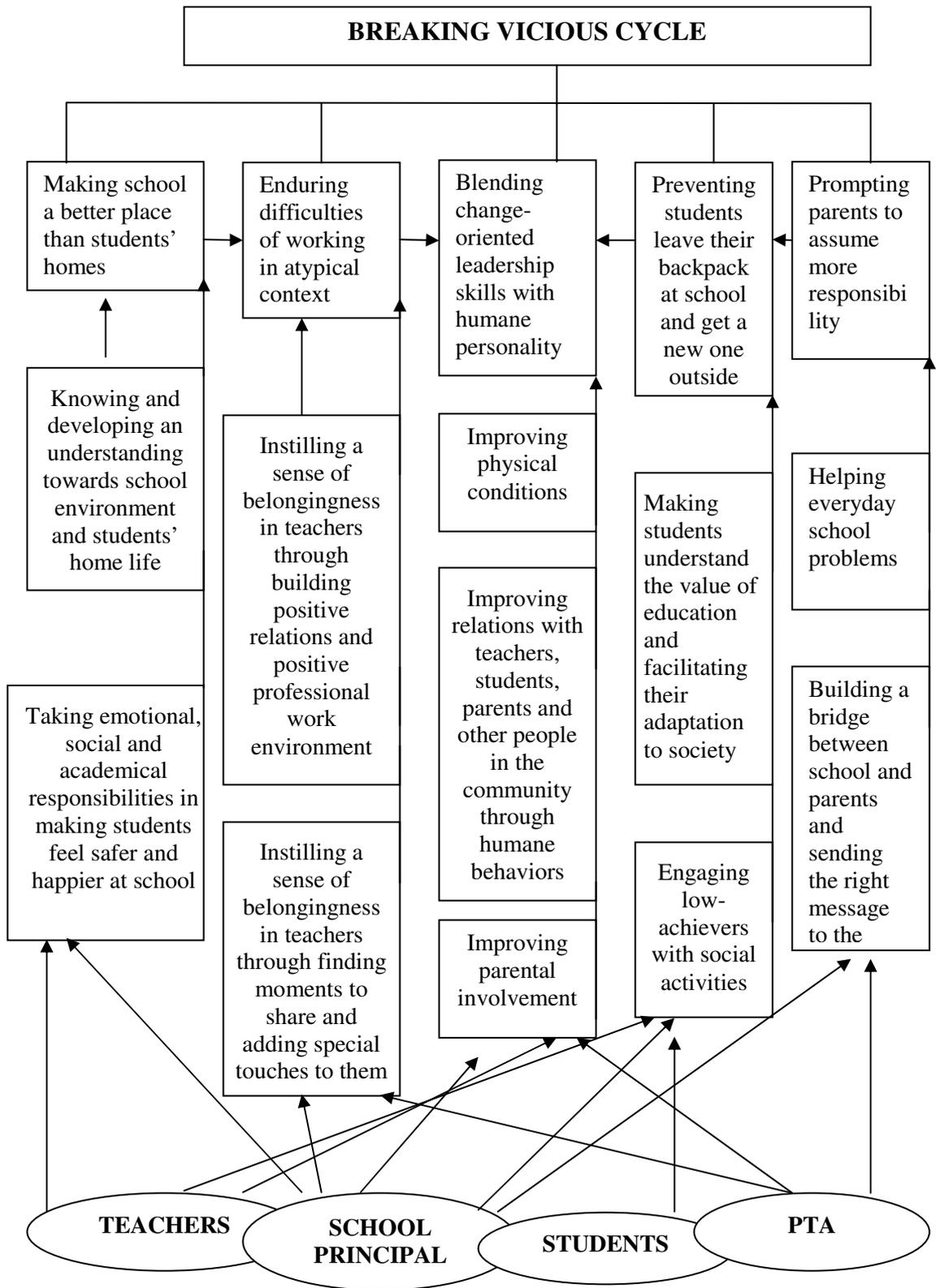


Figure 4 Breaking the vicious cycle in an atypical school context

4.1.6 Enablers and Blockers Affecting Atypical School

Research data revealed there are some factors that hinder the likely success of breaking vicious cycle process in school. Table 5 shows these factors. Indeed, these factors have bearings on the functioning of the daily life in school and when the interrelatedness of them is concerned, it is conceived that their effects are system-wide. To emphasize their role on the whole system, the researcher called them “enabling” and “blocking” factors.

Table 5
Enablers and Blockers Affecting Atypical School

	ENABLERS	BLOCKERS
School-based	<p>lower class sizes</p> <p>a good teaching team</p> <p>the existence of active PTA</p> <p>the principalship appropriate to atypical context</p>	<p>hygiene problems</p> <p>insufficient financial resources</p>
School community-based		<p>parents’ negative attitude towards education</p> <p>The uncaring behaviors of parents towards their children</p> <p>school’s being a second home for a specific ethnic group</p>
Wider-environment-based		<p>constructivist centralized curriculum</p> <p>abolishing disciplinary sanctions</p> <p>the appointment of teachers in the middle of the semester</p> <p>lacking of a guiding and orientation system for students talented in music, sports or art</p>

It was seen that enablers are only school-based conditions. Blockers, however, are three-faceted: school-based, school community-based and wider-environment based (system-wide) conditions. While school-based blockers are hygiene problems and insufficient financial resources, school community-based blockers are parents' negative attitude towards education, and school's being a second home for Roman people, which leads to no change in terms of student input. Wider-environment based (system-wide) conditions, on the other hand, are related to some of the characteristics of Turkish education system. These are the negative impact of the heavy curriculum; teachers' appointment in the middle of the semester; negative effect of the abolishment of disciplinary sanctions and the insufficiency of the system to guide and transfer talented children directly to schools like conservatory, sports academy or schools that take students based on their talent.

The enablers are some of the characteristics of school including lower class sizes, a good teaching team, existence of an active PTA and the principalship based on some specific leadership skills and personality qualities, which is the right blend for atypical school. Teacher 9 said "Roman children are the majority and people call this school Gypsies' School. Because of this bad reputation in the environment, we have lower class sizes when compared to other schools in the district." Having a bad reputation can have a blocking effect but, in fact, it turns out to be a positive thing for the school. Teachers perceive lower class size as an advantage for the school as Teacher 4 said "classes are not crowded so I think this is a real advantage for teachers." Teacher 8 puts considerable attention to the importance of having lower class sizes and said "In this school classes with forty students never work out because we are teaching them how to behave well and this is more important."

In addition to the lower class sizes, members of PTA believed that the school is lucky because there is a very good teaching team in the school. Teachers also agree that they are working very hard to improve teaching and learning in school. They strive to give students academical, social and psychological support that they need. In addition to the quality teachers, an active PTA is a great asset for the school. They help teachers to endure the difficulties that are specific to the school.

Research data showed that principal can facilitate things for teachers, students and parents. Being a principal in a school living in an atypical context entails a change-oriented leadership which is woven with knowledge, wisdom and patience and blended with humane attitudes and behaviors.

Hygiene problems negatively affect the daily life in school, according to parents. Teachers mentioned another school-based blocker- lack of sufficient financial resources-that has a great impact on every school businesses and people living in the school.

School community-based blockers, on the other hand, emanates from the people, especially Roman people whose children are the majority in school. Their negative attitudes towards education and their uncaring behaviors engender similar attitudes and behaviors in their children.

Wider-environment-based blockers were reported to be related to the practices of MoNE. During one of the observation session, the researcher talked to a parent waiting in front of a classroom. She talked about the difficulty of math classes. She said that she graduated from primary school and she could not help her child doing homework. She sent him to the neighbour's daughter studying at the university who also found the Math problems difficult even for her. In the interviews, teachers and the school principal's remarks proved the parent's criticisms. They articulated that it is very difficult to follow the new curriculum in their school because of student intake, insufficient technological infrastructure, and teachers' lack of training in new curriculum.

In addition to the heavy curriculum, appointment of teachers' in the middle of the semester affects students' learning. In refence to this, the school principal said

Teachers' appointment in the middle of the semester is not a good practice. We have experienced the negative effect of this. In our fourth grade, for instance, we changed four teachers in a school year. Once students start to emotionally attach their teacher, he/she goes and o new teacher comes. Students, parents, they are all dissatisfied with changing teachers in short intervals.

Some teachers complain about the difficulties of dealing with discipline issues in school. Abolishing disciplinary sanctions from schools aggravated their situation. Thus, they started to develop strategies to overcome the discipline problems which are increasing in secondary classes. As an example for a strategy is that they created their own way to deal with it by creating a fake disciplinary board to give punishment to students.

Last but not the least, Turkish Education System lacks a kind of guidance and a orientation system that treats students according to their talents and capacities. In

secondary school students do not get the education according to their interests and talents. Besides, they are not provided with sufficient psychological and guidance support to pursue their interests. They are not given any orientation program. School principal complains that principals or teachers' opinion are not taken into consideration to send students to art, sports or vocational schools or school of music and theatre (conservatory) right after secondary school. In their school, for instance, they said there are a lot of students who are talented in music, dance and theatre and they have to take exams to attend those schools. Most of them even do not have the money to cover the exam fees, so, they give up from the beginning. School principal said, "I wish we could send them to schools according to their interest. I wish somebody had asked our opinions instead of forcing them to take exams." Teacher 10 also emphasized the need for an orientation system, "students should be directly sent high schools based on the opinions of teachers and the principal who have the capacity to assess the children's talents and interest. Our evaluations should be counted."

In reference to this topic, Teacher 7 said:

The most important problem in this school is that students do not worry about their future. They must be provided with a better psychological support and streaming system. Because they do not have any aims in life, they are underachievers and they do not show respect to teachers. If there is a kind of streaming, successful results can be taken. Students must be formed according to students' capacity and talents.

Research data showed that in an atypical context, there is a need to break the vicious cycle to enable the school function as a whole system. Breaking vicious cycle takes time and a great deal of effort. It entails shared desire and commitment on the part of school principal, teachers and parents who have a direct contact with school.

There are not significant changes in the school but to tell the truth, things are getting better every day, especially for students. Social activities are good for them...The improvement of school considerably depends on the improvement in the environment.

The above quotation from Teacher 7 shows the link between school and the community it lives with. Thus, it is possible to say that the likely success of breaking vicious cycle contingent upon school community because of their consequential effects on their children and, thereby, school.

4.2. How Does “Breaking the Vicious Cycle” Fit the Hoy and Miskel’s Model of School as a Social System?

The research data produced the following five theoretical propositions with regard to the main process, “breaking vicious cycle”, that was found to happen in atypical school. To understand how they fit the Hoy and Miskel’s model of school as a social system, a brief description of each proposition is given below.

Theoretical proposition 1: When a school lives in an atypical context, people, especially teachers who are the key people because of their closeness to students in the school, need to know and develop an understanding towards school environment and students’ home life and take emotional, social and academical responsibilities to make the school a place where students feel themselves safer and happier than their home.

This proposition suggests that teachers are the key people to influence students because of their direct contact all the time. In atypical context, teachers’ approach to students gains more importance owing to negative conditions or blockers that these students face in their family or in their community. Teachers must show empathy to their students, most of who come from impoverished, undereducated and separated families with no hopes or expectations from their children. With the help of the school principal, teachers should create all the conditions better than the ones in their home to enhance students’ academical, social and emotional well-being in school.

Theoretical proposition 2: Teaching in atypical school is hard but it can be endurable when a sense of belongingness is instilled in teachers through building positive relations and professional work environment and creating special moments to share and adding special touches to them.

Teaching in atypical context is not rewarding because of two reasons. Firstly, teachers’ morale and motivation can be easily affected by the negative image of the school and the dissatisfaction of working mostly with low-achieving or problem

students. Secondly because of the students' background and their characteristics, teachers have to deal with several issues beyond their role definitions. Therefore, there is a need to make teaching rewarding in such schools. It is difficult to extrinsically motivate teachers in public schools, so, ways to intrinsically motivate teachers should be found. Cultivating positive relations among teachers, giving freedom to exhibit their professional knowledge, and expertise, giving voice in making changes and making them share moments to feel that they are a group can be helpful to increase teachers' work commitment.

Theoretical proposition 3: Multiplying learning opportunities for students in atypical school context is crucial to reach every student, especially low-achieving ones, in the system. Once this is achieved, school makes a difference not only in the students but in the society as well through reconciling the values taught at school and the values of the school community.

In atypical context, students' negative attitudes to education and lack of motivation are two major sources that need to be handled with a great care. If teaching is not adapted to meet the capacities and talents of students, students can develop more inclination to develop negative attitudes to school, show more absenteeism or drop school. School dropout is one of the major threats to break the vicious cycle in atypical context because it causes the system to be fed with similar student input over the years and makes the vicious cycle continue over the years.

There is a need to find ways to keep students in the education system and get more benefits from school. Increasing the number of social activities and giving more responsibilities to low-achievers in these activities can be one solution. This can give them an aim to achieve and a sense of achievement at the end. When their engagement with school increases, it can be prevented, at least, to get the students worse. Also, when students spend more time in school, they will get more benefit from school. In atypical context, students must be taught what is right or wrong along with the qualities of being a good citizen and then they should be expected to transfer what they have learnt in school to their life outside.

Theoretical proposition 4: Parents should be prompted to assume more responsibility in daily life of school because there is always need for extra help in atypical schools. When parents know inside the school well, they will build a bridge between school and the school community to send the right message about the school to the outside world.

Parental involvement is important for each school but it seems fundamental in atypical schools. A daily life in an atypical school is hectic and teachers need help, especially elementary school teachers who need help to deal with younger students' hygiene, health and nutrition, which can pose problems than in other schools. It is unlikely for public schools to hire someone to assist teachers with these things. Thus, parents can be ideal people for helping teachers as class mothers. Such a contribution calls for willing and voluntary parents. If there is Parents Teacher Association, its members of can be helpful. If there is no PTA, school administrators start work with organizing a PTA.

Also in atypical context, it can be difficult to reach parents if they are working all day, or if they do not show interest in their children's education. In a small school community, members of PTA can know all the parents living around and they can help teachers reach parents. PTA members can also help publicity; they can make others get the right impression about school.

Theoretical proposition 5: Through blending change-oriented leadership skills with humane personality, principal is the key person in breaking vicious cycle in school living atypical context. To improve physical conditions, parental involvement and relations with teachers-students-parents and have a direct effect on making school a better place than students' homes; teacher's enduring the difficulties of working in an atypical; and prompting parents to assume more responsibility in school, but have an indirect effect on preventing students' leaving their backpack and get new one outside school.

This proposition suggests that everything that goes on in atypical school is intertwined with one another and the school principal is in the center of this complex system. He/she should know the school and its surrounding environment and have the wisdom and experience to take initiatives and make the right decisions and changes to ensure the functioning of each part in this complex system. Briefly, being a principal in such a school entails a change-oriented leadership which is woven with knowledge, wisdom and patience and blended with humane attitudes and behaviors. This is shown in Figure 5.

In atypical context, change should be induced from different sources at the same time. The decision about what to change or improve should be participatory but starting changes in things that positively affect people's well-being, comfort and need of recognition and socialization can make things better for teachers, students

and parents. If the physical conditions are not sufficient and people do not work comfortably because of problems like heating, cleaning or lack of space and complain about these all the time, it will be wiser to start changes through improving physical conditions.

The principal is the only person that has the power to have an effect on all actions in school. Apart from preventing students' leaving their backpack and get new one outside school that is mainly related to students' involvement and learning, the principal has immediate direct effect on other actions in the school. However, since each action is intertwined, the principal has a great influence on the whole school system. In atypical context, leading by empowering and appreciating can make positive effects on teachers. The principals also should not control the openness of the system as the community involvement is essential in atypical context.

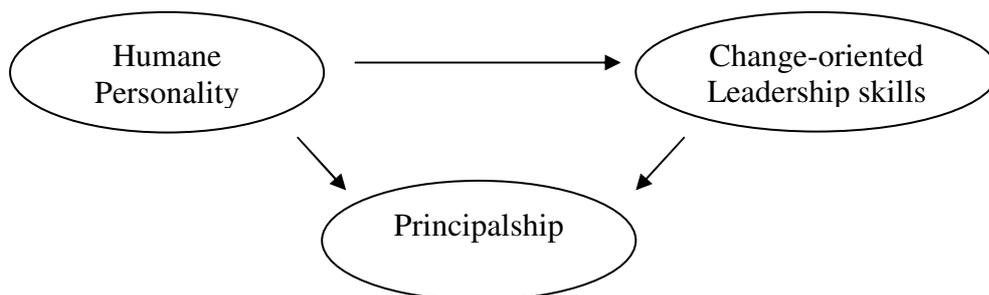


Figure 5 Principalship in an Atypical School Context

The Hoy and Miskel's model incorporates three systems perspective: rational, natural and open. In the model there is an emphasis on formal and informal subsystems of school including structure, individual, and culture and politics which are influenced by different teaching-learning process and environmental forces (Hoy & Miskel, 2008). Breaking vicious cycle process showed that in atypical context, individual and cultural subsystems are more evident and salient whereas politics and some aspects of structural system like formal rules and hierarchy are less apparent. Theoretical propositions 1, 2 and 3 reveal that in atypical school, informal aspects of school life such as people, relations and culture are emphasized.

Hoy and Miskel (2008) talked about four important aspects of individual system: needs, beliefs, goals and cognitive orientation to work. They all interact with the structure to shape the behavior in school. In atypical school, teachers clearly perceive the challenging roles they have in the school. They are not only expected to go to the classroom and teach and be responsible for students' learning but rather they are expected to "know and develop an understanding towards school environment and students' home life" and "take emotional, social and academical responsibilities" as specified in Theoretical proposition 1 and "multiplying learning opportunities for especially low-achieving students to reconcile the values taught at school and the values of the school community" as specified in Theoretical proposition 3. It is obvious that teachers' role definition in atypical school is expanded.

"Roles derive their meaning from other roles in the system and in this sense are complementary" (Hoy and Miskel, 2008, p. 25). Without a doubt, teachers have a great role in breaking vicious cycle and in terms of defining their role in the process, the role of students and the role of school principal are critical. Students' background and low academic achievement have a negative influence on teachers' perception of their roles whereas the principal's change-oriented leadership and humane personality shape their role perception positively in the school. Teachers' role definitions are also related to the enablers and blockers affecting the atypical school system, which means that what affects the whole system makes a positive or negative contribution to teachers' perception of their role in the school.

Teachers generally perceive their relations with students positive. Parents participated in focus group interview and the school principal also agrees that teacher-student relations are constructive. Teachers are aware that through building positive relations, they have to create better physical conditions and provide psychological support for students, most of who lacks a proper home and family life. Teachers are also aware that all these add burdens on their shoulders.

Teachers, on the other hand, know that students' lack of motivation to be cultivated and poor academic achievement creates professional challenges for them. School principal's demand for making low-achievers more active in school force them to multiply learning opportunities that calls for a change in their traditional academic teaching. This requires adaptation of teaching to students' needs and interests. Based on students' talent in music, dance and sports, the integration of

different social activities into lessons or school activities and group work to design and organize these extra activities becomes a necessity. Again, this means, in addition to the formal teaching and other duties, spending extra time and effort for teachers to improve their teaching skills, their abilities to organize and perform social activities and their working as a team.

Hoy and Miskel (2008) maintains that there should be a match between bureaucratic expectations from teachers and their needs, goals and beliefs about their role and position in the school. Breaking vicious cycle showed that when teachers' perception of their roles in the school is in conflict with their personal needs, goals and beliefs, teachers are in dilemma to stay or leave school in the school. This is moderated by school culture and the leadership of the school principal.

Theoretical proposition 2 suggests that teaching in atypical context can be enduring if there are positive relations and a positive work culture are in place. Teachers have a commitment to school and they feel that they are happy in the school because of the positive atmosphere. Thus, in atypical school, enhancing teachers' morale and intrinsic motivation and satisfaction is essential to make a positive impact on teachers' personal approach to their role in the school. To build and maintain the web of positive relations in school, small gatherings, ceremonies or other special organizations should be planned and shared. There must be something unique in these organizations that make teachers feel that they belong to school.

In atypical context, the principal's fair treatment is valuable to understand teachers' role and behaviors in the school. School principal's recognition and appreciation of their professional identity and his fair, supportive and friendly attitudes and behaviors are other sources of happiness and commitment in the school. In other words, if friendly, sincere and supportive relations among teachers are endorsed by school principal's fair, motivating, caring and humane attitudes and behaviors together with his little interference to teachers' professional responsibilities, teachers have high morale and motivation and positive personal interpretation of their job.

According to Hoy and Miskel, structural, individual, cultural and political subsystems are connected to teaching-learning process which is described as the core of the model because there is a dynamic interplay between it and other parts of the system. Teaching-learning process helps students go through a transformation process and at the end of schooling they are expected to change. With "change," Hoy

and Miskel (2008) emphasizes both knowledge and behavior. They gave a reference to three theories of learning-behavioral, cognitive and constructivists-to support their claim that "...there is no one best explanation of learning. In fact, different theories of learning offer more or less useful explanations depending on what is to be explained" (p. 41).

In atypical school, teaching-learning process is much more important because of the low academic achievement. Learning is extremely dependent on students' background. This is more significant for Roman children who were found to drop school because of economic conditions of their family and problems pertaining to education system (Kyuchukov, 2000).

Breaking vicious cycle showed that family structure, the characteristics of school community and any problem related to students' learning capacity should guide teachers in their design of teaching. Teachers should also be aware that teaching does not equal to transferring academic knowledge to students who are lack of basic social skills and knowledge that are necessary to live properly in the society.

Theoretical 3 suggests that "multiplying learning opportunities especially for low-achieving ones" makes a difference not only in the students but also in the school community as well. Teachers first find ways to take low-achieving students attention and make them spend more time in school. Teachers must know their capacity, interests and needs and instead of insisting on teaching heavy stuffs in the curriculum, they develop different activities which prevent them leaving school early but enhances their sense of responsibility. Once students develop negative attitudes towards school as their parents, relatives or their neighbours in the community do, they will cause the vicious cycle continue. However, if they spend more time in school and get more advantage of the opportunities that school offer, they will be the intermediary for reconciling "the values taught at school and the values of the school community." This must be the primary goal of teaching-learning process in atypical context.

In her study with Roman children in a public school in Hungary, Messing (2008) defines the good practices that have positive impacts on Roman students attending to primary school. These practices include differentiated teaching, cooperative teaching methods and after school programs. However, it was found that they have no effect on Roman students in secondary school who usually drop school because girls usually become early mothers and boys work outside.

In atypical school, five interrelated actions of breaking vicious cycle serve to create an impact on students' learning. Although the principal is the central figure in terms of all these five actions, when compared to teachers, the principal has a little effect on students' learning. As theoretical proposition 5 shows, the principal has indirect effect on teaching and learning, so, expecting too much from the principals working in atypical contexts about the things they have relatively little influence is not realistic. They are held responsible for making changes and taking actions that help teachers focus on teaching and learning and improving the quality of them.

In Hoy and Miskel's model of school as a social system, parents are conceptualized as interested constituencies who stand outside school with other constituencies like regulatory bodies and educational institutions. However, in atypical context, parents should be treated as insiders rather than outsiders. Theoretical proposition 4 suggests that the representation of parents in the daily life of school is positively related to breaking vicious cycle. Parents Teacher Association is ideal for the representation of parents in school. In atypical schools, PTA should be active and take parts in the daily tasks and responsibilities. Parents' involvement can reduce the amount of extra work that teachers have to assume in the school. Parents as insiders can also be excellent intermediary between school and the community. They can have bidirectional role: they send the messages about school to the environment and seek and provide regular feedback from the environment.

In the Hoy and Miskel's model of school as a social system, decision making, leadership and communication are described as three key administrative processes. As Hoy and Miskel (2008, p. 466) stated that:

...administrators are responsible for school effectiveness and quality of student learning and teaching. On the one hand, they must respond to the expectations and information carried in the feedback loops; on the other hand, they must maintain or increase goal-oriented behavior of teachers, students and other employees. One of the major administrative problems-control of performance-requires not only the allocation of resources, but also the integration of the basic organizational dimensions (structure, culture, individuals, and politics). Fulfillment of administrative functions requires deciding, motivating, communicating, and leading.

In atypical context, these functions are also important, but the way they are carried out makes difference. Decision making, communication and leadership are

intertwined and they are partly shaped by the principal's personality. Decision making should be participatory and to the point. Teachers and parents should feel that their opinions are valued and their contributions are significant for the daily life of the school system. The principal can use different communication techniques to teachers, parents and students to leave the same positive effect on each of them. While recognizing and treating teachers as professionals can send positive message to teachers, trying to speak the same language with parents can have similar effect on parents. Approaching students like an affectionate, understanding, caring but at the same time serious father can be difficult but promising.

Lunenburg and Ornstein (2008) focus on school principals' role in managing schools as social systems. School administrators are expected to ensure the flow of input from the environment and to carry out some certain administrative functions such as structuring, developing culture, motivating, leading, decision making, communicating, initiating and managing change, administering curriculum, improving teaching and working teachers' career. These tasks show that school principals are expected to have control on every aspect or subsystem to manage the system as a whole.

Controlling and managing the school as a whole system is also important for breaking vicious cycle because all actions revolve around the principal. Theoretical proposition 5 defines the principal as the key figure for breaking vicious cycle. During the interviews with teachers and the parents, some of the personal traits of the school principal appeared as a key figure. The following adjectives were used to describe his personality: "friendly, humane, warm, serious, understanding, caring and active". There is a consistency about his humane personality. Teachers and parents believe that the principal cares people and he tries not to hurt people's feelings. This has an impact on his behaviors as the leader of the school.

Figure 6 illustrates model of "breaking vicious cycle" in atypical schools. As the model illustrates, breaking vicious cycle is the main process in school. The principal, teachers and the members of PTA have different roles but the same aims in this process. Students are the main target group; breaking vicious cycle aims to create positive changes in students. One of the important consequences of breaking vicious cycle can be preventing students getting worse. Students who drop school can become a source of a blocker on the school system. Thus breaking vicious cycle prevent students leave school early and encourage them to complete their education.

Once students stay in the system, constructive changes can occur in their attitudes towards education and what they learn at school facilitate their adaptation to the society outside their own closed community. When the vicious cycle is broken, everything will be different for the next generations. There will be more educated people around and they will set good examples for others and they will transfer the values they learn at school to their community. Breaking vicious cycle in the school may have tremendous cascade effect on the school community.

It is obvious that environment plays a crucial role in breaking vicious cycle. In terms of environment, there is a need to make a distinction between the immediate community that school lives in and the wider environment that encircles school. Such distinction seems to be more evident for a school living in atypical context. The school community in this study has its own strong values and norms that remain intact. These values and norms adversely affect the whole school system because they are not in line with the values that school system foster. Environment also pose challenges for a school in atypical context, but, these do not stem from conflicting values. When the wider-environment based blockers such as curriculum, abolishment of disciplinary sanctions, appointment of teachers in the middle of the semester or lacking of an orientation system are concerned, it is seen that they are all related to the highly centralized characteristics of Turkish education system.

In the Hoy and Miskel's model of school as a social system, environment is defined too general. Anything that stay behind school walls are treated as the part of environment. "It is the system's source of energy. It provides resources, values, technology, demands and history-all of which place constraints and opportunities on organizational action" (Hoy & Miskel, 2008, p. 30). They added that the degree of uncertainty, the degree of structure and the degree of scarcity in the environment can be both constraints and opportunities for school as a social system.

In atypical context, as explained above, the environment consists of two separate but interdependent layers. School community can be defined as the group of people living in the immediate environment of school. The wider-environment, on the other hand, can be defined as the society that we know in general terms. Both of them have effects on the school system. The values and norms hold by the school community and the rigid structure of Turkish education system hinder or diminish the likely positive effect of breaking vicious cycle. This shows that school lives with its community and the boundaries between school and the community and the wider

environment can not be drawn strictly. Social systems are open systems (Hoy & Miskel, 2008) and for the school in atypical context, this is more apparent.

All theoretical propositions suggest that breaking vicious cycle in atypical context means a set of interrelated actions that aim to build a school where the principal, teachers and parents work together in harmony with each other. It is marked with informal mechanisms-positive relations and positive working atmosphere for teachers; principalship that is based on change-oriented leadership skills and humane personality; teaching that is mostly shaped by students' talents and interests to make perpetual changes on their perceptions of the values of education; and parental involvement in school life to build a bridge between school and the community.

Breaking vicious cycle aims to decrease the negative impact of the community on students through increasing their involvement in school and facilitating their acquisition of positive values pertinent to the society. In other words, the school living in atypical context suffers from multiple blockers, some of which cannot be eliminated no matter what school does. However, their negative effects can be decreased, if not eliminated. School should strive to increase the number of enablers and get more advantage from them. The existence of a well-established PTA in the school sets a good example to decrease the negative effect of some school-based and school community-based blockers.

As mentioned before, breaking vicious cycle in atypical context takes time and it occurs incrementally. It gives meaning to the experiences of school staff and parents who aspire to make big changes but achieve incremental advancements in the educational life of students, especially of socially stigmatized ones.

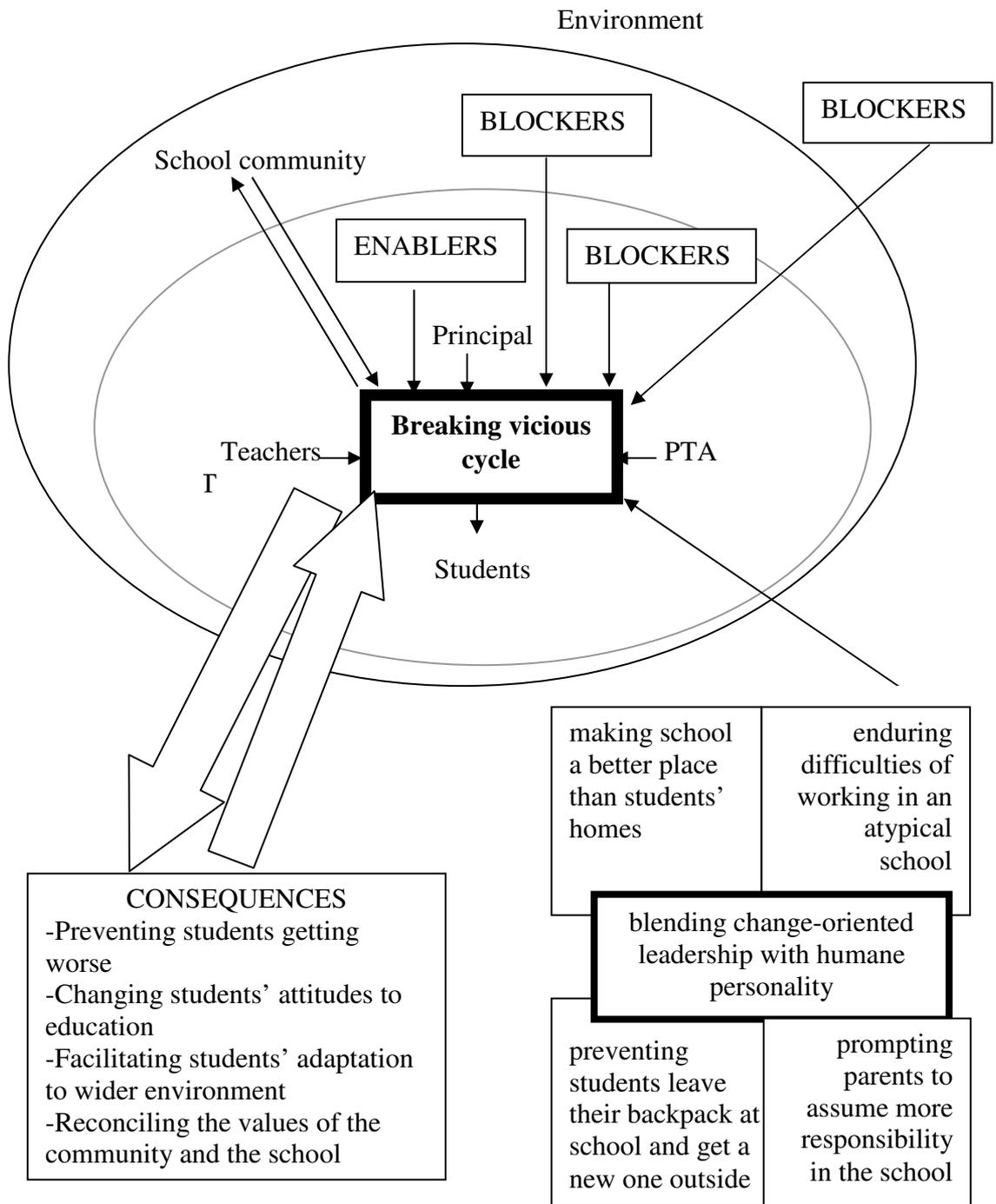


Figure 6 Breaking the Vicious Cycle in an Atypical School Context

CHAPTER V

DISCUSSION

In this chapter, firstly, conclusions based on the process of breaking vicious cycle- the name given to the whole of five theoretical propositions grounded in research data and its implications for the Hoy and Miskel's model of school as a social system will be presented. Then, implications for practice and theory will be presented.

5.1 Discussion

In this study, the life of a school living in an atypical context was investigated through observations, interviews and document analysis. Different voices- school principal, teachers, parents and the researcher- were compared and contrasted to reach some theoretical propositions about the life in the school that lives in an atypical context. The theoretical propositions presented as part of a phenomenon called "breaking vicious cycle", which refers to the process that a school goes through in an atypical context.

5.1.1 Breaking Vicious Cycle

Breaking vicious cycle offers a set of theoretical propositions that are grounded in data collected from a school that has well established itself within Roman community for long years. The school can be defined as *atypical* because of the characteristics of student input and the output that have believed to show almost no change over the years. Since the school is located in one of residential areas of Roman community in the city of Istanbul, the school mostly enrolls students from this community. As the number of migrated people has increased in the school

neighbourhood, the school has started to accept students of migrated families from the eastern and northern parts of Turkey. Both students from Roman community and students of migrated families have low-SES background. When the output of school is analyzed, it was seen that academic achievement is lower and the number of students who continue their education in general or vocational high schools is exceptionally lower.

The atypical characteristics of the school revealed that there is a kind of inherited vicious cycle in the functioning of school. Research results showed that there is a necessity to break this inherited vicious cycle for the school. Observations of the daily life in the school, interviews with the principal, teachers and members of PTA and analysis of school documents showed that steps have been taken to break the vicious cycle through making changes in some aspects of school life. To understand and describe the breaking vicious cycle process in the school, actions were defined and key people and their role were identified.

Breaking vicious cycle consists of five interrelated actions that demand collective efforts of school principal, teachers and parents. School principal is the key figure because of the role he plays in initiating and diffusing change to the whole system. Students are defined as the primary source and motive behind to break the vicious cycle as they have the power to influence and shape their community that can hinder or enable the efforts of the school in the future.

Breaking vicious cycle includes the following actions: making school a better place than students' homes; enduring difficulties of working in an atypical school; preventing students leave their backpack at school and get a new one outside; prompting parents to assume more responsibility; and blending change-oriented leadership skills with humane personality. These actions are not mutually exclusive but interrelated. The analysis of these actions further gives way to make some theoretical propositions about the life in atypical school. In other words, breaking vicious cycle can be explained with the following five theoretical propositions.

1. When a school lives in an atypical context, people, especially teachers, who are the key people because of their closeness to students in the school, need to know and develop an understanding towards school environment and students' home life and take emotional, social and academical responsibilities to make the school a place where students feel themselves safer and happier than their home.

2. Teaching in atypical school is hard but it can be endurable when a sense of belongingness is instilled in teachers through building positive relations and positive professional work environment and creating special moments to share and adding special touches to them.
3. Multiplying learning opportunities for students in atypical school context is important to reach every student, especially low-achieving ones, in the system. Once this is achieved, school makes a difference not only in the students but in the society as well through reconciling the values taught at school and the values of the school community.
4. Parents should be prompted to assume more responsibility in daily life of school because there is always need for extra help in atypical schools. When parents know inside the school well, they will build a bridge between school and the school community to send the right message about the school to the outside world.
5. Through blending change-oriented leadership skills with humane personality, principal is the key person in breaking vicious cycle in school living atypical context. To improve physical conditions, parental involvement and relations with teachers-students-parents and have a direct effect on making school a better place than students' homes; teacher's enduring the difficulties of working in an atypical; and prompting parents to assume more responsibility in school, but have an indirect effect on preventing students' leaving their backpack and get new one outside school.

What do these theoretical propositions underlying the breaking vicious cycle process suggest for the relevant field? How do they refine, develop or challenge the view of school as a social system? What do they mean for people working in atypical schools? What conclusions can be drawn for policy makers? What kind of further research is needed? The answers to all these questions will be discussed in the following parts.

5.1.2 Breaking Vicious Cycle with a Reference to the Hoy and Miskel's Model of School as a Social System

Breaking vicious cycle suggests that we need to refine our understanding of the concept of formal education and school, as well as the role of school principals and teachers working in atypical schools. It was seen that it is difficult to explain what goes on in a school in atypical context with a reference to orthodox view of education and school as depicted in the Hoy and Miskel's model of school as a social system.

To understand the concept of formal education, the intertwined relationship between education, economy, the state and cultural systems must be studied. Through education that the state tries to transmit its power and ideology to individuals who are expected to conform to these and to work for the protection and survival of them in their later life. In addition to this political function, education has the function of raising quality and productive individuals that economic systems need. Education has also the function of acculturation to transmit cultural heritage from one generation to another (Şimşek, 2008).

All these functions of formal education are elaborated in the work of sociologists like Durkheim, Parson and many others who argue that school is an important functional part of society that exist to conserve, promote and develop knowledge and behaviors that are necessary for the smooth functioning of the society. School is a place for selecting and training individuals for their future roles in the society through offering equal chances to everybody to achieve their potential. In other words, this orthodox view of education that conceptualize schools as meritocratic institutions for producing equality (Hurn, 2002) treat children from diverse backgrounds in the same way to learn the rules and norms that apply to the society in general (Ballantine & Spade, 2008).

When the Hoy and Miskel's model of school as a social system is analyzed, it is seen that they hold an orthodox view for education and schools. Hidden in their configuration of school is that Parsonian view of school that offers equal chances to individuals (Cookson & Sadovnik, 2002) and human capitalist view of education that claim school can change individuals, who, in turn, change and transform the society they live in (Şimşek, 2008).

In the model, school is depicted as a powerful institution that can transform each single student in the same mechanic way disregarding the differences in them. Indeed, Hoy and Miskel's model neglect that school does not offer equal chances to each student. There can be inequalities that the quality of transformation process that low or middle SES students go through and that the outcomes that school produce. Students with low-SES or students from minorities usually attend schools with limited capacities and teachers in those schools usually have biases towards these children and they lower their academic expectations (Hurn, 2002).

Furthermore, in the model, by analogy, school is illustrated as a machine and that the configuration of school as composed of different systems resemble to the production tools in a capitalist state. School is a device for equipping people with knowledge and skills compatible with the necessity of capitalism. Education makes people productive and as they get more profit, they desire to invest themselves to get more education. In the long term education can be the means of lessening inequality in terms of income and thus, human capital theory contends that education provides social development and growth that give chance to people for vertical mobility in the society (Apple, 1999; Şimşek, 2008; Madigan, 2002).

However, this relationship between education and having a better occupational chance is not such smooth as it is illustrated in human capital theory. For employers, education has the screening function to find the right employees. Diplomas taken from certain schools and the year spent in education system is considered to be equal to have more cultural and social capital, so, an equation works in here; the right employee is equal to people having middle-class attributes (Collins, 1961) and this puts people with low-SES background or minorities at disadvantage.

Hurn (2002) draws attention to the impossibility of increasing upward mobility from low-status groups through the expansion of education to address the complexity of jobs as he explains that the entry level for jobs are also changing and increasing. This means nothing changes in the equation given above. Therefore, the more education means the better chance for vertical mobility is contentious.

This presents us another pitfall of the Hoy and Miskel's model of school. The school becomes a mandatory institution that children attend to get a diploma. As Illich (1971) stated "neither learning nor justice is promoted by schooling because educators insist on packaging instruction with certification."

Breaking vicious cycle showed that Hoy and Miskel's orthodox depiction of school is problematic when schools in an atypical context which is characterized by minority groups, migrated groups of low-SES and low-level education is considered. It foregrounds that such a depiction of school can cause *false consciousness* as Marx believed. School does not provide equal chances to each student because their economic status in the society determines what they get from school and what is thought in school serves the best interest of rich, causing others to acknowledge that their life or living conditions cannot change. As school does not offer the same choices to every child, it produces inequality (Ballantine & Spade, 2008).

Freire takes this one step further saying that "education as the exercise of domination stimulates the credulity of students, with the ideological intent (often not perceived by educators) of indoctrinating them to adapt to the world of oppression" (1996, p. 59).

Consequently, breaking vicious cycle challenges that the concept of education and school seem to be blurred in the Hoy and Miskel's model of school as a social system. It presents the necessity of a more radical and critical view of education and school and their relationship with economy, culture and the state to redefine school and education. Breaking vicious cycle also reveals that it is almost impossible to exempt the concept of diversity while redefining school and education.

Thus, neo-Marxist analysis of education that focuses on this critical relationship between culture, the state and economy (Au & Apple, 2009) should be further examined in here. Neo-Marxists believe that school contributes to the existing inequality in the society. Hurn (2002) puts in that:

Schools remain today what they have been in the past (and to a large extent must be in modern society), institutions that help to legitimize the existing highly unequal social order. Not only do they reproduce inequality, they are perhaps the most important way of justifying that inequality and thus concealing its true character (Hurn, 2002, p.114).

Reproduction has become the recurring theme in neo-Marxist view after Marx and Engels who try to explain reproduction of inequality through economic relations in capitalist societies and Weber, who, emphasizes reproduction in terms of the dominant classes in the society (Ballantine & Spade, 2008). Torres (1998), on the other hand, shares the same conviction with another neo-Marxist, Gramsci who

views school as cultural organizations that condition social conformism and produce hegemony as a form of political and cultural dominance of particular classes.

In addition to the reproduction theory, another well-developed neo-Marxist theory is the resistance theory. They are different from reproductionists in the way that:

It is not correct, they argue, to assume that the students passively internalize the hegemonic messages sent by the schools or that teachers always carry out their reproductive roles. The schools do not always produce the types of workers needed by the capitalist state. Instead, ...the schools should be seen as a “contested terrain” where political struggles can take place. Culture is not simply given but is something that is both produced and reproduced inside the school (Pincus, 2002, p.589).

Pincus (2002) attempts to explain that it is in the hands of students and teachers not to make schools “hegemonic arenas” but rather “contested terrains”. Students can be raised in way that they can not accept the hegemonic messages sent by curriculum or hidden curriculum. They can demand to reflect their own values and beliefs shaped by their background in the construction of their own knowledge. Teachers cannot be a part of the reproduction of hegemonic relations. Instead, they can be aware of their own potential and power to be transformative not reproductive.

In the light of the discussions above, some points must be explained with regard to breaking vicious cycle for an atypical school. The efforts of school principal and teachers to make a difference in Music and Entertainment Elementary School, especially for Roman students’ educational life are quite meaningful. Teachers and the school principal show commitment to change and to transform school for the advantage of Roman children. However, it is difficult to say that there is a real and well-defined transformation in the school in terms of student output. There is no record showing that school drop-out rate has diminished or more students started to attend to high school. What they described as change seems to have little positive effect on the schooling experiences of Roman students. For these changes to create a transformation in the school, it was suggested that the concept of education and the concept of school, as well as, teachers and principals’ role definitions should be redefined in the light of radical and critical educational views.

As it was explained before in the study, there are some blockers that can interrupt breaking vicious cycle. These blockers can stem from school-based, community-based and wider-environment based conditions that put strains on teachers and school principal. There is a need to further extend these blockers in here.

First of all, although teachers and the principal related blockers to factors outside them, they are not aware of the constraining effect of their own functionalist and hegemonic view of education and school. Four functions of school at the individual level are defined. These are intellectual growth, citizenship education, vocational preparation and individual growth (Armstrong, Henson and Savage, 1993, as cited in Şimşek, 2008, p.56). Breaking vicious cycle revealed that in atypical context, school does not focus on intellectual or individual growth of children. School principal and teachers believe that citizenship education and vocational training are more important for students, especially Roman students. In Weber's term, Roman students are seen as "outsiders-poor and minority" who must be taught to conform to the rules of "insiders" to conserve, protect and maintain order and status in the society. They believe that they have to teach the rules and the right conducts and behaviors that facilitate students' adaptation to the society as responsible citizens. From their point of view, learning the rules and values that apply to the society in general is a key for Roman students to be accepted by other people (Ballantine & Spade, 2008).

Teachers and the school principal unconsciously try to teach the students the rules and the values of the dominant groups in the society. However, these rules or values are in a stark contrast with the ones they grew up in their own community. In principal's statement "we confuse students mind in school", there is a covert admission that the school as a formal organization is an oppressive, hegemonic and reproductionist institution.

To break vicious cycle, teachers and the school principal must be aware of their own construction of education and school and how they are reflected in the classes and school. If they really want to break vicious cycle in their school, they have to think critically and refine their view of education. Therefore, first, they must acknowledge that education should be emancipatory and democratic in atypical context which is characterized by minority groups, migrated groups of low socio-economic status and low-level education. French sociologist, Bourdieu warns us to

be cautious against the role of education to make people silently and unconsciously accept the inherited inequalities in societies (Swartz, 1997). In atypical context, students should be raised to develop sensitivity to this silent and unconscious acceptance. Either overtly in formal curriculum or covertly in hidden curriculum, the concepts such as democracy, multiculturalism, diversity, and tolerance must be fostered (Torres, 1998).

The aim of breaking vicious cycle cannot be conformity. Instead, school should be re-built with a radical view. Departing from Freire's "oppression" and "cultural action for conscientization", students can be taught to face the real facts and problems in their own situations instead of accepting their inherited failures in life (McNeil, 2006). In atypical context teachers teach students, in this case Roman students to abandon their low perception about themselves. They have to teach them free from hegemonic discourses.

Teachers and the principal school make school as "contested terrain" to meet the needs of children from diverse backgrounds (Ballantine & Spade, 2008). Instead of insisting students belonging to a specific ethnic group to learn to conform to the society, balancing the values taught in school and the values of the specific group seems to be of great importance. Thus, they should stop making school a *virtual reality* for students with different backgrounds. With virtual reality, we mean that once students, in this case Roman students enter into the territory of school, they are surrounded by completely different rules, values, norms and behaviors which they cannot relate to their own life at home or in their community.

From the point of view of teachers and the principal, there is a hidden assumption that school has the informal function of babysitting as functionalists argue (Ballantine & Spade, 2008). Teachers and the principal's construction of school a protective shelter, a comfortable and hygiene place where students enjoy being cared and loved, and where they are not intellectually and individually challenged has the danger of a total loss of school concept for students who construct school as a legally endorsed institution to get a diploma for only achieving practical aims like getting a driving license; a leisure arena where they come together with friends of same background; and further as meaningless institution that does not prepare them to make a quick vertical advancement in the society as some uneducated artists, singers or dancers with Roman origin did.

Bourdieu's two concepts can be revisited to understand why school, especially high school does not make sense for Roman children. These are the concept of cultural capital and the concept of habitus. The concept of cultural capital refers to knowledge, culture and educational credentials that people can purchase for their future. Social classes differ in terms of their cultural capital. Cultural capital can be acquired through a close contact with people having personal taste and cultural knowledge. For instance, middle class parents can have more cultural capital than lower class parents and this produces inequality in their children's schooling experiences (Swartz, 1997; Madigan, 2002). Bourdieu argues that cultural capital leads to habitus-a belief that focuses on how people belonging to certain social classes have unconscious perceptions about their likely success in life and future status. This makes him further contends that there is a high correlation between subjective hopes and objective chances (Swartz, 1997).

With these concepts in mind, Roman children can be said to have little hope for continuing high school because of the limited opportunities and lower cultural capital provided by their family and community. Teachers said that they tried to be role models for these students since their parents failed to do so. Teachers need to be careful in their ambition to be role models for students whose background is totally different from them. Again there is a danger for teachers to play a *reproductive role* instead of *transformative intellectuals* (Pincus, 2002).

Teachers and the school principal believed that school can shape students' perception about themselves and their future. They can teach students to make rational choices about themselves and gives them the opportunity to differentiate from their family and the environment. It was seen that Roman students are expected to conform these expectations and make rational choices about their life. However, teachers and the school principal neglect that Roman children, whether unconsciously or consciously, compare the benefits and costs of staying in the school system and what they perceive as rational is that costs outweigh benefits and they do not see the school-a place that is a shelter but nothing else, as the key to their future life (Ballantine & Spade, 2008).

In here, school has false expectations from Roman students and makes a futile attempt to change Roman students' socially determined perceptions about their future life. There is no point in waiting to make these students to make rational choices if their all previous informal learning advised the vice versa. Besides, if

students do not have an intention for vertical advancement, why, then, school *confuses their mind*? The conception of school as a place that offers the same chances for upward mobility can be faulty and school should not expect to have the same future goals from all students. School needs to change this longer dictated role to enhance learning. Students must be taught to be critical about their own existence in school, be critical about what teachers say or what is written in coursebooks (Apple, 1999).

This brings us another question. What kind of curriculum and teaching should be in place in schools, especially in atypical schools? To understand, three things can be scrutinized: official knowledge overtly given in curriculum, hidden curriculum and perspectives of teaching professionals (Apple, 1999). All these will be elaborated in the following part of the study.

In conclusion, there is a need to break the vicious cycle in atypical schools but the main difficulty that lies ahead is the way schools are organized and administered with a construction that is embedded in the Hoy and Miskel's model of school as a social system. There is a necessity to redefine education, its functions for individuals and societies, and school-the way it is configured and administered as an institution- with awareness that schools exists to achieve two challenging aims; to conserve and to transform (Şimşek, 2008).

5.2 Implications

It was the aim of the study to shed light on the life of a school in atypical context. The theoretical propositions emerged at the end of the study reveal that a school in an atypical context has to break the vicious cycle though redefining itself. It is conjectured that breaking vicious cycle has important implications for schools living in communities that are distinguished by minority or migrated people having low level education and lower socioeconomic status and for some policies and practices of MoNE. Implications for further research are also presented in this part.

5.2.1 The Need for Training Teachers for the Challenges of Atypical Schools

Breaking vicious cycle showed in atypical school populated by children of minority and migrated families, the blend of human relations, cultural, political and

authoritarian leadership skills can work effectively. This is quite consistent with the definition of leadership brought by Bolman and Deal (2003).

In terms of teaching profession, it is likely to say that high dedication makes a difference, but it is not enough for breaking vicious cycle in atypical schools. Typical teaching professional attributes are not sufficient. Teachers need to be trained to work in atypical contexts. Teachers should be prepared to work with all students regardless of their economic and social status. Thus, introducing emancipatory constructivism to teacher training programs can be valuable. Emancipatory constructivism is based on an epistemology rooted in the work of Vygotsky. The aim should make teachers aware of their own possible biases towards differences and free themselves from their constraining effects on their teaching practices. Thus, the content of preservice teachers should cover the concept of subjectivity to recognize how different students have different daily experiences and how they construct their meaning and to build their teaching on these experiences and constructions, and the critical thinking ability about the discourses of power and privilege to avoid serving the inherited inequality reproduced in schools (Vadeboncoeur, 1997).

In line with this, social reconstructionist teacher preparation program called “social justice teacher education” can be offered for preservice teachers to prepare them to work against inequities in schooling and society. In the United States, Canada and Brazil, universities offer social justice education programs to teacher candidates. Although the programs have some differences in practice across universities, they basically aim to make teachers be sensitive to concepts of diversity, equality and the role of politics in curriculum design and delivery and to get them familiar with teaching in challenging situations through field practices (Zeichner & Flessner, 2009).

An example can be given from the social justice program developed in Montclair State University in New Jersey that claims training of teachers in the following ideals:

1. be socially conscious –recognize that there are multiple ways of perceiving reality that are influenced by one’s location in the social order;
2. have an affirming view of students from diverse backgrounds, seeing resources for learning in all students rather than viewing differences as problems to overcome;

3. see themselves as both responsible for and capable of bringing about educational change that will make schools responsive to all students;
4. understand how learners construct knowledge and capable of promoting learners' knowledge construction;
5. know about the lives of their students including the funds of knowledge in their communities;
6. use their knowledge about the lives of their students to design instruction that builds on what they already know while stretching them beyond familiar (Zeichner & Flessner, 2009, pp. 297-98).

The program seems to be promising with its emphasis on diversity as resources for learning and the recognition of the role of students' background in their construction of knowledge. These are important qualities of being a teacher required for breaking vicious cycle. In addition to train teacher in social justice, they can be trained in talent-based education and multiple intelligence to develop their teaching practices to address diversity in their classes.

We should not forget the role played by UNESCO, the OECD, the Council of Europe, the European Union, and other national and international non-governmental organisations in supporting intercultural education and teacher training. They can all be invaluable partners in training teachers who will work with students of Gypsy or foreign origins, by setting up initial and continual training that is sensitive to intercultural issues. It is necessary to set up specialised classes for such teachers with trainers who are familiar with the various cultures and languages (Arayıcı, 2008, p. 534).

Thus, in terms of preparing teachers to teach in ethnically diverse schools in Turkish education system, MoNE can take advantage of the experiences of national and international bodies and joint programs can be undertaken. Based on the discussion above, it can be concluded that pre-service teachers should be trained in social justice to teach in schools that serve ethnically, cultural or linguistically diverse communities. In addition to this, a care should be given to their teaching practices and content knowledge so that they can adjust their teaching to the atypical contexts.

5.2.2 Implementation of Constructivist Curriculum in Atypical Schools

Breaking vicious cycle is challenged by some inside and outside factors, which are called “blockers” in the study. It is claimed that some blockers are originated from some practices and policies of MoNE. An important implication about this is that the nature of the constructivist curriculum which has recently put into use in primary and secondary schools.

Working mainly on pedagogic discourse and practices, English sociologist, Bernstein claims that school reproduces social inequality because officially produced and distributed knowledge in school advantages upper and middle classes (Ballantine & Spade, 2008). Apple (1999) makes similar remarks stating that a national curriculum can legitimize inequality through disregarding the differences across schools. He further contends that hidden curriculum in schools can be tool for the tacit transmission of norms and values that apply to the people in power, in contrast to Henson (2001) who proposes that hidden curriculum can be used to convey positive multicultural messages to students if teachers are to be successful in showing appreciation and tolerance to the differences among students.

It is obvious that Roman children are forced to study, learn and practice the values of the world through centralized constructivist curriculum, textbooks given to them freely every year and unconsciously through rules and values fostered in the behaviors teachers and school principal.

In Turkey, the renewal of the primary curriculum in 2005-2006 school years was publicized as a reform movement in Turkish education system taken towards achieving more quality and contemporary education, which is essential to survive and prosper in our rapidly changing world. Unlike the former curriculum that was heavily drawn from behaviorist understanding, the new primary curriculum is based on constructivist paradigm and multiple intelligence theory, which imposed on considerable changes in schools. With this new so-called curriculum reform, a step was taken to improve education provided in our schools in the light of contemporary approaches to instruction and learning (Talim Terbiye, 2007).

The new curriculum aims to increase students’ awareness of their own learning through exposing them multiple but holistic learning experiences enriched by various instructional strategies and materials. Students are no longer seen as passive learners, as it was the case in the former curriculum, which was heavily

relied on traditional teacher-centered teaching methods. Since constructivism emphasizes the critical role that learner play in their own learning, “learner-centered” learning is emphasized. Schools are given the responsibility to foster creativity, productivity, critical thinking and multiple technology use in students’ learning so that they graduate students who can better cope with the demand of information age (Avenstrup, 2004).

Breaking vicious cycle showed that the new curriculum poses more challenges for schools in atypical contexts. First of all, the centralized implementation of new curriculum is against the nature of the underlying constructivist epistemology undergirded by subjective reality and mean making process based on personal background and experiences. Schools are expected to raise individuals who conform to the cultural values of the society and work to conserve, but at the same time, schools are expected to raise intellectual, creative and critical individuals who can challenge the existing system (Şimşek, 2008). The implementation of the so-called new curriculum resembles these conflicting functions of education. The conflicting messages send in constructivist classes make learning more cumbersome in atypical schools. Provided that constructivism focuses on mean making process, and encourages students to merge their prior learning with new learning, these become irrelevant when some certain formal knowledge is presented to students to be internalized. If students construct their own meaning, but at the same time they are given the meaning they are supposed to make, in other words, students’ construction of knowledge is controlled by teachers, it becomes problematic to think that this knowledge truly represent students’ own construction (Richardson, 1997).

Secondly, teachers and the school principal found constructivist curriculum heavy and ineffective for students in their school. Constructivism highlights that learning does not only occur in schools, the students’ environment as a source for learning. Referring to the concept of cultural capital suggested by Bourdieu and language analysis of Bernstein, in atypical context that is defined as low-SES, how can the environment be a source for learning? It is unrealistic to expect that constructivist curriculum fulfills its aims for these students who are not exposed to rich learning environment and gets no help for their homework at home.

Thirdly, as teachers and school principal articulated, for schools that are lack of necessary infrastructure for the implementation of curriculum and that are lack of

teachers who are trained in the delivery of constructivist curriculum, effective implementation of constructivist curriculum can only be a dream.

5.2.3 Suggested Actions for MoNE

It is believed that this study raise important implications for policy makers. We can summarize that for breaking vicious cycle in an atypical school, the following actions are suggested for policy makers:

1. It is important to prepare teachers for the challenges of atypical schools. Social justive program can be an effective alternative for teacher training programs at universities.
2. Teachers working in atypical schools that are marked with student population with diverse ethnic backgrounds can be given the chance to alter their teaching perceptions and practices. They must be given freedom to shape curriculum content and implementation in line with students' talents and interests to create their own contextualized pedagogic approaches.
3. Instead of abolishing, the decision of using the pros and cons of disciplinary sanctions can be left to the school principals and teachers. They can decide what kind of sanctions and to what extent they are useful in atypical context.
4. High teacher turnover appeared as one of the most important problems for atypical schools. Especially, teacher appointments in the middle of the semester cause more disciplinary problems in atypical context because teachers cannot have sufficient time to get to know students and to make changes in her/his teaching. That is why; more incentives should be given to teachers working in atypical context and teacher turnover should be decreased in those schools.
5. Last but not the least, the absence of a structured orientation and guidance program in the education system urges low-achieving students leave school system early or make misguided decisions about their future. Little attention has been devoted to students' talents, interests and motives in their placement to high school. Students are not informed well about the likely impact of attending to vocational or other schools that are outside the mainstream high school education. Orientation programs should be available especially for

students in these schools. Students are informed about the available choices. Any bureaucratic barriers can be eliminated to transfer students based on their talents directly to music, art schools or conservatories. If not, at least, students who can not cover the expenses necessary during the application process can be exempt from such pre-entry expenses.

6. Turkish education system promises produce equality for all, but at the entry level (Şimşek, 2008). All children have the right to attend public schools. However, the use of catchment area policy put some groups at disadvantage, like Roman children in this study. They can feel desperately helpless because of the vicious cycle that is assumed to be inherited in those schools. The studies presented in literature review part confirm the expectation that in atypical schools, the number of low-achievers surpasses of the academically successful students. This becomes an issue of debate in countries like ours where catchment area policy imposes schools to get student input from designated areas. Thus, it is likely for teachers or the principals to develop prejudice against the students and the environment when they start to work in schools located in less favorable catchment areas. As time passes, the prejudices and the disappointments of failing to deal with the challenges of atypical schools can turn into low motivation and low job satisfaction which eventually lead to low performance.

5.3 Implications for Further Research

This study aimed to investigate a school as a social system living in an atypical context using grounded theory. According to Charmaz (2005):

Grounded theory methods are a set of flexible analytic guidelines that enable researchers to focus their data collection and to build inductive middle-range theories through successive levels of data analysis and conceptual development (p.507).

Grounded theory fitted well with the aim of the study. The researcher focused on the participants' actions, words and meanings through remaining close to them. The method helped the researcher understand what is going on in school living in an atypical context. The emerging substantive-level theoretical propositions at the end

of the study provided a contextualized explanation of the school as a social system.

The theoretical propositions can be tested in other atypical contexts to yield comparative results. Further research that focuses on school as a social system in a typical school context will be conducted and results will be compared.

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APPENDICES

APPENDIX A

INTERVIEW SCHEDULE FOR TEACHERS

Interviewee:

Date:

Dear Participant,

As you know, I have been doing a study on your school. I have been doing observations in your school lately. I explained you my research and the aims of the observations on my first day in this school. Now, I need further data for my research.

I will ask you some questions about the school. Your answers are quite important for this study. I would appreciate if you are sincere during the interview. Your name will be confidential in the study. I will take notes or use tape recorder if you give permission. I will transcribe the interview and share it with you. I will ask you to go over it. This is also important for the study. Thank you for accepting to interview with me.

1. How long have you been in this school? Is this your first school?
2. How do you describe the school now?

PROMPT: Tell me three things that come to your mind about the school?

3. If I asked the same question five years ago, how would you respond to it?
4. Can you describe the school environment?

PROMPT: School community, pressure groups, shared values of the school community, etc.

5. What is the impact of such an environment on school?
6. How do you define your relation with school?
7. Tell me your opinions about relations in school.

PROMPT: student-teacher; student-parents; student-school principal; teacher teacher; teacher-principal; teacher-parents

8. Tell me your opinions about Parent Teacher Association in this school?
9. What has dramatically changed in five years time in school?
10. Who is the key person in changing the school?
11. What are the impacts of changes on you and the students?
12. How do you experience change? How do you feel about it? What do you think about your role in change efforts in school?
13. In your opinion, how do other other teachers, students, the principal and parents experience the change?
14. What else do you think is necessary to change in school?
15. What differentiates Music and Entertainment Elementary School from other schools around?
16. How do you define "school"? How is your definition different/similar to this school?

INTERVIEW SCHEDULE FOR TEACHERS TURKISH VERSION

Görüşme yapılan kişi:

Görüşme Günü:

Sayın Katılımcı,

Bildiğiniz üzere, okulunuz hakkında bir araştırma yürütüyorum. Son zamanlarda okulunuzda gözlemler yapmaktayım. Okulunuza geldiğim ilk gün size araştırmamı ve gözlemlerin amacını açıklamıştım. Bu aşamada araştırmam için daha fazla ek bilgiye ihtiyacım var.

Size okulla ilgili bazı sorular soracağım. Cevaplarınızın bu çalışma için son derece önemli olduğunu belirtmek isterim. Görüşme süresince içten cevaplar verirseniz sevinirim. Adınız çalışmada gizli kalacaktır. Not alabilirim ya da izin verirseniz görüşmeyi kaydedebilirim. Görüşmeyi çözümledikten sonra sizinle paylaşacağım ve sizden gözden geçirmenizi rica edeceğim. Bunun da çalışma için son derece önemli olduğunu belirtmek istiyorum. Görüşmeye katıldığınız için çok teşekkür ediyorum.

1) Kaç yıldan beri bu okulda çalışıyorsunuz? Bu ilk çalıştığınız okul mu?

2) Şu anda okulu nasıl tanımlarsınız?

SONDA: Okulunuzla ilgili aklınıza gelen ilk 3 şey nedir?

3) Aynı soruyu 5 yıl önce sormuş olsaydım nasıl cevaplandırırdınız?

4) Okulun çevresini nasıl tanımlarsınız? Okulun çevresinde kimler var?

SONDA: Okul toplumu, baskı grupları, okul toplumunun değerleri, vb.

5) Böyle bir ortamın okulu nasıl etkilediğini düşünüyorsunuz?

6) Okulla ilişkiniz nasıl?

7) Okuldaki ilişkiler hakkında ne düşünüyorsunuz?

SONDA: öğrenci öğretmen; öğrenci-veli; öğrenci-okul müdürü; öğretmen-öğretmen; öğretmen-okul müdürü; öğretmen-veli

8) Okul Aile Birliği ile ilgili görüşlerinizi paylaşır mısınız?

9) Okulda sizce beş yıl içerisinde en belirgin değişen şeyler neler oldu?

10) Okuldaki değişimlerde sizce en büyük rol sahibi kimdir?

11) Okulda yapılan değişimin siz ve öğrenciler üzerinde ne tür etkileri oldu?

12) Okuldaki değişimi siz nasıl yaşıyorsunuz? Neler hissediyorsunuz? Öğretmen olarak bu değişimdeki rolünüzün ne olduğunu düşünüyorsunuz

13) Sizce müdür /diğer öğretmenler, öğrenciler ve veliler bu değişimi nasıl yaşıyor?

14) Okulda başka ne tür değişikliklerin yapılması gerektiğini düşünüyorsunuz?

15) Çevredeki diğer okullardan sizi ayıran en belirgin özellik şu anda nedir?

16) Sizce okul nedir? Sizce bu tanım ile bu okulun farklı/benzer yönleri nelerdir?

APPENDIX B

INTERVIEW SCHEDULE FOR PARENTS

Interviewees:

Date:

Dear PTA members,

As you know, I have been doing a study on your school. I have been doing observations in your school lately. I explained some of my research when I visited your room. Now, I need your participation to the study.

I will ask you some questions about the school. Your answers are quite important for this study. I would appreciate if you are sincere during the interview. Your names will be confidential in the study. I will take notes or use tape recorder if you give permission. I will transcribe the interview and share it with you. I will ask you to go over it. This is also important for the study. Thank you for accepting to interview with me as a group. I also thank to the head of PTA for arranging this group interview.

1. How long have you been a parent in this school?
2. Why did you choose this school?
3. How do you describe the school now?
PROMPT: Tell me three things that come to your mind about the school?
4. If I asked the same question five years ago, how would you respond to it?
5. Can you describe the school environment?
PROMPT: School community, pressure groups, shared values of the school community, etc.
6. What is the impact of such an environment on school?
7. How do you define your relation with school?
8. Tell me your opinions about the relations in school.
PROMPT: student-teacher; student-parents; student-school principal; teacher-teacher; teacher-principal; teacher-parents

9. What has dramatically changed in five years time in school?
10. Who is the key person in changing this school?
11. What are the impacts of changes on you and your children?
12. How do you experience change? How do you feel about it?
13. Tell me what PTA is doing in the school. What do you think about your role, the role of PTA in change efforts in school?
14. In your opinion, how do teachers, students and principal experience the change?
15. What else do you think is necessary to change in school?
16. What differentiates Music and Entertainment Elementary School from other schools around?

INTERVIEW SCHEDULE FOR PARENTS TURKISH VERSION

Görüşme yapılan kişiler:

Görüşme Günü:

Sayın Okul Aile Birliği Üyeleri,

Bildiğiniz üzere, okulunuz hakkında bir araştırma yürütüyorum. Son zamanlarda okulunuzda gözlemler yapmaktayım. Odanızı ziyaret ettiğimde orada bulunanlara araştırmam hakkında bilgi vermiştim. Şimdi araştırma için sizin katılımınıza ihtiyacım var.

Size okulla ilgili bazı sorular soracağım. Cevaplarınızın bu çalışma için son derece önemli olduğunu belirtmek isterim. Görüşme süresince içten cevaplar verirseniz sevirim. Adınız çalışmada gizli kalacaktır. Not alabilirim ya da izin verirseniz görüşmeyi kaydedebilirim. Görüşmeyi çözümledikten sonra sizinle paylaşacağım ve sizden gözden geçirmenizi rica edeceğim. Bunun da çalışma için son derece önemli olduğunu belirtmek istiyorum. Görüşmeye katıldığınız için çok teşekkür ediyorum. Ayrıca Okul Aile Birliği Başkanına da bu grup görüşmesini ayarladığı için ayrıca teşekkür ediyorum.

1) Kaç yıldır bu okul velisisiniz?

2) Neden bu okulu seçtiniz?

3) Şu anda okulu nasıl tanımlarsınız?

SONDA: Okulunuzla ilgili aklınıza gelen ilk 3 şey nedir?

4) Aynı soruyu 5 yıl önce sormuş olsaydım nasıl cevaplandırırdınız?

5) Okulun çevresini nasıl tanımlarsınız? Okulun çevresinde kimler var?

SONDA: Okul toplumu, baskı grupları, okul toplumunun değerleri, vb.

6) Böyle bir ortamın okulu nasıl etkilediğini düşünüyorsunuz?

7) Okulla ilişkiniz nasıl?

8) Okuldaki ilişkiler hakkında ne düşünüyorsunuz?

SONDA: öğrenci öğretmen; öğrenci-veli; öğrenci-okul müdürü; öğretmen-öğretmen; öğretmen-okul müdürü; öğretmen-veli

9) Okulda sizce beş yıl içerisinde en belirgin değişen şeyler neler oldu?

10) Okuldaki değişimlerde sizce en büyük rol sahibi kimdir?

11) Okulda yapılan değişimin siz ve çocuklarınız üzerinde ne tür etkileri oldu?

12) Okuldaki değişimi siz nasıl yaşıyorsunuz? Neler hissediyorsunuz?

13) Okul Aile Birliğinin okuldaki rolü hakkında bilgi verir misiniz? Sizce okulda yapılan değişimlerde sizin ve OAB rolü nedir?

14) Sizce müdür, diğer öğretmenler ve öğrenciler değişimi nasıl yaşıyor?

15) Okulda başka ne tür değişikliklerin yapılması gerektiğini düşünüyorsunuz?

16) Çevredeki diğer okullardan sizi ayıran en belirgin özellik şu anda nedir?

APPENDIX C

TURKISH SUMMARY

ATİPİK BİR ORTAMDA FAALİYET GÖSTEREN BİR OKULUN SOSYAL BİR SİSTEM OLARAK TEMELLENDİRİLMİŞ TEORİ ÇALIŞMASI

GİRİŞ

Okula ilişkin tanımların süreç içerisinde değişiklik gösterdiği görülmüştür. Okulun toplumdaki ayrı bir fabrika gibi işlediğini varsayan görüş, yerini zamanla okulu çevresinden girdi alan, bu girdiyi işledikten sonra yine çevreye kazandıran bir döngü içerisinde işleyen ve birbirine bağlı alt sistemlerden oluşan bir sistemler bütünü olarak gören görüşe bırakmıştır (Hoy & Miskel, 2008; Lunenburg & Ornstein, 2008). Yirminci yüzyılın ortalarından itibaren ise okulda yapı ve insan öğelerinin beraber var olduğunu ve bu öğelerin etkileşiminin örgütsel davranışı şekillendirdiğini varsayan, okulu topluma açık bir kurum olarak gören *toplumsal sistemler kuramı* önem kazanmıştır. Bir başka deyişle, okul artık çevresine kapalı mekanik bir kurum olarak değil, içinde yaşadığı topluma açık, sosyal bir sistem olarak görülmeye başlanmıştır (Owens, 2004; Hanson, 2003; Chance & Change, 2002).

Toplumsal bir sistem olarak okulun nasıl işlediğinin incelenmesi, genel anlamda okulun bütününi oluşturan bütün alt sistemlerin ve bu sistemlerin etkileşiminden oluşan örgütsel davranışın incelenmesini gerektirir. İlgili literatüre baktığımızda, okulun toplumsal bir sistem olarak nasıl işlediği ve nasıl incelenmesi gerektiğine ilişkin çeşitli modellerin ortaya konulduğu görülmüştür. Bunlardan en bilineni Getzels ve Guba tarafından 1957 yılında geliştirilen, Türkçe’de “Getzels-Guba modeli” olarak bilinen modeldir. Ancak bu model, okulun açık sistem özelliğini gerektiği gibi yansıtamadığı ve okul-çevre ilişkisini açıklama konusunda yetersiz kaldığı yönünde eleştiriler almış ve zaman içerisinde modeli genişletmeye yönelik çalışmalar yapılmıştır (Lunenburg & Ornstein, 2008). Son yıllarda ise okulu sosyal bir sistem olarak inceleyen modellerden en kapsamlısı Hoy ve Miskel

tarafından geliştirilen, Türkçe'ye "toplumsal bir sistem olarak okul modeli" şeklinde çevirebileceğimiz modeldir. Bu modele göre okul, açık bir sistemdir ve üç büyük alt sistemden oluşmaktadır. Bunlar yapı, insan, kültür ve politika öğelerini içeren "içsel altsistemler" ile eğitim, öğretim ve öğrenmeyi kapsayan "teknik öz" ve "çevre" altsistemleridir (Hoy & Miskel, 2008).

Bu çalışmanın temel amacı, temellendirilmiş teori (kuram) kullanarak etnik bir grup olarak Romanların, ve göçmen ailelerin yaşadığı sosyo-ekonomik düzeyi düşük atipik bir ortamda faaliyet gösteren bir okulun sosyal bir sistem olarak incelenmesidir.

Bu temellendirilmiş teori çalışmasının amacına ulaşması için temel bir soru belirlenmiştir: "Atipik bir ortamda sosyal bir sistem olarak okul nasıl işlemektedir?" Ancak bu sorunun cevabına temel oluşturması bakımından aşağıda verilen iki alt sorunun sorulması gerektiği görülmüştür:

Araştırma Sorusu 1: Araştırma sonunda atipik bir ortamda faaliyet gösteren bir okula ilişkin hangi temel kavram ve süreçler ortaya çıkacaktır?

Araştırma Sorusu 2: Ortaya çıkan bu kavram ve süreçler, mevcut sosyal sistem modellerine, özellikle Hoy ve Miskel'in sosyal bir sistem olarak okul modeline nasıl uymaktadır?

Çalışmanın Önemi

Çalışma sonucunda ortaya çıkan duruma özgü veri temelli teorik önermelerin, hem teori hem de yöntem açısından alana çeşitli katkılarda bulunması beklenmektedir. Teorik açıdan, araştırma sonucunda elde edilen teorik önermeler, atipik bir ortamda bir okulun nasıl işlediğini anlamamıza yardımcı olması ve toplumsal bir sistem olarak okul modeline katkıda bulunması açısından önemlidir. Ayrıca, çalışmanın Roman öğrencilerin eğitim hayatlarına, okul deneyimlerine ışık tutarak, etnik bir grup olarak Romanların eğitim hayatı ile ilgili çalışmalara katkıda bulunacağı öngörülmüştür.

Yöntem açısından ise, çalışma, temellendirilmiş teori yönteminin bir alan çalışmasında adım adım nasıl gerçekleştirilebileceğini göstermesi bakımından, temellendirilmiş teori ile ilgili çalışmalara katkıda bulunacağı düşünülmüştür.

ALANYAZIN TARAMASI

Bu çalışmanın alanyazın taramasında kullanılan başlıklar şunlardır:

1. Sistem yaklaşımı ve toplumsal sistem yaklaşımı
2. Okula yönelik toplumsal sistem yaklaşımları (Getzels-Guba model, Getzels-Guba modelinin genişletilen modeller, Hoy ve Miskel modeli)
3. Atipik okul ortamı ve buna örnek olarak Roman toplumu
4. Temellendirilmiş teori yaklaşımı ve ilgili çalışmalar

YÖNTEM

Araştırmanın Yöntemi

Bu çalışmada nitel bir araştırma yöntemi olan temellendirilmiş teori yöntemi kullanılmıştır. Temellendirilmiş teori, tamamiyle araştırmanın gerçekleştirildiği ortamdaki davranış, faaliyet ve süreçlerin incelenmesi sonucu veriye dayalı teorik model ya da önermelerin geliştirildiği ya da mevcut teorilere katkıda bulunduğu bir araştırma yöntemidir (Glaser & Strauss, 1967). Temellendirilmiş teorinin en önemli özelliği, araştırmacıya araştırma sürecine ilişkin açık, net ve esnek bir süreç sağlayabilmesidir. Bu çalışma için Charmaz (2000, 2005, 2006) tarafından geliştirilen “oluşturmacı temellendirilmiş teori” yöntemi benimsenmiştir. Bunun çalışma açısından iki önemli sebebi vardır.

Öncelikle, oluşturmacı temellendirilmiş teorinin önerdiği esnek, adım adım araştırma süreci, bu doktora çalışmasına yol gösterici ve araştırmacıyı cesaretlendirir niteliktedir.

İkinci olarak, oluşturmacı temellendirilmiş teoride, diğer temellendirilmiş teori yaklaşımlarına göre uygulanabilirlik ve yarar ve ayrıca anlam oluşturma daha ön plana çıkmaktadır. Bu çalışmada da amaç, etnik bir grup olarak Romanların ve kırsal yerleşim birimlerinden büyük şehre göç eden, sosyo-ekonomik ve eğitim düzeyi düşük grupların yaşadığı atipik bir ortamda uygulanabilir ve yarar sağlayan uygulamalara ışık tutarak, veri-temelli çıkarımlarda bulunmak ve böyle bir ortamda yaşayan öğretmen, müdür, veli ve öğrencilerin okula ilişkin yaşantılarını anlamlandırabilmektir.

Çalışmanın Örnekleme

Nitel çalışmalarda çalışmanın konusuna ve amacına göre tek bir örnekleme yöntemi yeterli olmayabilir. Bu çalışmanın da amacı gereği iki tür örnekleme yöntemi kullanılmıştır: aşırı (aykırı) durum örnekleme ve teorik örnekleme. Aşırı durum örnekleme araştırmacının tipik olmayan durumlara odaklanmasını sağlayarak, benzer durumlar için bazı çıkarımlarda bulunmasına yardımcı olur (Patton, 2002). Teorik örnekleme ise, temellendirilmiş teori çalışmalarında ilk verilerin analizi sonrası ortaya çıkan duruma göre, çalışmaya dahil olabilecek kişi veya grupların belirlenmesi sürecidir. Teorik örnekleme, araştırmada kullanılacak kategorilerin doyuma ulaşması için yeterli veri toplanmasına ve yeni veriler elde edilmesine imkan sağlayan ve temellendirilmiş teori yaklaşımını güçlendiren bir süreçtir (Glaser & Strauss, 1967).

Bu çalışmada, öncelikle aşırı durum örnekleme yöntemiyle etnik bir grup olarak Romanların ve Türkiye'nin doğu ve kuzeyinden İstanbul'a göç etmiş ailelerin çoğunlukta olduğu, sosyo-ekonomik düzeyi düşük bir bölgede faaliyet gösteren bir devlet okulu seçilmiştir. Çalışmada okulun gerçek adı kullanılmamıştır. Araştırmacı tarafından okula "Müzik ve Eğlence Okulu" takma adı verilmiştir. Bunun sebebi Kolukırcık (2009) tarafından yapılan bir çalışmada, "Roman" adının "Çingene" adına göre "müzik" ve "eğlence" gibi daha pozitif çağrışımları olduğu ortaya çıkmıştır. Benzer bir hassasiyeti araştırma boyunca "Roman" adının kullanılması için de gösterilmiştir.

Çalışma için öncelikle gözlem verileri toplanmıştır. Gözlem verilerinin analizi sonrasında, teorik örnekleme yöntemi kullanılarak ortaya çıkan geçici kategorilerdeki veri eksikliğini tamamlayabilecek ve araştırma için daha fazla katkıda bulunabilecek öğretmenler seçilmiştir. Bu seçimde öğretmenlerin okuldaki çalışma yılları esas alınmış, okulda daha fazla yıl çalışan öğretmenlere öncelik verilmiştir. Okul müdürü ve dokuz öğretmen de dahil toplam on kişiyle görüşülmüştür. Dokuzuncu öğretmenle yapılan görüşmeden sonra verilerin tekrarlandığı görülmüştür. Bir başka deyişle, kategorilerin belirli bir doyuma ulaştığı görülmüştür. Ancak, görüşmelerin analizi sonrasında bazı kategoriler için farklı bir bakış açısıyla daha fazla veriye ihtiyaç duyulduğu görülmüştür. Ayrıca görüşme verilerinin analizi sonrası Okul Aile Birliğinin okulun işleyişi açısından önemli olduğu ortaya çıkmıştır. Böylelikle çalışmaya, teorik örnekleme yöntemiyle yeni bir örneklem grubu olarak veliler dahil olmuştur. Okulun işleyişini katkıları olduğu ortaya çıkan Okul Aile Birliği

Üyelerinin zengin bir veri kaynağı olacağı düşünülmüş ve bu kişilerle gerek zamandan tasarruf sağlanmasına gerekse grup etkileşimiyle daha fazla veri toplanabilmesine imkan veren "odak grup" çalışması yapılmıştır.

Sonuç olarak, bu çalışmanın katılımcıları (örneklem grubu) bir devlet okulunda çalışan okul müdürü, dokuz öğretmen ve Okul Aile Birliği üyesi dokuz veliden oluşmuştur. Çalışmada katılımcıların gerçek isimleri yerine her bir katılımcıya verilen numaralar kullanılmıştır.

Veri Toplama Yöntemi ve Süreci

Çalışmanın temel veri kaynaklarını okul ve çevresinde yapılan gözlemler, okul müdürü ve dokuz öğretmenle birebir yapılan görüşmeler, Okul Aile Birliği üyesi dokuz veli ile gerçekleştirilen odak grup çalışması ve okula ilişkin elde edilen dokümanlar oluşturmuştur.

Çalışmada ilk veri kaynağını okul ve çevresinde yapılan yapılandırılmamış gözlemler oluşturmuştur. Gözlemler, Şubat 2009-Haziran-2009 tarihleri arasında gerçekleştirilmiştir. Her biri yaklaşık bir okul günü süren toplam on gözlem çalışması yapılmıştır. Araştırmacı, gözlemler sırasında okul hayatının formal ve informal yönlerine odaklanmış, müdür odası, öğretmenler odası, sınıflar, kantin olmak üzere okulun değişik iç mekanlarında ve okul bahçesinde, okulun yakın çevresinde ve okul yolunda gözlemler yapmıştır. Araştırmacının katılımcı gözlemci olarak yaptığı bu gözlemler, geçici kategorilerin ortaya çıkmasını sağlayacak veri birikiminin oluşmasını sağlamıştır.

Gözlem çalışmalarını takiben okul müdürü ve öğretmenlerle yarı-yapılandırılmış görüşmeler yapılmıştır. Görüşme formu, gözlem verilerinin analizi sonucu ortaya çıkan geçici kategorilere göre hazırlanmıştır. Buna göre, başta "değişim" olmak üzere, "okul çevresi", "bireyler arası ilişkiler" ve "Okul Aile Birliği" geliştirilmesi gereken kategoriler olarak ortaya çıkmış ve görüşme soruları da bu doğrultuda yazılmıştır. Görüşme formunda yer alan 2., 3., 8., 9., 10., 11., 12., 13. ve 14. sorular "değişim", 4. ve 5. sorular "okul çevresi", 6. ve 7. sorularda "bireyler arası ilişkiler" ve 8. soru "Okul Aile Birliği" ile ilişkilendirilmiştir. Okul müdürü ve öğretmenlerle yapılan görüşmelerde kullanılan görüşme formu Ek A'da verilmiştir. Her bir görüşme esnasında görüşmecilerin gündeme getirdiği konularla ilgili ek sorularda sorulmuştur. Görüşmeler yüz yüze yapılmıştır ve her birisi yaklaşık doksan dakika sürmüştür.

Öğretmenlerle yapılan görüşmelerin analizi sonrasında çalışmaya dahil edilen Okul Aile Birliği üyesi velilerle yarı-yapılandırılmış odak grup çalışması yapılmıştır. Veli görüşme formu olarak öğretmen görüşme formunun ufak değişikliklerle hazırlanmış hali kullanılmıştır. Ek B’de veli görüşme formu verilmiştir. Dokuz velinin katıldığı görüşme yaklaşık üç saat sürmüştür.

Gözlem ve görüşmeler süresince okula ilişkin dokümanlar toplanmış ve bunlar analiz edilmiştir. Okul web sitesi, araştırmacının çektiği fotoğraf ve videolar ve okula ilişkin diğer bazı dokümanlar veri kaynağı olarak kullanılmıştır.

Veri Analizi

Nitel çalışmalarda veri analizi, toplanan veriye anlam kazandırmak için girilen karmaşık, yoğun ve yorucu bir süreçtir (Merriam, 1998). Temellendirilmiş teori çalışmalarında ise veri analizi çok daha zordur. Doktora çalışmalarında temellendirilmiş teori kullanan araştırmacılarla yapılan bir çalışmada, araştırmacıların en çok veri analizi sırasında çok zor zaman geçirdikleri ve bu nedenle temellendirilmiş teoriyi bir daha kullanmak istemedikleri ortaya çıkmıştır (Fendt & Sachs, 2008).

Temellendirilmiş teori çalışmalarında veri toplama ve analizi aynı anda gerçekleştirilmektedir. Bu çalışmada da veri toplama ve veri analizi süreci aynı anda gerçekleştirilmiştir. Oluşturmacı temellendirilmiş teoride önerildiği üzere (Charmaz, 2006) çalışma, ilk kodlama süreci ile başlamıştır. Bu süreçte öncelikle gözlem verileri için sonrasında da görüşme ve doküman analizi için satır satır kodlama yapılmış, in vivo kodlar belirtilmiştir. Kodlama sürecine yardımcı olması bakımından, yine oluşturmacı temellendirilmiş teorinin önerdiği iki önemli nokta dikkate alınmıştır: kodlamanın isim filler kullanılarak yapılması ve her bir kodun yanına kodun temsil ettiği kişi veya şeylerin kısaltılmış halinin kullanılması. Örneğin, “okula kolay erişebilme” kodunun yanına bu kodun velilerle ilgili olduğunu göstermek için “V” harfi konulmuştur. Ayrıca, veri analizi sürecinin bütünüyle İngilizce gerçekleştirilmesi çalışmanın bir bütün haline getirilerek İngilizce yazımını kolaylaştırmıştır.

Veri analizi, her gözlem çalışması sonrası yapılan satır satır kodlama süreci ile başlamıştır. Kodlama sürecini takiben araştırmacı memolar yazmıştır. On gözlem çalışması için toplam yedi memo yazılmıştır. Son üç gözlem çalışmasının notları beraber kodlandığından bunlar için tek bir memo yazılmıştır. İlk memolar informal

bir dille kısa yazılmıştır ve okudaki müdür, öğretmen ya da velilerin neler yaptıkları, okulda neler olup bittiği üzerinde yoğunlaşmıştır. Bu memoların dikkatli bir şekilde incelenmesi ile geçiçi kategoriler ortaya çıkmıştır. Teorik örnekleme yöntemiyle hangi kategorinin daha fazla veriye ihtiyacı olduğu ve daha fazla ne tür verilere ihtiyaç duyulduğu tespit edilmiştir. Gözlem verilerinin analizi sonucu ortaya çıkan geçiçi kategoriler şunlar olmuştur:

1. okulda değişiklik yapma
2. zengin tarih
3. okul içi ve dışındaki bireylerle köprü kurabilme
4. çocuğun eğitiminde velinin rolünü üstlenme
5. Romanlar için ikinci ev
6. sosyal aktivitelerle eğitim ve öğretim
7. okul topluluğunun ve çevresinin okul üzerindeki negatif etkisi
8. eğitim ve okula ilişkin algılarını değiştirme
9. kişilik ve liderlik
10. okulda evde öğretilen değerlerle çelişen değerleri öğretmek
11. okulu öğrenciler için rahat bir ortama dönüştürmek
12. bireyler arası pozitif ilişkiler

Ortaya çıkan bu kategorilere yönelik görüşme soruları hazırlanmış ve öğretmenlerle yüzyüze görüşmeler yapılmıştır. Sonrasında da yine teorik örnekleme yöntemiyle seçilen, Okul Aile Birliği üyesi dokuz veli ile odak grup çalışması yapılmıştır. Bütün bu görüşmelerin analizinde, gözlem verilerinin analizinde kullanılan satır satır kodlama ve memo yazma süreci aynen takip edilmiştir.

Görüşme verilerinin analizinden sonra bütün kodlar ve kategoriler detaylı kodlama için gözden geçirilmiştir. Bu süreçte katılımcıların okula ilişkin benzer ve farklı görüşleri detaylı bir şekilde incelenmiştir. Kodların ve kategorilerin ve hatta memoların birbiri ile sürekli karşılaştırılması, benzer kodların bir araya getirilmesi, farklılıkların tespit edilmesi ve gereksiz kodların atılması oldukça uzun zaman almıştır. Sonrasında ise odaklı kodlama yapılmış ve daha analitik memolar yazılmıştır. Odaklı kodlama ve gözden geçirilen memolar araştırmacının her bir kategoriye daha iyi tanımlamasına yardımcı olmuştur. Her bir kategoriye oluşturan alt

kategoriler ve kategoriler arası ilişkiler daha net bir şekilde tanımlanmıştır. Bu süreç sonrasında aşağıda verilen kategoriler ile alt kategoriler ortaya çıkmıştır:

1. okulun öğrencilerin evlerinden daha iyi bir haline getirmek
 - 1.1. çevrenin okul üzerindeki negatif etkilerinin farkında olma ve azaltma
 - 1.2. öğrencinin ev yaşantısını bilme ve buna ilişkin farkındalık gösterme
 - 1.3. çocuğun eğitiminde velinin rolünü üstlenme
2. atipik bir okulda çalışmanın zorluklarına katlanmak
 - 2.1. atipik bir ortamda çalışmanın zorlukları
 - 2.2. iyi bir ahenk yaratarak aidiyet duygusu aşılama
 - 2.3. profesyonel bir ortam oluşturarak aidiyet duygusu aşılama
 - 2.4. paylaşılacak zamanlar yaratarak ve bunlar özel anlamlar yükleyerek aidiyet duygusu aşılama
3. sosyal aktivitelerle öğretim
 - 3.1. öğretimle ilgili olumlu yapılan olumlu değişimler
 - 3.2. öğretmenler
 - 3.3. sonuçlar
4. velileri okulda daha fazla sorumluluk almaya teşvik etmek
 - 4.1. Okul Aile Birliği
5. liderlik becerilerini kişisel özelliklerle birleştirme
 - 5.1. okulun geçmişteki hali
 - 5.2. okulun bugünkü müdür liderliğindeki hali
 - 5.3. liderlik-eğitim-kültür geliştirme
 - 5.4. kişilik
6. Roman öğrenciler ve diğer öğrenciler
 - 6.1. ikinci bir ev olma
 - 6.2. eğitime karşı tutum

Çalışmada, veriler, kategoriler, alt kategoriler ve memolar tekrar tekrar gözden geçirilmiştir. Araştırmacı, olabildiğince veriye hakim olmaya çalışarak araştırmada asıl tanımlanmaya çalışılan “temel olguyu” tanımlamaya çalışmıştır. Uzun bir sürecin sonunda okuldaki temel olgu “kısır döngüyü kırma” şeklinde tanımlanmıştır. Bu temel olgunun tanımlanması ve araştırma verisinin tekrar tekrar gözden geçirilmiş hali kategorilerde ve alt kategorilerde bazı değişikliklere neden

olmuştur. Bazı kategoriler birleştirilmiş, kategorilerin isimleri veriyi daha iyi yansıtabilecek şekilde değiştirilmiştir. Sonuçta, temel olgunun, nihai kategorilerin ve alt kategorilerin tanımlanması, teorik önermelerin oluşturulmasını sağlamıştır. Ayrıca, araştırma sonunda ortaya çıkan bu teorik önermeler ilgili alanyazın karşılaştırılmıştır. Karşılaştırma sonrası ortaya çıkan durum tartışma bölümünde detaylı bir şekilde ele alınmıştır.

Sınırlamalar

Çalışmanın amacı gereği atipik bir ortamda faaliyet gösteren bir okul seçilmiştir. Bu nedenle, çalışma, bir devlet ilköğretim okulu ile bu okulda çalışan müdür, öğretmenler ve Okul Aile Birliği üyesi velilerle sınırlanmıştır.

Sınırlılıklar

Bu çalışma bir devlet okulundan elde edilen verilerden oluştuğundan evrene genellenmesi mümkün değildir. Ancak, özellikle büyük şehirlerde atipik ortamda faaliyet gösteren, yani, etnik açıdan karışık, sosyo-ekonomik düzeyi düşük, kırsal bölgelerden göç alan şehir okullarının, bu çalışmada ortaya konulan teorik önermelerden ve bu önermelerde ifade edilen böylesine okul ortamlarında işe yarayan değişim stratejilerinden yararlanması ve kendi okullarına uygulaması mümkündür.

Çalışmanın Geçerliliği ve Güvenirliği

Bu çalışmada nitel araştırmaların geçerlik ve güvenirliliğini sağlamak için bazı tekniklerden yararlanılmıştır. Buna ek olarak bu çalışmada kullanılan oluşturmacı temellendirilmiş teori için Charmaz (2006) tarafından temellendirilmiş teori çalışmalarını değerlendirmek için geliştirilen değerlendirme kılavuzu kullanılmıştır.

BULGULAR

Bu çalışmanın temel amacı, temellendirilmiş teori (kuram) kullanarak etnik bir grup olarak Romanların, ve göçmen ailelerin yaşadığı sosyo-ekonomik düzeyi düşük atipik bir ortamda faaliyet gösteren bir okulun sosyal bir sistem olarak incelenmesidir. Çalışmanın temel veri kaynaklarını okul ve çevresinde yapılan gözlemler, okul müdürü ve dokuz öğretmenle birebir yapılan görüşmeler, Okul Aile

Birliđi üyesi dokuz veli ile gerçekleştirilen odak grup çalışması ve okula ilişkin elde edilen dokümanlar oluşturmuştur. Çalışma sonucunda duruma özgü veri temelli bazı kavram ve faaliyetler ortaya çıkmıştır. Bu veri temelli kavram ve faaliyetlerin araştırmacının “kısır döngüyü kırma” adını verdiği temel bir sürecin parçaları olduđu görülmüştür.

Kısır döngüyü kırma, atipik bir ortamda toplumsal bir sistem olarak okulun işleyişinde kısır bir döngü olduğunu ve bu döngünün okulda öncelikle örgütsel davranışı, sonrasında ise okulu oluşturan bütün alt sistemleri olumsuz etkilediđini ve bu nedenle bu döngünün okulun bütün paydaşlarının ortak çabası ile kırılması gerektiđini ortaya koyan, birbiri ile ilintili beş teorik önermeyi içermektedir. Bu teorik önermeler, araştırma sonucunda ortaya çıkan veri temelli kavram ve faaliyetlerin bir bütün haline getirilmesiyle oluşturulmuştur.

Kısır döngüyü kırma, okuldaki informal alt sistemlerin, okul topluluğunun ve daha geniş anlamda çevrenin önemini ve bunların okul üzerindeki yapıcı ve engelleyici etkilerini ortaya koymuştur. Ayrıca, kısır döngüyü kırma, toplumda etiketlenen öğrencilerin eğitim hayatında büyük deđişiklikler yapma isteđi ile yola çıkmış ancak küçük adımlar atabilmiş okul çalışanlarının deneyimlerine anlam kazandırmıştır.

Kısır döngüyü kırma sürecinin iskeletini oluşturan beş faaliyet şunlardan oluşmaktadır:

1. okulu öğrencilerin evlerinden daha iyi bir haline getirmek;
2. atipik bir okulda çalışmanın zorluklarına katlanmak;
3. öğrencilerin okulda öğrendiklerini okulda bırakıp dışarıda öğrendikleriyle zıt bambaşka bireyler haline dönüşmelerinin önüne geçmek;
4. velileri okulda daha fazla sorumluluk almaya teşvik etmek;
5. okul yönetiminde deđişim-yönelimli liderlik becerileri ile insani kişilik özelliklerini birleştirebilmek

Bu beş faaliyetten ve yine araştırma sonucunda ortaya çıkan kavramlardan yola çıkılarak atipik bir ortamda faaliyet gösteren bir okulun toplumsal bir sistem olarak nasıl işlediđini ortaya koyan teorik önermeler aşağıda verilmiştir.

Okulu Öğrencilerin Evlerinden Daha İyi bir Hale Getirmek

Teorik Önerme 1: Bir okul atipik bir ortamda yaşıyorsa o okulu öğrencilerin kendilerini evde olduklarından daha güvende ve mutlu hissedecekleri bir yer haline getirmek için, özellikle öğrenciye yakınlıklarından dolayı okulda önemli bir role sahip olan öğretmenlerin, okul topluluğunu ve öğrencilerin ev yaşantılarını yakından tanımaları ve duygusal, sosyal ve akademik sorumluluk almaları gerekmektedir.

Bu önerme, öğrencilerle her zaman birebir direkt iletişim halinde olan öğretmenlerin onları etkileyebilecek kilit kişiler olduğunu göstermektedir. Atipik bir ortamda, öğrencilerin evde ya da çevrede karşı karşıya kaldıkları negatif koşullar ya da zorlaştırıcı faktörlerden dolayı öğretmenlerin öğrencilere yaklaşımı çok daha fazla önem kazanmaktadır. Öğretmenler, birçoğu çocuklarının geleceğine ilişkin herhangi bir beklentisi ya da umudu olmayan fakir, ayrılmış ve az eğitilmiş ailelerden gelen öğrencilere empati gösterebilmelidir. Okul müdürünün yardımıyla, öğretmenler bu öğrenciler için okuldaki koşulları evlerindeki koşullardan çok daha iyi hale getirebilmelidir. Bunun öğrencilerin okuldaki akademik, sosyal ve duygusal gelişimine katkıda bulunması yüksek bir ihtimaldir.

Atipik Bir Okulda Çalışmanın Zorluklarına Katlanmak

Teorik Önerme 2: Atipik bir okulda çalışmak oldukça zordur, ancak pozitif ilişkiler ve profesyonel bir çalışma ortamı oluşturarak ve paylaşılacak özel zamanlar yaratıp bunlara özel anlamlar yükleyerek öğretmenlerde aidiyet duygusunun yaratılması durumu katlanılabilir kılmaktadır.

Teorik önerme 2, atipik bir okulda öğretmenlik yapmanın kolay olmadığını ortaya koymaktadır. Buna birinci sebep olarak öğretmenlerin moral ve motivasyonunun, okulun negatif imajından ve sürekli başarısız ve problemlili öğrencilerle çalışmaktan kolaylıkla etkilenebildiği gösterilmiştir. İkinci olarak, öğrencilerin geldiği çevre ve sahip oldukları özelliklerden dolayı öğretmenlerin rol tanımlarının dışında bir sürü problemle başa çıkmak zorunda kaldığı ifade edilmektedir. Bu sebeplerden dolayı atipik okulda çalışmak ödüllendirici olmalıdır. Öğretmenlerin okula bağlılığını ve adanmışlığını arttırmak için, öğretmenler arasında iyi ilişkiler geliştirilmeli, mesleki yeterliklerini ve uzmanlıklarını sergileyebilme

özgürlüğü verilmeli, okulda yapılacak değişimlerde fikirleri sorulmalı ve bir takım oldukları hissi uyandırmak amacıyla özel anlar paylaşımları sağlanmalıdır.

Öğrencilerin Okulda Öğrendiklerini Okulda Bırakıp, Dışarıda Öğrendikleriyle Zıt, Bambaşka Bireyler Haline Dönüşmelerinin Önüne Geçmek

Teorik Önerme 3: Atipik bir okul ortamında, bütün öğrencilere ulaşabilmek açısından, özellikle sistem içerisindeki başarısız öğrenciler için öğrenme fırsatlarını çoğaltmak oldukça önem arz etmektedir. Bu başarıldığı zaman, okul topluluğunun değerleri ile okulda öğretilen değerlerin uyumlu hale getirilmesiyle okul sadece öğrencide değil, okul toplumunda da fark yaratabilecektir.

Teorik önerme 3, atipik bir okulda öğrencilerin eğitim sistemi içerisinde tutulması ve okuldaki eğitim-öğretimden daha fazla yararlanması gereğini vurgulamaktadır. Bunu sağlamak için, öğrenme fırsatlarının daha fazla çeşitlilik göstermesi gerekmektedir. Buna bir örnek olarak, okuldaki sosyal aktivitelerinin sayısının artırılması ve başarısız öğrencilere bu aktivitelerde daha fazla rol verilerek bir amaç ve sorumluluk duygusu kazandırılması verilebilir. Öğrencilerin okulda geçirdikleri zamanın artırılması, öğrencinin daha başarısız bir hale gelmesini ve okulu bırakma düşüncesine kapılmasını engelleyebilir. Ayrıca, atipik bir okulda öğretilenlerin gerçek hayata yansımaları, bir başka deyişle, öğrencilerin okulda öğrendiklerini okul dışındaki hayatlarına aktarabilmeleri beklenmektedir.

Velileri Okulda Daha Fazla Sorumluluk Almaya Teşvik Etmek

Teorik Önerme 4: Atipik bir okulda her zaman ekstra yardıma ihtiyaç vardır ve bu nedenle veliler, okulun günlük yaşantısında daha fazla sorumluluk almaya teşvik edilmelidir. Okulun içi yapısını ve yaşantısını iyi bilen veliler, okul topluluğu ile okul arasında köprü görevi görerek, okul topluluğu ve dış dünyaya okul hakkında doğru mesaj gönderilmesini sağlayabilirler.

Bu teorik önerme her okulda olduğu gibi atipik bir okulda da veli katılımının önemli olduğunu ortaya koymaktadır. Atipik bir ortamda günlük hayat oldukça yoğun ve yorucu olduğundan özellikle ilk kademe öğretmenleri, koşullara bağlı olarak daha da sorunlu olan hijyen, sağlık ve beslenme gibi konularda kendilerine yardımcı olacak kişilere ihtiyaç duyarlar. Bir devlet okulunda bu konularda

öğretmenlere yardımcı olabilecek personeli işe almak neredeyse imkansızdır. Bu nedenle, velilerin “sınıf annesi” olarak öğretmenlere yardımcı olması ideal bir durum olabilir. Okul Aile Birliği olan ve üyelerinin aktif çalıştığı okullarda bu kişiler sınıf annesi olabilir. Ayrıca atipik bir ortamda öğretmenlerin bütün velilere ulaşması oldukça güçtür. Okul Aile Birliği üyeleri okulun günlük hayatında daha aktif rol aldıkça, bu veliler okulla ilgili doğru izlenimler elde edebilirler ve okul ile dış çevre arasında köprü görevi görerek okulun dışarıda doğru bir şekilde tanınmasına yardımcı olabilir.

Okul Yönetiminde Değişim-Yönelimli Liderlik Becerileri ile İnsani Kişilik Özelliklerini Birleştirebilmek

Teorik Önerme 5: Değişim yönelimli liderlik becerilerini insani kişiliği ile birleştirebilen okul müdürü, atipik bir ortamda kilit bir role sahiptir. Fiziksel koşulların, veli katılımının ve öğretmen-öğrenci- veli ilişkilerinin iyileştirilmesi, okulu öğrencilerin evlerinden daha iyi bir haline getirmek; atipik bir okulda çalışmanın zorluklarına katlanmak; ve velileri okulda daha fazla sorumluluk almaya teşvik etmek üzerinde doğrudan, öğrencilerin okulda öğrendiklerini okulda bırakıp dışarıda öğrendikleriyle zıt bambaşka bireyler haline dönüşmelerinin önüne geçmek üzerinde ise dolaylı bir etkisi vardır.

Teorik önerme 5, atipik bir okulda olan herşeyin birbiri ile ilintili olduğunu ve okul müdürünün bu karmaşık sistemin ortasında yer aldığı anlamına gelmektedir. Okul müdürü, karmaşık bir sistem olarak okulu oluşturan her parçanın düzgün bir şekilde çalışmasını sağlamak için okulu ve onu çevreleyen okul topluluğunu yakından tanımalı ve inisiyatif almak ve doğru karar vermek için gerekli bilgiye ve deneyime sahip olmalıdır. Atipik bir ortamda müdür olmak, insani tutum ve davranışlar gösterebilmeyi gerektirmektedir.

Atipik bir okulda değişim, farklı kaynaklardan aynı zamanda yapılmalıdır ve okuldaki çalışanların katılımı ile gerçekleştirilmelidir. Değişimin öncelikle okuldaki bireylerin rahatını, mutluluğunu ve sosyalleşmesini etkileyebilecek şeylerle başlaması, genel anlamda okul açısından, öğretmenler, öğrenciler ve veliler açısından daha iyi sonuçlar verecektir. Örneğin, ısınma, temizlik ya da yetersiz alan gibi fiziksel koşulların yetersiz olduğu bir okulda öğretmenler rahat bir şekilde çalışamayacaklardır ve bu da sürekli şikayetlere neden olacaktır. Bu nedenle,

böylesine bir okulda değişime öncelikle fiziksel koşullarda iyileşirme yaparak başlamak doğru bir verilmiş bir karar olacaktır.

Kısır Döngüyü Kırma Sürecini Etkileyen Kolaylaştırıcı ve Zorlaştırıcı Faktörler

Araştırma verilerinin analizi sonrası, “kısır döngüyü kırma” sürenin okulda başarılı olmasını etkileyen bazı “kolaylaştırıcı” ve “zorlaştırıcı” faktörler olduğunu ortaya çıkmıştır. Kolaylaştırıcı faktörlerin sadece okul-bazlı olduğu, diğer taraftan ise zorlaştırıcı faktörlerin hem okul-bazlı, hem de okul-topluluğu ve daha geniş çevre-bazlı olduğu görülmüştür. Tablo 1’de kolaylaştırıcı ve zorlaştırıcı faktörler bir arada gösterilmiştir.

Tablo 1

Atipik Okul Sistemini Etkileyen Kolaylaştırıcı ve Zorlaştırıcı Faktörler

	KOLAYLAŞTIRICILAR	ZORLAŞTIRICILAR
Okul bazlı	-Sınıf sayılarının azlığı -İyi bir eğitici takımı -Okul Aile Birliğinin varlığı -Atipik ortama uygun okul liderliği	-Hijyen sorunları -Yetersiz finansal kaynaklar
Okul topluluğu bazlı		-Velilerin eğitime yönelik negatif tutumları -Velilerin çocuklarını umursamaz tavırları -Belirli bir etnik grup için okulun ikinci bir ev haline gelmesi
Daha-geniş çevre bazlı		-Oluşturmacı merkezi müfredat -Disiplin cezalarının kaldırılması -Öğretmenlerin dönem ortasında atanması -Müzik, spor ya da sanata yeteneği olan öğrencilere yol gösterecek herhangi bir danışmanlık ve oryantasyon sisteminin olmaması

Kısır Döngüyü Kırma Süreci Hoy ve Miskel'in Sosyal Bir Sistem Olarak Okul Modeline Nasıl Uymaktadır?

Hoy ve Miskel'in toplumsal bir sistem olarak okul modelinde, çevre faktörlerinden ve eğitim-öğretim sürecinden etkilenen yapı, birey, kültür ve politika alt sistemlerini içeren, okulun formal ve informal yönlerine vurgu yapılmaktadır. Kısır döngüyü kırma süreci, atipik bir okul ortamında birey ve kültür alt sistemlerinin daha belirgin ve anlamlı olduğunu, diğer taraftan formal kurallar ve hiyerarşiyi gibi yapı alt sistemini oluşturan bazı öğelerin ve politika alt sisteminin daha az belirgin olduğunu göstermiştir. Teorik önermeler 1, 2 ve 3, atipik bir okulda bireye, bireylerarası ilişkilere ve kültüre daha fazla vurgu yapıldığını göstermiştir.

Hoy ve Miskel (2008) birey alt sisteminin dört önemli ögesi olduğunu belirtmişlerdir. Bunlar: ihtiyaçlar, inançlar, hedefler ve işe yönelik kognitif yönelimdir. Bu dört öge, yapıyı oluşturan öğelerle etkileşerek, okuldaki bireylerin davranışlarını şekillendirmektedir. Atipik bir ortamda öğretmenler zorlu bir rol üstlendiklerinin farkındadırlar. Ancak, bu rol, bildiğimiz formal kurallarla şekillendirilmiş rol ve görev tanımlarından biraz farklıdır. Atipik bir okulda öğretmenlerden sadece sınıfa gidip öğretmenlik görevini yerine getirmesi beklenmemektedir. Teorik önerme 1'de belirtildiği üzere öğretmenlerden, okul topluluğunu ve öğrencilerin ev yaşantılarını yakından tanımaları ve duygusal, sosyal ve akademik sorumluluk almaları ve Teorik önerme 3'de belirtildiği üzere okul topluluğunun değerleri ile okulda öğretilen değerlerin uyumlu hale getirebilmek amacıyla özellikle başarısız öğrenciler için öğrenme fırsatlarını çoğaltabilmesi beklenmektedir.

“Rollerin anlamlarını sistemdeki diğer rollerden alırlar ve bu bakımdan roller, birbirini tamamlayıcı niteliktedir” (Hoy and Miskel, 2008, p. 25). Kısır döngüyü kırma sürecinde öğretmenler hiç kuşkusuz çok önemli bir rol oynamaktadır ve öğretmenin buradaki rolünü tanımlamada öğrencinin ve müdürün okuldaki rolleri önem arz etmektedir. Öğrencilerin altyapıları ve başarısız olmaları öğretmen rol tanımını negatif etkilerken, diğer taraftan okul müdürünün değişim yönelimli liderlik davranışları ile insani kişiliği olumlu etkilemektedir. Ayrıca okulun işleyişini etkileyen kolaylaştırıcı ve zorlaştırıcı faktörlerde öğretmen rol tanımının olumlu ya da olumsuz şekillenmesinde etkilidir.

Hoy ve Miskel (2008) öğretmenlere yönelik bürokratik beklentiler ile öğretmenlerin okuldaki rollerine ilişkin bireysel ihtiyaç, inanış ve hedefleri arasında bir uyum olmalıdır. Kısır döngüyü kırma, atipik bir okulda öğretmenlerin rollerine ilişkin algıları, ihtiyaçları, beklentileri ve hedefleri ile çeliştiği zaman, öğretmen okulda kalma ya da gitme arasında bir ikilem yaşadığını göstermiştir. Bu ikilemin giderilmesinde, okul kültürü ile müdürün liderlik vasıflarının önemli bir rol oynadığı görülmüştür.

Hoy and Miskel'in modelinde, yapı, birey, kültür ve politika altsistemleri, modelde "teknik öz" adı verilen eğitim-öğretim süreci ile ilişkilendirilmiştir. Eğitim-öğretim süreci sonunda öğrencilerde değişim olması beklenir. Hoy and Miskel (2008) davranışçı, kognitif ve oluşturmacı öğrenme teorilerine atıfta bulunarak "değişim," ile hem bilgiye hem de davranışa vurgu yapmaktadırlar.

Atipik bir okulda, öğrencilerin genel başarı durumları göz önüne alındığında eğitim-öğretim sürecinin çok daha önemli olduğu görülür. Öğrenme, öğrencinin altyapısı ile çok yakından ilintilidir. Bu durum, ailelerinin ekonomik durumu ve eğitim sistemine özgü sorunlardan dolayı okula bıraktıkları tespit edilen Roman öğrenciler açısından çok daha önemlidir (Kyuchukov, 2000).

Kısır döngüyü kırma, atipik bir ortamda aile yapısının, okul topluluğunun niteliğinin ve öğrencinin öğrenme kapasitesi ile ilintili herhangi bir problemin öğretmenler tarafından dikkate alınması gerektiğini ortaya koymuştur. Ayrıca öğretmenlerin, bazı temel sosyal becerilerden yoksun bilgi ve beceri eksikliği olan öğrenciler dikkate alındığında, öğretimi sadece bilgi aktarma olarak görmemeleri gerektiği de ortaya çıkmıştır. Teorik önerme 3'te de belirtildiği üzere, öğretmenler özellikle başarısız olan öğrenciler için eğitim fırsatlarını çeşitlendirebilmeli ve bu öğrencilerin okulda daha fazla zaman geçirerek okuldan daha fazla yarar sağlamaları hedeflenmelidir. Öğretmenler öğrencilerin kapasitesinin, ilgi ve beklentilerinin, becerilerinin farkında olmalı ve onlarda sorumluluk alma ve ileriye yönelik hedef koyma bilinci geliştirmek için sosyal faaliyetlerin sayısını arttırmalı ve özellikle başarısız öğrencilere bu faaliyetlerde rol vermelidirler. Öğrencilerin velileri gibi okula yönelik negatif tutum geliştirmelerinin önüne geçilmelidir. Eğer bu başarılırsa, okul mezun verdiği öğrenciler sayesinde okul topluluğunu da değiştirmeye başlayabilir.

Macaristan'da Roman öğrencilerle yaptığı çalışmada Messing (2008) ilköğretimde bu öğrenciler üzerinde olumlu etki yaratan iyi örnekleri tespit etmeye

çalışmıştır. İyi örnek olarak gösterilebilecek uygulamaların şunlar olduğunu belirlemiştir: farklılaştırılmış öğretim, işbirlikçi öğrenme yöntemleri ve okul sonrası programlar. Ancak yine aynı çalışmada, bu uygulamaların okulu bırakma eğilimi olan ilköğretim ikinci kademesindeki Roman öğrencilerde işe yaramadığı ortaya çıkmıştır.

Hoy ve Miskel'in toplumsal bir sistem olarak okul modelinde, veliler daha çok diğer çevre etmenleriyle okulun dışında resmedilmiştir. Kısır döngüyü kırma ise atipik bir ortamda velilerin okul dışında değil içinde olması gerektiğini ortaa koymuştur. Teorik önerme 4'te de velilerin okulun günlük hayatında temsilinin kısır döngüyü kırma ile yakından ilgili olduğu ifade edilmiştir.

Hoy ve Miskel'in toplumsal bir sistem olarak okul modelinde, karar verme, liderlik ve iletişim üç kilit yönetsel süreç olarak gösterilmiştir. Atipik bir okul ortamında da bu üç sürecin son derece önemli olduğu, ancak bunların nasıl gerçekleştirildiğinin okulda fark yaratma açısından önemli olduğu ortaya çıkmıştır. Karar alma, liderlik ve iletişim birbiri içine geçmiş, okul müdürünün kişiliği ile şekillenen süreçlerdir. Karar alma katılımlı olmalıdır; öğretmenlerde ve velilerde görüşlerinin önemli olduğu ve okulun günlük hayatına katılımlarının anlamlı olduğu hissi yaratılmalıdır. İletişim açısından ise müdür öğretmenler, veliler ve öğrencilerle aynı pozitif etkiyi bırakmak için farklı iletişim teknikleri kullanılmalıdır. Öğretmenler ile iletişimde mesleki yeterliklerini taktir edici bir dil kullanması öğretmenlerde pozitif etki yaratırken, aynı pozitif etkiyi velilerle iletişimde onların *dilinden* konuşması yaratmaktadır. Öğrencilerle iletişim kurarken ise onlara sevgi gösteren, anlayışlı ama bir o kadar da ciddi bir baba gibi yaklaşmanın zor olduğu ama umut vaat ettiği görülmüştür.

Kısır döngüyü kırmada çevrenin önemli bir rol oynadığı oldukça açıktır. Çevre açısından okulun hemen yanında, okulla beraber aynı yerde yaşayan okul topluluğu ile okul çevreleyen daha geniş çevre arasında bir fark vardır ve atipik ortamlarda bu daha belirgindir. Bu çalışmada çoğunluğunu Romanların oluşturduğu okul topluluğunun kendine özgü güçlü değerleri ve normları vardır. Bu değer ve normlar okulu olumsuz etkilemektedir çünkü okulun bireye kazandırmaya çalıştığı değerlerle çelişmektedir. Çevreye daha geniş açıdan baktığımızda, müfredat, disiplin kurallarının kaldırılması, öğretmenlerin dönem ortasında atanması, yönlendirme sisteminin olmaması gibi sorunların ise genelde Türk eğitim sisteminin merkeziyetçi yapısından kaynaklandığı görülmüştür.

TARTIŞMA

Çalışma sonucunda araştırmacının “kısır döngüyü kırma” adını verdiği bir süreçle bağlantılı beş teorik önermeye ulaşılmıştır. Bu önermeler atipik bir ortamda faaliyet gösteren bir okulun işleyişinde kısır bir döngünün olduğunu ve bu döngünün okulun günlük işleyişinde yapılacak değişimlerle kırılabileceğini göstermiştir. Kısır döngüyü kırma, atipik bir okulda neler olup bittiğini geleneksel, korumacı bir eğitim anlayışı ve bunun resmedildiği Hoy ve Miskel’in toplumsal bir sistem olarak okul modeli ile anlamamızın oldukça zor olduğunu göstermiştir. Eğitime ve okula ve ayrıca atipik bir ortamda çalışan müdür ve öğretmen rolüne ilişkin bakış açımızı yeniden oluşturmamız gerektiğini ortaya koymuştur. Okuldan hem korumacı hem de dönüştürmeci birbiriyle çelişen beklentilerin atipik bir ortamda daha da belirgin olduğu görülmüştür (Şimşek, 2008).

Çalışma sonunda, atipik bir okulda kısır döngüyü kırma gibi değişim çabalarının gerçek bir dönüşüm yaratabilmesi için, okul ve eğitim kavramları ile öğretmen ve müdür rol tanımlarının, eleştirel ve radikal eğitim sosyolojisi görüşleri ışığında yeniden tanımlanması gerektiği önerilmiştir.

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