

The Evaluation of Strategies Used to Improve Teaching and Learning in Education Society

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ABSTRACT This research evaluated the strategies used to improve teaching and learning in secondary schools, which fosters quality in management. A case study has been applied. In this study, the semi-structured interview technique was used. Research data was obtained from the National Education General Secondary Education affiliated to the schools from which 13 school principals who work in public schools, and 27 teachers and 12 school council representatives were chosen. School principals take their staff along when they make decisions, and the people that they work closely with, but they sometimes make decisions by themselves. School principles promote the relationship and cooperation between the teachers, positive attitudes in the teachers' professional development needs of the populace working in public schools to improve the teaching and learning strategies that they use. Many efforts are made to create a positive learning and teaching environment, and to promote the use of information technology in schools to reflect a society-based education system.

INTRODUCTION

The term "learning" could be described as a process of engaging in new situations, which may include new approaches, attitudes and values to live in a dynamic world, which is changing rapidly (Bootkin et al. 2014).

According to McInerney (2014), fundamental mechanisms of the effective learning and teaching could be stated as practices which value creativity and innovations with enriched research and learner orientations that play a critical role to produce motivated learners that exhibit physical and psychological well-being. Understanding underlying factors which play important roles in the learning process is also important. It is stated that education, family upbringing, peer groups and communication media are the primary factors which influence the learning process (Bootkin et al. 2014). Furthermore, it is argued that the learning environment also plays a key role in the learning process. Hannafin et al. (2014) mentioned that formation of a student cen-

tered sphere would be beneficial in terms of enhancing interactive activities, which help individuals determine special learning needs, interests and create better and deep understanding.

It is also argued that teaching style and student learning are related to each other. Thus, teachers should have personal knowledge, and personal practices to facilitate student learning. It is indicated that personal knowledge refers to knowledge about the students and the methodology to be followed to teach, knowledge about the content while personal practices represents the provision of feedbacks and reports creation of safe learning environments. Moreover, some of the main dimensions, which play key roles in the teacher effectiveness could be suggested as showing enthusiasm, maintaining academic focus, and provision of opportunities to students in order to learn better through well-managed classrooms (McInerney 2014).

Orlich et al. (2012) mentioned that schools are educational institutions that provide social sources and social capital. The term social capital could be described as a collection of interpersonal relationships, which promote support and engagement. Therefore, teachers are expected to generate social capital for all the students. Mechanisms of social capitals could be expressed as

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families, communities and public institutions. It is also stated that schools should value physical and social networks for a teacher's students and parents to generate bonds and work cooperatively and collectively for a common good.

During the mid-18th century, teachers may have chosen to concentrate only on students in the classroom with strict rules, attitudes to protect schools from teaming and unknowing surroundings, which led to blocked interactions with the families of the students that they were teaching. Furthermore, such separation caused the imbalance of power which could be defined as a discrepancy in professional knowledge among teachers and parents. Moreover, priorities and agenda of the school were confidential. In the 1980's, with the help of the philosophy of empowerment, the parents began to construct equal partnerships with the teachers and get involved in the education of their children (Vincent 2013).

Gestwicki (2015) argued that children live with their families therefore, it could be mentioned that teachers should create bonds with the families to generate understanding of the nature of parent context and show respect to the forms of each family since constructing an effective partnership with families is one of the important roles of the teachers. Needless to mention that educators should be ready to understand the lifestyles, cultural values and norms in order to work more effectively with the parents.

Eccles and Harold (2013) stated that families play important roles in children's socio-emotional development and academic success. Moreover, the quality of relationship between teachers and parents is also important since it influences the children's and adolescent's school success. To be more precise, families and teachers need to construct an effective collaboration to help intellectual development.

Gestwicki (2015) discussed that educators need to focus more on family composition and family disposition (behaviors, beliefs) to create better attachments. Sheldon (2012) argued that there are numerous reasons, which could motivate parents to get involved in their child's education. However, one of the fundamental factors could be stated as the degree of effort made both by educational institutions (that is, schools) and educators (that is, teachers) to construct strong bonds, which would encourage families to be more involved in the education process. Such strong bonds would ensure academic success

with higher levels of attendance and lower levels of student behavioral problems. Moreover, it is stated that social and psychological resources available to parents, parents' efficacy beliefs, parents' experiences of engagement in their children's education, parents' attitude and impressions toward school are also some of the primary factors affecting the quality of involvement of parents in their children's education (Booth and Dunn 2013).

As previously mentioned, the roles of teachers and families are changing in the educational context. Besides, all the roles of administration are also changing. Winston et al. (2013) stated that initially, the role of administrators was to search the methodologies to improve learning climates and propose collaborative teaching techniques to enhance student learning and foster personal development. Currently, the role of administrators have extended to focus more on forming dynamic student learning environment and finding ways to transform the school into a more inviting place, especially for the minorities, such as non-traditional ages students, gays, lesbians, bisexuals and transgender students and creating effective communication with disabled students and removing obstacles for the diversity of students, such as part-time status or distant learners.

Moreover, Orlich et al. (2012) suggested that teaching is a long and challenging journey, which is fueled by numerous different ideas, values and strategies. The professional level of teaching is one of the strategies that could boost effective learning, which is a fundamental aspect of the teaching aspect approach and could be defined as an art and science to promote learning in technical and creative dimensions with well-planned courses to gain intellectually and socially, kinetic outcomes would also help teachers gain an understanding about the intellectual, attitudinal and psychomotor skills of their students.

It is also indicated that teachers might be more reflective and use a problem solver strategy to promote effective learning by creating cooperation with social aspects to complete arrangements, which would be helpful at creation of grounds for success and also questions the decisions which may have social impacts and should reflect problems and collectively work with staff members to list problems and possible alternatives to handle ethical and educational problems. Another possible strategy to promote

effective learning could be the focus on choosing an appropriate technology, which could change the nature of courses and help students to perceive them as a game or part of a challenge by increasing the motivation of the students to learn. Moreover, with the help of technology it would be more possible to provide online virtual learning context for the students. The main mechanisms of effective teaching could be stated as dynamic relationships among teachers, administrators, interactions among teachers and teachers, teachers and parents, teachers and learners, and learners and learners. Therefore, the application of the social constructivism theory as a strategy would be helpful for effective teaching and learning. Constructivists perceive learning which is rooted in mental construction. In other words, learning occurs when new information is built and added onto an individuals' current situation. On the other hand, social constructivism gives value to intellectual development through a dialogue which becomes an important tool to build, develop, share and exchange thoughts and ideas which takes place in the course of a discussion in all contexts to generate better understanding and gaining insights into the topic of conversation (Pritchard 2013). Therefore, the implementation of social constructivist theory as a strategy will be helpful in creating dynamic relationships among teachers, administrators, and interactions among teachers and teachers, teachers and parents, teachers and learners, and learners and learners which are the main mechanisms of an effective learning process.

Education is the process of transferring knowledge and skills from generation to generation and creating desired actions in individuals. Education is a social institution, which not only enables culture to pass on from one generation to another, but also brings in the perspective of the society, improves the individuals' talents and teaches individuals to be the necessary manpower required for the economy (Güçlü 2005). The transition from industrial society to informatics society caused changes in both societal, economical, political and technological fields, which led to the transformation in functions of education (Aytaç 2000). Predispositions in the world affected the educational sector, especially the schools. The leaders and directors of schools are faced with difficulties caused by the rapid changes in the world. The educational system is being transformed because of globalized econom-

ical systems, technological advances and increasing expectations (Helvacı 2005). Educational foundations are affected by the developments of social, political and economical fields and need to be readjusted (Helvacı 2005). Balci (2002) emphasized the most important responsibility of education as raising good citizens who can produce and contribute to the economy and raising human beings with political awareness. Educational institutions perform change and development better compared to other organizations (Helvacı 2005: 208). This aspect is reverberated in the educational field as improving schools, effective schools, learning schools and school-centered management (Balci 2002: 11; Helvacı 2005: 208). Readjustment studies related to education focus mainly on the role of school managers as main transition authorities (Sagir and Memisoglu 2012). Heads of schools used to be the managers of schedules in the 1960s and 1980s. In the 1980s they were accepted as effective leaders of schools and education, in the 1990s, they were the leaders of change and transition, and mediated as the pioneers of change in schools (Beyicioglu and Aslan 2010).

The goal of educational institutions is to provide education and tuition. Education and tuition mean change. The people who can implement change in schools are directors and teachers. In the present day, the success of schools is measured by the attribution of student outputs. To this end, societal expectations are increasing on the quality of educational process. Some studies specify that some of the demeanors of the school principals affect the quality of education (Balyer 2013).

The school directors, as the educational leaders, should establish strategies on how they operate, they should define the mission and vision of the school and share these with the members (Sisman 2004). The vision and mission of the school should be a guide to all the practices and activities that take place in an academic year.

The most strategic members of a school are the directors and teachers (Sagir and Memisoglu 2012). When the teachers' education before employment is insufficient to proceed when they are employed, it is the responsibility of school directors to provide in-service training for teachers. Education is triggered by society's implications, that is, schools, families, religious institutions, media broadcast and reforms, which are formed by electronic communication leading to

a rivalry between the entertainment world and game industry attracting children's attention towards other fields (Sagir and Memisoglu 2012). To reduce the effects of these to the barest minimum, school directors should provide an enjoyable and entertaining learning environment. Using visual education tools related to the subjects, making connections with the environment and society, using communication and knowledge technologies during the education process can make learning enjoyable.

While school directors work on creating viable teaching and learning surroundings, they also deal with the problems caused by changes within the institution. Increase in violence and disciplinary problems in schools can be observed. It is a priority for school directors to solve these problems, which increases the importance of individual guidance and psychological counseling (Sagir and Memisoglu 2012). Factors, such as problems of puberty caused by precocious puberty, problems caused by individuals of problematic families can reverberate as disciplinary problems, and this increases the importance of individual psychological counseling.

The school principal's role is defined by most researchers as his educational and tuitional leadership, as well as taking necessary precautions to create environments that increases the student's success and satisfaction for teachers in the workplace. The school principal, as the leader of an educational unit, has the role of creating and redeveloping the learning environment (Aytaç 2000). The school director should be exemplary to the school members with his individual and occupational quality. To be able to protect the balance in and out of school requires having a versatile perspective (Aslanargun and Bozkurt 2012). In order to be able to achieve the school's academic goals, the school principal should be able to provide the needed resources, be knowledgeable and qualified about educational programs, and have effective communication skills towards individuals and groups (Aytaç 2000). Educational leadership should be able to increase performance in teaching and learning fields, be in-depth and value-oriented. It should also include cultural activities (Duignan and Macpherson 1992) though transference (Aytaç 2000).

In the 21st century, the values like globalization, informational society, and human rights have increased in importance. In this context, the responsibility of identifying priorities of ed-

ucation has loomed large by school principals. School leaders should identify the focal point and be able to gather everyone in the school on that point (Özden 2008). The basis of existence of schools is to improve the students' success. Surveys found that school principals play active roles as educational leaders in developing teaching and learning. Various researchers have defined the role of school principals, being the leaders of schools, as establishing schools vision, creating appropriate teaching and learning environment, creating unity for education programs, and setting the needed order to make learning possible to increase the students' success. School principals are expected to encourage the teachers' professional development, using different teaching techniques, and creating a proper physical technological environment for learning. The communication between the principal and teachers is really important to create a successful teaching and learning environment.

The social, political, economical and technological changes have been affecting institutions. Schools, which are an indispensable element of the education system, have been affected by these changes dearly. School management, which is just a limited part of education management, is responsible for using all the human and material resources to perpetuate the school in a proper way (Bursalioglu 2008).

In some of the researches carried out on leadership and the role of management in some foreign countries, the conclusions showed that improvement occurs from the top downwards. Amendments appeared individually instead of organization-wise. In many developing countries, education has been bureaucratized, which makes the role of the principals as the officials of hierarchy (Simkins et al. 2003). In some of the developing countries (China, Thailand, Singapore, Nigeria, Malta, Pakistan and so on), the school principals' actions are constrained by the educational system and system directors. The government is responsible for the entire educational structure. The Ministry of Education is responsible for the curriculum, materials, choosing teaching styles, performing exams, school resources, choosing school staff and teachers and the improvement of school staff (Oplatka 2006).

The education system in TRNC has been centralized. School management is moved by the pronouncements and policies of the Ministry of

Education, which affects the development and the education policies dearly. The educational system is under the influence of legal power (Mertkan 2011). The Ministry of Education determines all education-related decisions and how they should be supervised. School directors should seek the ministry's permission to do things (Mertkan 2011, 2014). Teacher syndicate has a big influence on education. The lack of communication between the teacher syndicate and the Ministry of Education affects educational policies in a negative way (Dagli 2013). There are frequent teacher transfers to center schools in public schools. There is a regular teacher staff in center schools. On the other hand, the absence of some teachers on some days causes heavy losses in education. During the first two years when the teachers are first assigned to their positions, they are monitored a few times a year. After this period, there is no monitoring.

School principals are responsible for proper school management and development (Sisman 2012). School principals in TRNC schools are appointed to their management positions. The duties of school principals are assigned by the teachers' act in TRNC. Generally, the primary duties of school principals can be named as applying rules and legislation, performing education programs, and finding resources for the needed items of the school. There are little or no studies on strategies of how to increase the activities of principals in TRNC or to improve educational activities. In such a system, it is important to figure out what principals do to improve teaching and learning themselves and how teachers and members of a parent-teacher association are evaluated by teacher representatives.

Objectives of the Study

The focus of this study is to evaluate the strategies used by school principals to improve teaching and learning processes. In this respect, it is important to evaluate society-based education and to identify strategies used by principals and how effective they are in schools. The gathered data was essential in the evaluation of strategies used to improve teaching and learning. These discoveries not only provide the position of school principals in the TRNC education system but also contribute to training directors by revealing the strategies used by principals to improve the educational system.

METHODOLOGY

Research Design

The qualitative research model was used in this study to assess the strategies used by school principals of TRNC, which are connected to the General Secondary School Department Office, which is related to the Ministry of Education to improve the teaching and learning process. Qualitative research methods were used to gather data extensively on the subject (Denzin and Lincoln 2005). In this study, the strategies which are used by school principals to improve education were thoroughly examined. Qualitative research is a method used to get detailed and thorough information about a research problem. This method assists in focusing mainly on mutual interaction and flexibility between various stages. By using this method, reformulation is possibly according to the new conditions and findings during the study (Yildirim and Simsek 2011). In qualitative research, data is gathered by using many resources such as interviews, observation and documents (Creswell 2009: 175).

The method of the study is a case study. The base of the study was to identify the strategies used by school principals to improve education (Yin 1994). The aim of the study was to find results related to a specific situation. In qualitative research, factors related to the situation (environment, people, events, processes, and so on) are searched by holistic approach and how they are affected by related conditions or effects is focused (Yildirim and Simsek 2011: 77). In this study, the effect of the TRNC education system is to improve teaching and learning, how principals evaluate this, what principals do in their schools to improve the teaching and learning process, the challenges they face, and what the main role of principals in educational system were researched.

Study Group

The study group consisted of teachers and principals of public schools who are related to the Ministry of Education General Secondary School Office in the academic year 2013-14 and parent-teacher association, board of directors and teacher representatives. There were 15 school principals who have been working, at least for three years in the academic year the research

was carried out. School principals, teachers, parents and teacher representatives working in the parent-teacher association from every district in TRNC consisted of the study group. In this study, 13 school principals, 27 teachers, and 12 parent-teacher association members were interviewed.

Units having certain characteristics appropriate for the study formed the study group. To determine the study group, a specified goal method, incidental sampling and conditioned sampling methods were used. To determine the appropriate study group of principals, the researcher used conditioned sampling, teachers on the other hand were selected using incidental sampling (Bas and Akturan 2013). Since principals should have been in the school for at least three years, conditioned sampling was used and for teachers who had been working for the school director for three years, purposive incidental sampling were used. According to Patton (1987), purposive sampling enables thorough study of the situation if the situation has abundant data.

Data Collection

In this study, data was collected through the semi-structured interview technique. Permissions for the pilot study and data collection were taken from the Ministry of Education, General Secondary Education Office Manager in the academic year 2013-2014. One school director, three teachers and one head of a parent-teacher association were pilot interviewed. To approve whether questions were clear and comprehensible, the answers were checked for reflection of the questions. After making sure that the questions could gather the intended data, the data collection process was established. School principals, teachers, and parents were either called over the phone or visited, the goal of the study was explained and appointments were made for the appropriate dates for the interviews. Interviews were carried out in the offices of the school principals, with teachers in the school environment or in a place of their choice where they could feel comfortable, and interviews were carried out in a friendly manner in the form of conversations. The attendants were informed that they were free to withdraw from the study any time they wanted. Permissions were taken from attendants about the recording of the interview. The recording was stopped if someone entered the room during the interview. When an applicant did not permit for

the recording of the interview, the researcher took notes and evaluations took place according to these notes. The researchers informed the participants that their identities would be kept anonymous and coded for confidential purposes. Documents were signed by principals, teachers and parent representatives on voluntary participation.

Data collection started on 7th April 2014 and continued until 13th June 2014. The interviews were carried out in their rooms and with their permissions, they were thus recorded. Each interview with the principals took 30 to 45 minutes. The teacher interviews took about 20 to 30 minutes each. The interviews with the parent-teacher association members took around 10 to 15 minutes each. The three head of parent-teacher association parents' interviews were conducted over the phone taking no more than 5 minutes each. The recorded data was then documented, handwritten and prepared.

Data Analysis

The data collected through the semi-structured interview technique from the study group was analyzed thoroughly using an inductive content analysis method and it made it possible for the themes and dimensions to be revealed, which were not prepronounced. When content analysis is used, data is defined, and possible hidden facts in the data are revealed. Similar data, concepts and themes were organized and interpreted by using content analysis (Yildirim and Simsek 2011). Content analysis was carried out in three phases. In the first phase, gathered recorded data was handwritten. In the second phase, the researcher and dissertation consultants coded the data one by one. The researcher had read the data line by line and tried to find the important parts for the study. The data gathered from the attendants was analyzed, divided into parts and these parts were coded by giving names. The researcher formed the codes using the data directly. This code list was taken into consideration when data was analyzed and organized. The researcher and dissertation consultant compared the code key and interview documents, the points for 'agreed' and 'disagreed' were discussed and necessary changes were made and the code percentage was reached numerally. Reliability calculations of the study were carried out using the Miles and Huberman (1994) compatibility percentage, that is, Reliability=

Agreement/ (Agreement+ Disagreement). When the reliability calculations are above seventy percent, the research is accepted as reliable. The compatible codes of the researcher and the dissertation advisor were based to reach themes. The reliability calculation of this study was ninety-one percent.

The data gathered during the interviews was analyzed one by one through questions. Answers to all questions were separated to meaningful parts within. Each part was assessed according to its concept and code. In this context, answers to each question were categorized, explained and coded. In the context of what school principals do to improve teaching and learning, themes were named fundamentally, the principals were mandated to state the school's vision and mission, principals' decision-making related to the schools, the contribution of principals to teacher development, contribution to teacher supervision and orientation, contribution to cooperation of groups, contribution to the use of educational technologies, how collaboration is supported between schools, contribution to education program and teaching process, how they evaluate teaching process and student success, finding strategies to follow alumni, contribution to family and school cooperation. Data was named according to these themes. Then, conceptually coded statements were gathered together significantly and logically. The data was illustrated decipherably and unnecessary repetitions were avoided. In the final phase, illustrated findings were stated and associated with each other. The opinions of attendants were forwarded in quotation marks, and which attendant it related to was shown in codes in parenthesis. The school principals, teachers and representatives of parent-teacher association names were coded under different names.

Example, '.....' (SD(Ahmet)).

T: Teacher

SD: School Director

RPTA: Representative of Parent-Teacher Association

FINDINGS

The Effect of Education System on Teaching and Learning

Majority of school principals find centered education system to be a hindrance to the

development of teaching and learning. Participants stated that political decisions have affected the education system because the system is organized with the help of an administration policy instead of a government policy. *'There is a puzzle in our education structure. Education is political. Directors in ministries are appointed politically so they have insecurities. One does not like what the other one does so they cancel it. There is not a set strategy for education. There are no long-term goals. Decisions are taken according to short-term political parties' missions'* (SP(Yigit)). Another participant mentioned, *'The party in power makes daily decisions to be able to be accepted by the citizens and uses it as methods of education'* (SP(Aslan)).

The participants stated that every new government applied their own education system and because of this education is like a puzzle in TRNC. It was also said that there was not a fair system when it comes to education, just because it might be advantageous for the government in power, they change the system as they wish.

'Education should be a policy for the government. Unfortunately, in our country it is a matter of administration. In the name of improving education, the party in power has new books written so people of the party earn money out of it. This is done so that the supporters of the party can earn money. I did not see anything else than new books each time.' (SD(Deniz)). Another school principal evaluated the topic as follows, *'People are not open to new changes. There are groups, which can take advantage of the education system. These groups have got no issues when the education system goes down as long as it means they can take more advantage out of this situation'* (SD(Burak)).

Some of the school principals said that the education is managed from the top downwards, which means the decisions made in the center are sent to the lower positions, this are applied same in all of the schools, which is not scientific and they are daily decisions instead of long term decisions.

'Nowadays, all the decisions are taken in the center. Decisions are following a path from top to bottom. In developed countries, decisions are distributed horizontally. The system in our country shows no sign of success. Each district school has different problems. It is challenging to reach the top to solve the problems. When the ministry is informed of the problem, they gener-

alize the urgent problems related to the school. They want us to depend on our schools when it comes to a general problem, which slows us down.' (SD(Toprak))

Another school principal said, 'In our education system, we should only manage the existing system. They think 'Should we change it?' 'These ideas are not conscious or scientific. The decisions are short-term. There are no scientific studies. I can see that they do not try to search for problems and reasons or they do not try to analyze different education systems.' (SD(Günes)).

Another school principal said, 'I think our education system is a lot better than most other countries like India, African countries, or Middle East countries (except England and the USA). It is difficult to measure this because this was not the goal focused on. I know that some of the schools do positive things but not all of them. We do not have any data. If the Ministry were more forward with clear goals, it would be much better.' (SD(Yigit))

From the attendants' perspective, it can be said that education is managed from the center, decisions are made according to the party in charge's missions and they are forwarded to schools from the center (Ministry of Education). The school principals have problems contacting the ministry because decisions are forwarded vertically. It can be said that every step taken by the principals should be informed to the ministry and permissions should be taken. There is no data about what is done in schools because the system of the ministry in TRNC is not goal centered. Mertkan (2014) stated that it is really difficult to manage schools in Cyprus. The school principals are losing their authority because center management is the tradition. There is no decision mechanism. Politics is a big part of education.

Position of Teachers in the Education System

Participants state that the profile of teachers changes in the education system. Main themes in Table 1 regarding the position of teachers in the education system. Teachers gave opinions including more than one theme in the education system, the total frequency number of the themes is $F=65$, which is more than the teacher answering the questions.

Teacher participants mentioned that the most evident problem is the lack of effort of teachers

Table 1: The position of the teacher in the education system

Themes	Frequency
No supervised management	6
No effort to improve themselves	15
Limited to the curriculum	6
Problem of absenteeism	3
Lack of discipline	6
Not aware of working hours	3
No sense of duty	7
Lack of motivation	7
Insensitive outfit choices	1
There is permanent teaching staff in the centre	10
Changeable teaching staff in rural schools	1
Total	65

to improve their professions ($f=15$), and they mentioned that there was permanent teaching staff in the centre ($f=10$). Lack of motivation ($f=7$), no sense of duty ($f=7$), no supervised management ($f=6$), limited to the curriculum ($f=6$), not aware of working hours ($f=3$), problem of absenteeism ($f=3$), changeable teaching staff in rural schools ($f=1$), and insensitive outfit choices ($f=1$), are the obtrusive factors faced by teachers in the education system. Some of the interesting opinions are given below.

'As teachers we should always improve ourselves. Some of my friends think that 'I have been giving this lesson for years' so they go home leave their briefcases and come back to school the other day without working at all. There are no compelling factors in these kinds of schools. They think that if the students are not challenging like the ones in college why I should bother myself' (T(Osman)).

'There are teachers who take their jobs seriously, and ones who do not. There are teachers who come to school on time and work hard, however, there are many who do not care. The new generation has changed a lot. The ones who were born in 1985-1990 are really relaxed. The first lesson starts at 7.55am, they come to school at 8.05am.' They explain their irresponsible behaviors by saying 'I told the headmaster that I could not wake up early, he should not have given me an early lesson.' Some of the gaps in the constitutions are used in an unacceptable way. There are teachers who use more than 42 doctors' reports.' (T(Ebru)).

'Teachers should take their jobs seriously. Although they know it they have got the tendency to be insensitive and avoiding, and their personal lives are more important. If they have

conscience, they should take their jobs more seriously, if they do not, they avoid it. Everyone is treated the same whether they work or not. There are no sanctions on the matter. The issues are stated in the meetings but the responsible ones do not take it personally. There should be a reward and punishment system. ' (T(Oya))

'There is no rewards or punishment system, teachers are not supervised... Even the hard working teachers have low motivation' (T(Ülkü)).

'Teaching is a sacred profession. Some of the teachers come to school just to come. There are 42 sickness reports allowed. Some of the teachers try to use all of them. When I cannot come for 1-2 days, I panic and think what I should do to cover my absence. Some say I finished my units, do you want extra lessons near the end of second semester. I never gave any of my lessons but I remember many times that I got others' (T(Yalçın)).

There are permanent teachers in centre schools, on the other hand, in rural schools the teachers are replaceable. According to what participant teachers said, there are teachers who have many missing days from school, moreover, this is actually allowed by the law. Some teachers have not got any respect for working hours and they care more about their personal lives than their working lives.

Participants said that the profile of schools has changed. Participants mentioned that although which school students should go to is actually decided by the ministry, some students are enrolled to different schools and there is a decrease in the number of students in some schools. Students attending schools are not permanent. They are mainly children of parents who come to work in the country for the season.

Initiatives by School Principals to Improve Education in Their Schools

The evaluations related to themes on what principals do to improve the education in their schools in Table 2.

The Explanation of School's Goals

The evaluation of school principals on the goals of schools is as follows.

School principals stated that they try to explain the goal of the school to the teachers and encourage sharing.

Table 2: The studies school principals do in their schools to improve education

Themes
Principals sharing and explaining the goals of the school
Principals' decision making process
Principals' contribution to the communication between departments
Supporting, developing and guiding teachers
Contribution to the education system and teaching process
Teaching process and student evaluation
Creating a harmonious learning-teaching environment
Supporting cooperation among schools
Principals' strategies to follow alumni
Improving school-parent relationships

'All the work done throughout the year is evaluated at the end of the second semester. The success after the work done, and unsuccessful goals are discussed. The problematic issues are discussed. They are evaluated by the teacher council and staff meetings starting from September.' (SD(Burak))

One of the school principals stated that the goals of the schools are mentioned in the Public Education Law and schools follow these goals. *'The Ministry sometimes sends schools a paper stating the school's mission and vision to be followed. I am against this idea. Our mission and vision is mentioned in Public Education Law.'* (SD(Cenk))

When one of the school principals said that when he decided on his school's mission and vision, he uses his observations from foreign countries.

'I am a principal who has got a wide vision in addition to the ministry's goals. In order to move with the times, I travel abroad a lot. To find out what is done there and what I can do to reflect it to my school. Displaying the acquired activities is a vision. I bring out the school's panorama with the teachers in the meetings at the end of the school year.' (SD(Çagla))

One of the principals said that although the school has a vision, it is hindered to be applied because of the constant change of the teachers.

'As a part of our administrative responsibilities, we set out goals. We share it with the teachers. But teachers change at the beginning of the semester. When this happens, the meetings do not work. The change of teachers hinders our long-term plans.' (SD(Hakan))

One of the school principals said that they go over the goals of the school and reshape it according to the historical context by saying,

'We changed the goals and tools with the teachers according to the changed education notions and set a new vision.' (SD(Günes))

One of the principals said that they set new goals to improve student success by developing better communication skills with teachers. He also added that they have big expectations from teachers on the matter of developing students' success.

'I have got a strong bond with the teachers. I always reminded them my expectations about student success. I tell them my expectations about student success and there is no fear. We have to do our jobs properly.' (SD(Çagla))

A group of principals stated the fact that they cannot make plans about the school because the teacher staff constantly changes.

'We cannot do it. We have got a changeable teacher staff. It is not acceptable to change plans on a board. We meet when a problem occurs between departments.' (SD(Aslan))

Some participants mentioned that the school principals do not share the information of school goals with teachers.

'The school principal talks to us about the routine things. He does not share school goals.' (T(Osman))

Another participant said, *'The principal does not give us information about what will be done during the year. The evaluation of the previous semester is done.'* (T(Nalan))

30.77 percent of the school principles participating in the research (f=13) have had a specific vision they work on. 69.23 percent of the principals shared the goals of the school with the teachers at the beginning of the school year in the teacher council and they have evaluated the previous year. 15.38 percent of the school principals do not talk or share any of the goals for the school with teachers.

The Decision-making Process of School Principals

The school principals participating in the study said that when a decision is about to be made, the decision is discussed and approved in the teacher council.

'Academic curriculum is definite. We cannot change it. We can support it with tools. We have been setting a vision so that students can catch up with the social field. This is what the school wants the student to acquire in the process. The stakeholders of the school should be

aware of these so that they will not hinder it. If a museum is going to be visited, we do not want the mathematics teachers to object. It is discussed and approved in the teacher council.' (SD(Yigit))

One of the participant teachers explained the situation this way, *'The principal discusses the upcoming activities in the teacher council. There is voting on the matter. A decision is made and applied.'* (T(Gül))

A group of parent-teacher association members (f=9) and teacher representatives (f=13) stated that seventy-five percent of the school principals asked and considered the parent-teacher association's and teacher representatives' opinion about the school related decisions, and they collaborate on it. In some other schools, the parent-teacher association cannot come together since the principals make decisions on their own.

A teacher named Kivanç said, *'The principal makes so many individual decisions. There are interruptions. Results can be surprising because the decisions are made individually and the results cannot be foreseen.'* (T(Kerem))

Another participant said, *'At the beginning of the semester, we came together to discuss how we can develop the school and we made some decisions. He did not follow. We were going to have an activity but it was cancelled because he argued with a teacher. He made decisions himself. There is lack of authority.'* (T(Ülkü))

One of the school principals explained his opinion on the matter as, *'I have been doing this job for years. I am in a point that even the forecast can be wrong but not me. I never discuss my decisions. I use my authority given by the law. Never delay, convey, I use it.'* (SD(Aslan))

Some school principals discuss the decisions with the teachers but they have the final say.

Contribution to the Interaction between Departments

53.85 percent of the school principals (f=7) stated the fact that departments in the school work in harmony, having regular meetings, and added that the teachers' duties are assigned at the beginning of the academic year.

'I schedule one hour for department meetings when lesson programs are distributed. There is a meeting day for departments in the school once in a week. We discuss how we can help each other in these meetings.' (SD(Yildiz))

Another principal explained his opinion as follows, *'The departments in my school are very professional. It takes one week for a new assigned teacher to adapt to the school'* (SD(Yigit)). Another principal said, *'Despite a central structure, I make a point of department work to ensure wholism. Everyone benefits from each other's experiences. It gives me control when departments work.'* (SD(Deniz))

7.69 percent of the principals said that they do not have department meetings, departments have meetings in the case of a problem. One of the principals depicted that they do not have department meetings, however they have got staff meetings 5-6 times a year. 23.08 percent of the principals did not make any comments about the matter.

The majority of teachers (f=18), that is, 66.67 percent of them stated that the cooperation between teachers is encouraged by their principles and emphasized the fact that they have got regular department meetings.

'We have got our department meeting once a week. There are extracurricular activities. Everyone has duties in these activities. I work for the folk dance activity. We work together with the teachers from biology and psychology departments.' (T(Tugçe))

Student Support, Development and Guidance

The participants emphasized the importance of supervising teachers on their duties and responsibilities.

'All work of teachers should be inspected. How much of the curriculum is completed and how they connect it to the real life should be supervised. Students' statistical and graphical success are matched with their success in other fields in our school.' (SD(Burak))

One another participant gives his opinion as follows. *'Teachers should develop themselves, they should keep up with the change. It has been ten years since form 10's book was changed. Some schools still use the curriculum of five years prior. Inspectors do not inspect. What is taught or not is unclear. Some teachers skip topics just because they do not like it'* (T(Ülkü)).

Participants stated that principals are responsible however they do not have power to proceed some things.

'Everyone acts independently. They come and leave school whenever they want. School

principals have insufficient power. There are no legal impediments to change the multifunctions. Both the ministry and the syndicate are hindrances.

Things that school principals do to support and develop teachers according to participants (Table 3).

Table 3: Support and develop teachers according to participants

	Principal		Teacher	
	f	%	f	%
Teachers support education	2	15.38	10	37.03
Do not encourage in-service training	3	23.08		
Encourages in-service training	4	30.76	5	18.51
Invites lecturers for seminars	3	23.09	7	25.92
Has high expectations	1	7.69	2	7.40
Exemplary by improving himself	2	7.40		
Creates teacher duty awareness	1	3.70		
Total	13	100	27	100

Results showed that 30.76 percent of school principals encourage their teachers to attain in-service training, on the other hand, 23.08 percent of them do not. Also, 23.09 percent of school principals invite lecturers to school for seminars. The findings revealed that 15.38 percent of principals supported teacher training, 7.69 percent of them have higher expectations by guiding teachers. 37.03 percent of teachers said that principals are interested in teachers training, and 25.92 percent said that their principals invited lecturers for seminars, 18.51 percent of them stated that their principals encouraged them to attend in-service training, 7.40 percent said their principals have high expectations of their teachers, 7.40 percent said their principals have been exemplary by improving themselves, and 3.70 percent stated that their principals make them clearly aware of the responsibility of their jobs.

School principals encourage the teachers to improve their teaching skills. *'We have got a hall. He invites lecturers for seminars. He encourages us to go to in-service training.'* (T(Ynci))

7.40 percent of the participants stated that when the principal is one step ahead of them, they feel more motivated. *'The principal comes to school earlier than everyone. He works more*

than us. He always does research. He is very clever.' (T(Dilek))

'School principals have to be forthcoming with the available opportunities. He has to identify schools condition and has to solve the problems. Later, he has to focus on what he can do to move forward... When he thinks like this, everyone's motivation will increase.' (T(Mete))

One of the school principals said that he is trying to improve himself by taking his postgraduate degree and this behavior motivates his teachers to improve themselves too.

'In-service training is crucial for teachers. Researches claim that the acquired knowledge from your degree is valid for 24 years. They move forward with 16-month knowledge. If we are more positive, it is 2 years. There are continuing advances in every field. Teachers should catch up with this.' (SD(Yildiz))

Participants pointed out that there have been seminars in their schools within the context of European Union Education Discretion projects. *'We got a project from European Union. We have organized longstanding seminars on classroom management and motivation etc.'* (SD(Yildiz))

School principals feel responsible from training their teachers because of the interventions in education.

'I give responsibility to departments about teacher improvements. I lessen their number of lessons. They are really experienced and devoted. Newly assigned teachers get used to it in a week.' (SD(Yigit))

Some participant teachers (f=15) said that despite the efforts of their principals, they do not make an effort to improve themselves.

'Teachers should constantly improve themselves... I have never remembered once in 20 years that I had attended a lesson unprepared, but some teachers even leave their briefcases at school then come back the next day and go to class unprepared.' (T(Yalçin))

One of the participant teachers claimed that teachers have got legal immunity because of that they do not need to improve themselves.

'We have got a traditional structure. The teacher graduates from university, staffed as a teacher and then they get their immunity. Since they feel secure, they do not feel obliged to improve themselves. However, when the policies of the Ministry and the Syndicate is looked upon, they think everyone should stay wherever they are assigned.' (T(Ugur))

The Education Program and the Teaching Process

School principals are trying to create opportunities for activities against the odds that there is no school in the afternoon. The majority of school principals (f=10) (76.92%), have encouraged extracurricular cultural and educational activities such as school plays, dance, music, art, folk dancing and choir. They also create student clubs like nature sports, photography and so on.

One of the principals said that extracurricular activities are hindered because of the intensive curriculum, one another said that teachers do not come to school so they can only have one activity. One of them said that students cram the school in the afternoon so the only activity they can arrange is a school trip.

'In order to improve the students' pedagogical sides, we set goals of introducing music lessons and physical education lessons. In music lessons, we expect every student to play a musical instrument for their music culture. The paintings our students painted are enough to fill two display halls. These should be shared to improve their abilities and to encourage them in these fields.' (SP(Yigit))

One of the participant school principal stated that they prepare a program for teaching and learning activities.

'Students should be given a chance so that they can improve themselves in all fields. We have been encouraging both students and the teachers to be able to do all kinds of social and cultural activities in the school. A program is prepared showing which activities are going to be carried out, when and in which classes at the beginning of the school year.' (SD(Toprak))

One of the teacher participants stated her opinions by saying, *'One of the active committees is the school is the environment committee. We have got an activity once in a year. There is a day for citrus fruits day, wheat day etc., and students are showing a lot of interest.'* (T(Asli))

Some principals stated that they organize fairs in the school to create social awareness and encourage cooperation. The collected sum is donated to the cancer research society, home for the elderly, and to dog shelters.

Education Process and Student Evaluation

A part of participant principals (f=2) have evaluated the previous academic year in the

meeting taking place at the begining of the academic year. Others ($f=2$) organize meetings in the afternoons to discuss and evaluate the education process.

'We evaluate our students' academic success and we try to find solutions to increase the success rate.' (SD(Kivanç))

Another school principal said, *'We have got numeric data on student success. Numerical data on which student goes to which university is available. We try to include all our students to all activities. We have got numerical data on which student is in which activity.'* (SD(Hakan))

Another participant said, *'The success rate of the school is decreasing. We accept students to our school after an entrance exam but when there is availability in classes we accept more students as well because of this, we have got low expectations.'* (SD(Kivanç))

A principal stated that, *'We come up with the school's panorama at the end of the academic year in the teacher council meeting. I have got success standards since we accept enrollments after an entrance exam.'* (SD(Çagla))

Creating an Organized Teaching-learning Environment

School principals first of all tried to make arrangements in the present physical structure of the school to create a more effective teaching and learning environment in addition to this to maintain discipline.

'My first priority was the necessary the renovations of the school building. After completing that I focused on the inside of the school. We have got visual rooms. We have had rooms for specific lessons for four years. Every student changes their classrooms when they change lessons.' (SD(Toprak))

'I have tried to give a message to my teachers on the importance of cooperation. You cannot do anything independently. After two years, I enlarged their working environment and tried to communicate. I asked for their opinions, I made them decide. I have got a permanent teacher staff so I know their capacities. Then we focused on infrastructure. We are the first school which has established the technological classrooms.' (SD(Günes))

Another director said, *'We have got an education portal. We presented cinema seminar room to the European Union as our project.'* (SD(Yonca)).

Another school director said, *'We tried to adapt education tools to technology. We have used European Union Projects. We have built language laboratories. We have got a very liable parent-teacher association, they also helped. We have been trying to enhance the physical condition of the school. We are encouraging our students for the social activities.'* (SD(Hakan)).

The Evaluation of School Principals of Cooperation between Schools

School principals said that they are in collaboration with the nearby universities. Principals also stated that these universities afford them opportunities. *'I exchange opinions about education with the university professors'* (SD(Burak)). *'We have got a close relationship with the nearby university. Some of our alumni continue their education there. We send our students to the organized workshops'* (SD(Toprak)). Another principal said, *'One of the private universities donated us a chemistry lab, two computers, and some enrollment fees to our school. One university is asking for our help to send its interns'* (SD(Cenk)). Another principal said, *'We have had a good relationship with the universities. We attend their activities. Their interns come to our school. We have their professors give seminars in our school.'* (SD(Yonca))

The Strategies of School Principals to Follow Alumni

School principals have tried to follow their alumni. Some principals prefer to bring their previous alumni to a career day activity as the expert in their respective fields.

'We see our alumni on the TV screen as an interior designer, we are proud of them. We follow our alumni. We try to bring our alumni to school for seminars. They enjoy it. They say I was a student when I used to come now it is different.' (SD(Çagla))

Some principals said that they do not have systematic knowledge about their alumni like where they headed to. *'Some of our students go to Third World countries and do not come back. We should interpret not coming back as a negative thing. We have got world famous doctors. They have got contribution both to their country and to the world.'* (SD(Yigit))

Findings about Evaluation of Parent-School Relationships

School principals said that the Ministry does not have enough budgets for the schools so in order to fulfill these needs they work hand in hand with the parent-teacher association.

So 83.33 percent of the participants of the parent-teacher association board of directors representatives and teacher representatives working in parent-teacher association ($f=10$) determine the needs of the school to improve teaching and learning, inform parent-teacher association and guide them to overcome these needs. Some parent-teacher association representatives ($f=5$), that is, 41.66 percent stated that principals encourage meetings regularly. 41.66 percent of the parent-teacher association representatives ($f=5$) said that school principals restructure the school's substructure and solved the problems about the needs of the school.

Some principals said that they are not in good terms with the parent-teacher association. *'The members of the parent-teacher association think differently than us. Some of them just want to be a part of it. They want to interfere in school management. I ignored them.'* (SD(Aslan))

One of the principals said that all needs of the school are covered by the parent-teacher association, he just keeps the books of account. *'The needs of our school, the demands of the teachers, the needs we found are forwarded to the association. They cover the needs. We help with the school magazine but the parent-teacher association takes care of the economy of the school.'* (SD(Hakan))

DISCUSSION

The research was carried out to find the strategies used by schools connected to TRNC Ministry of Education Secondary Education Office to improve teaching and learning. The results found after interviews with school principals, teachers, and representatives of parent-teacher association are mentioned as follows.

The Effect of the Education System on Improving Teaching and Learning

From the participants' perspective, it can be understood that the center oriented education system affects the studies in schools to improve

teaching and learning. It can be seen that the political opinions affect the education system. Oplatka (2006) said that the government is responsible for the whole of the education system and added that the Ministry of Education is responsible for the curriculum, teachers, school staff, teacher choices and development. Since the communication between the school and the centre is vertical, all the decisions of the centre without knowing the structure of schools are the same. Mertkan (2014) stated that it is really difficult to manage schools in Cyprus. Central management is the norm, which leads authority loss for principals. School principals should inform and get permission from the Ministry before they take any step. Politics interferes with the education system.

There is no data about what is done in schools. The central office has no scientific evidence for its decisions. They make the decisions and share with the shareholders. The curriculum of TRNC education system is intensive and cannot be finished because of the short education span. The education system requires memorization, and selects students by exams which means academically successful students go to colleges, financially secure families send their children to private schools, academically weak students are set aside, they go up to the next year on condition, because there are no goals in between grades, they become unsuccessful in the eighth grade.

The Ministry of Education does not have an effective supervision. There is not enough staff in the Ministry's central association, which leads to lack of supervision and guidance of the teachers in the education system. Teachers with lack of attendance and the others are evaluated the same, moreover there is no reward or punishment system.

Teachers of the education system attend in-service training voluntarily. In service training is carried out without a program, and it serves just the people who want to promote. Teachers do not show enough interest to in-service training since there is no punishment or award. There is no performance evaluation for teachers. The teachers are inspected a few times in a year when they are in their nomination period. From the participants' point of view, it can be stated that teachers should go through in-service training, in addition to this they should also have orientation education in schools.

It is observed that newly assigned teachers are not aware of their job description and the education they got from teacher training schools might not to be used practically and falls short. The Teachers' Syndicate protects its members' rights dearly. Mertkan (2014) stated that this syndicate has a lot of power in the education system, which can hinder the Ministry's goals in some circumstances.

Newly assigned teachers have a low source of income, they also lack the responsibility necessary for the teaching profession, they travel to rural areas to schools every day, they might be assigned to designated places either at the beginning or in the middle of the school year, and because of all these reasons they do not feel themselves to be a part of their school. When a teacher is transferred to another school, a temporary contracted teacher is assigned to the empty place. The frequent teacher staff changes in the schools causes irregular attendance, late participation in lessons, which affects the education system in a negative way. There is permanent teacher staff in central schools. This might sometimes cause problems when lessons are assigned to teachers. Some teachers are frequently absent from work. The Ministry has not got a sufficient budget for the infrastructure of schools and they limit personnel intake. School principals' workload and diversity has increased. There aren't enough working hours.

The student profile has changed. Students do not show enough interest towards the lessons, they have not got any goals and they are not attending school regularly. They spend most of their time on social media and they are really good at using technology. In some schools, there is a changeable student profile. These students are the children of working parents who come to work in the country just for the season, these students face adaptation problems and bring their own culture to school.

School Principals' Actions to Improve Teaching and Learning in their Schools

Most of the principals explain the goals of the school and evaluate the previous year in the teacher council at the beginning of the school year. Some of the principals have got a specific vision for their schools. Principals of contemporary schools are expected to create a new vision in addition to being a leader, effective manager,

and program coordinator (Balyer 2012). 30.77 percent of the school principals participated in this study have a vision.

Principals with a vision explain the goals of the school to teachers and make sure it is known. While one of the principals sets goals for his school, the other says the changing trends in education makes them have a vision, one another improves his communication with students, has high expectations and expects the teachers to work hand in hand to reach the goals. Matters (2005) pointed out that principals of the 21st century have to have a vision as educational leaders, they also have the ability to be able to work hand in hand and improved communication skills. The principals of rural schools cannot set a plan since they do not have a permanent teaching staff. In rural schools, most of the teachers are transferred to other schools at the beginning of the new academic year. According to the Teacher's Constitution (1985), teachers have got the right to get transferred. Teachers can get transferred to a school of their choice as long as there is an available position.

Some principles do not share what is going to be done during the academic year. In traditional management, decisions related to education are given by the Ministry of Education and sent to school principles to be followed. School principals follow these decisions.

These findings have been found regarding the decision-making process of school principals. While some of the principals share their decisions and make sure they are approved by the teacher council, some set a vision for their school and share it with all their peers. Majority of the parent-teacher association representatives said that their principals ask about their opinions in the meetings about the school related decisions. A few of the school principals make decisions they feel comfortable discussing. One of the school principals brings the decision to the Ministry and the Syndicate and later to the teacher council. Özdemir and Sezgin (2002) says that the leaders' leading role can be behavioral and it might change from school to school.

School principals have had a positive approach towards teacher support, devopment and guidance. A total of 30.76 percent of the school principals lead teachers to attend in-service training, 30.76 percent of them support teachers who work on their high education degrees, and they also encourage their teachers to get scholarships

to study abroad. Also, 37.03 percent of the participant teachers pointed out that their school principals support them when they want to have further education in a foreign country. During the recent years, the Ministry of Education demands school principals to inform them about the academic needs of the teachers and they organize seminars accordingly. According to teachers who participated in the study, some of the principals work on their higher education, and this behavior serves as exemplary for teachers. Various studies suggest that model behaviors of a principal has a positive effect on education quality (Akbaba and Atub 2009; Conner et al. 2009; Elmore 2000; Ertmer et al. 2002; Kozloski 2007; Balyer 2001). The constant interference in education makes principals responsible for teacher training. They also give responsibilities to heads of departments to prepare teachers on duty. About improving communication between teachers and principals, more than half of the teachers and principals stated that principals show encouraging behaviors about improving cooperation and communication between teachers. Subject departments have regular meetings and work in a harmony. In some schools, the departments work by themselves and in some others they do not have any meetings. Some school principals arrange meetings to evaluate teaching and learning activities with the participation of all teacher staff. When the principal of a school organizes all the activities in the school (Leithwood et al. 2008), positive interactions in schools might affect the school's success in a positive way (Fullan 2001).

CONCLUSION

School principals have had a positive approach towards teacher support, development and guidance. A total of 30.76 percent of the school principals led teachers to attend in-service training, 30.76 percent of them support teachers who work on their high education degrees, and they also encourage their teachers to get scholarships to study abroad. Then, 37.03 percent of the participant teachers pointed out that their school principals support them when they want to gain further education in a foreign country. In recent years, the Ministry of Education demands school principals to inform them about the academic needs of the teachers so they can organize seminars accordingly. According to the teachers who

participated in the study, some of the principals work on their higher education and this behavior serves as exemplary for teachers. The constant interference in education makes principals responsible for teacher training. They also give responsibility to heads of departments to prepare teachers on duty.

One of the principals spends his time in school by observing education environments, another one checking classes, talking to teachers and students. When a principle is accessible, this has a positive effect on both teachers and students. In some researches, the leader of the school is a catalyst for teaching and learning.

The participants whose main focus is creating order for teaching and learning suggested that principals are firstly responsible for restructuring a school's physical structure by creating surroundings that enable the students and teachers an enjoyable studying environment (sports facilities, wc, classrooms). They are pioneering activities (fairs, club activities) that can create a bond between students and teachers. In order to increase student success, they encourage universities, parents and non-governmental organizations to support their school.

Participants related to improving communication between schools stated that principals have collegiality with the nearby universities. Universities afford schools opportunities. Besides the help of lecturers, they also help with the needs (projection, computers) of the schools.

About the strategies to follow alumni, principals try to keep track of their alumni. They invite their alumni for the activities like career day and seminars. Some principals said that they do not have any information about the whereabouts of their alumni.

The findings of the evaluation of parent-teacher association are as follows. School principals said that because of the insufficient budgets of the Ministry, they work hand in hand with the parent-teacher association on this issue. According to representatives of the association, school principals determine the needs of the school, inform the association and guide them with the solution. Parent-teacher associations state that the Ministry of Education does not fulfill the financial needs of the schools, thus principals and the association have to work together to find the necessary resources. It was found that the Ministry Of Education limits personnel intake

and the associations are obliged to pay for the services. Principals find the resources by demanding help from other organizations that they know of. School principals organize seminars for the parents.

RECOMMENDATIONS

These suggestions are found after the study is carried out with the participation of school principals on strategies used to improve teaching and learning in public schools connected to Secondary Education Office in the Ministry of Education. If school principals attend seminars and get their Master's degree on education management besides their teaching experiences, they might master better management skills. If the Ministry of Education has a better inspection and guidance system, which can include the principals' opinions, the quality of teachers can be improved in schools. With the performance evaluation and inspection, teachers' motivation can be enhanced. In order to attain success in improving teaching and learning process in schools, there should be rearrangements about the work assignment and transfer demands of teachers and there should be set minimum working periods in the same school for teachers.

With in-service training and orientation in the teachers' new schools, newly assigned teachers might prepare them to be more qualified for their job. Full-time schooling can enable more productive teaching and learning and better management of the curriculum. Directors on duty should be provided with in-service training on effective communication, personnel management, technology, and change management skills. To prevent financial problems in schools, budgets should be set. Schools should have their own budgets. By strengthening school and environment relationships, schools can be supported. Cooperation between schools should be encouraged so that directors and teachers can share their experiences about the ways to improve teaching and learning.

FURTHER STUDIES

For further studies, cross cultural contexts can be conducted. In this respect, different countries' context and education systems can be compared and this will enlighten the practices of different schools, which can enrich the quality of

society based school education. In addition to this, a mixed research approach can be conducted in order to get dense data.

LIMITATIONS

This research study is limited to the northern part of Cyprus. The qualitative research method was conducted to gather data. It is limited to the participants of the National Education General Secondary Education affiliated to the Department of 13 school principals who work in public schools, 27 teachers and 12 school council representatives.

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