Equality and Alienation at School: A Workshop with School Managers[*]

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Abstract

This study reports the results of a workshop conducted with school administrators in the Şişli district of Istanbul. The workshop was planned based on the results of research conducted with the teachers in the district, the subject of which was the perception of equality and alienation levels of the teachers. 26 school administrators participated in the workshop and the results of the research were evaluated with the school administrators by the focus group interview method. The interviews were conducted in three sessions of 40 minutes, and based on the focus group interview, one-on-one interviews were conducted with 8 school administrators, considering that they would contribute to the research in more depth. Video recordings of the interviews were made, the conversations in the interviews were deciphered and the texts obtained were analyzed by the thematic analysis method. Analysis of the deciphered texts under two main themes and eight subthemes yields the most prominent result which demonstrates that the number of questions of different school subjects in the high-stakes tests causes teachers to perceive inequality and alienation at school. Another important finding is that school administrators do not agree with the view that there are no fair practices in evaluating teachers' achievements. Relying on the findings of the workshop, it is recommended to carry out activities to increase the motivation of branch teachers who have few or no questions in the central exams and to strengthen the communication between administrators and teachers.

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INTRODUCTION

Although social inequalities and alienation are concepts of the same age as the beginning of settled life, it is possible to argue that the number of studies conducted to understand the relationship between these two concepts is not sufficient. Engels (2019) points to the moment that the first animals were tamed as the commencement of social inequalities, and Fromm (1982) finds clues of alienation in the first religious writings. Nevertheless, it was only possible to carry the discussion of inequality and alienation to the context of education with the appearance of the Industrial Revolution, which obscured class differences by blurring the lines between social strata. The concept of equality in opportunities can be regarded as the key factor that was used for sweeping the problems under the rug at the beginning of the 20th century (Atkinson, 2018). While the new methods of mass production and an improved and more sophisticated way of division of labor elevated alienation to a new stage (Fromm, 1982, 2016; Marx & Engels, 2013; Swain, 2013), the positivist structuring of education paved the way for the reproduction of social classes through assessment and standardization in education (Bourdieu & Passeron, 1990; Bowles, 1999; Bowles & Gintis, 1976).

This being the case, it is natural that research on educational inequalities mainly focuses on differences between students and parents and they take socio-economic stratification in their core (Baba, 2007; Kılıç, 2014; Önder, 2012; Önür, 2013; Özsoy, 2002). Likewise, the works on alienation primarily consider teachers as their research subjects and they struggle to understand the practices at school that are effective in the alienation of teachers (Elma, 2003; Emir, 2012; Eryılmaz & Burgaz, 2011; Gülören, 2011; Kesik & Cömert, 2014; Şimşek vd., 2012).

The literature on educational equality takes inequalities among students and parents at its core; hence, inequalities among teachers can be considered an intact field of study. When the studies on equality among teachers in the literature are scanned, it is seen that the subject is mostly discussed in terms of organizational justice. Polat and Celep (2008) make suggestions to school managers such as behaving ethically, avoiding arbitrary practices, applying rules equally to everyone, and being fair when awarding teachers or distributing additional tuition fees. Yılmaz (2010) also reaches similar findings reflecting a low perception of justice of teachers at schools. The study of Yılmaz demonstrates that the lowest scores were recorded on the items of 'No one is privileged in this school' and 'The school principal treats everyone fairly'. Similar research whose foci is organization and organizational justice were also reviewed and reflected during the research process, and findings were parallel as they all communicated a low level of justice perception of teachers (Altınkurt & Yılmaz, 2010; Gökhan et al., 2011; F. Yildirim, 2007; Yıldırım & Ekinci, 2012).

It would not be a mistake to put forward that most of the studies carried out in Turkey about teachers' alienation are inspired by the work of Elma (2003), and researchers used the scale which is based on Seeman's alienation sub-dimensions and was developed by the same author (e.g. Emir, 2012; Kesik & Cömert, 2014; Şimşek et al., 2012). The common findings of this research illustrate that alienation levels of teachers are relatively higher in the sub-dimensions of powerlessness, normlessness, and meaninglessness.

Considering the studies in the literature, it is understood that equality among teachers is not evaluated outside the context of the organization, and the concept of alienation is only examined as alienation from the school or workplace. Establishing a direct relationship between equality among teachers and practices in the workplace can be seen as a necessity. On the other hand, examining the relationship between alienation and the perception of equality may contribute to the dissemination of egalitarian practices to solve the problems of teachers who perceive alienation. For this reason, this study aims to meet with the managers who are in the position of problem-solving, to gather information from the field on the concepts of equality and alienation, and to produce solutions together with street-level bureaucrats.

The Context of Şişli District and Transition to Higher Education Levels in Turkey

This study is based on the findings of research conducted by Kaptan (2020a) with teachers in the Şişli district. Şişli is a town located on the shore of the Bosphorus in the north of the Golden Horn. This district, which has a central business area function and a working population 8 times the population of the settlers, is seen as an important research area in terms of equality studies. The reason for this is that the district shows great differences in spatial distribution as a region that has been receiving immigration for many years. When the spatial distribution of urban functions is examined, multi-story and high-density office buildings, touristic-certified hotels, and additionally military museums and shopping centers are seen in the east direction within the boundaries of the district, while large and low-density semi-rural areas and industrial areas (Atatürk Auto Repair Center, Ayazağa Village, mass housing and industrial valley) are found in the western direction (Kahraman, 1997).

Moving forth from the fact that the urban functions in the district have gained different characteristics in different regions in a homogenized manner indicates that the students in these regions also live in different socio-economic environments, and therefore the schools also have students from different socio-economic levels. It is possible to predict that this distribution creates differences between schools in terms of quantity and quality. It is possible to argue that the stratifying role played by regional differences in the process of enrolling students in primary schools is reinforced by a central examination during the transition to secondary education. Central Examination for secondary education institutions is applied to select students for Anatolian technical programs of science high schools, social sciences high schools, project schools, and vocational and technical Anatolian high schools. Public and private secondary school students, imam hatip secondary school students, open education secondary school students, temporary education center students, and students studying at schools abroad can participate in the exam. The entrance exam to secondary education consists of two parts, verbal and numerical. In the verbal section, there are four subtests: Turkish, Rebuplic of Turkey's Revolution History and Kemalism, Religious Culture and Moral Knowledge, and Foreign Language; A total of 50 questions are asked to students in these four subtests. Students are given 75 minutes to answer the questions in the verbal section. There are Mathematics and Science subtests in the numerical section and a total of 40 questions are asked to the students in these two subtests. In the numerical section, students are given 80 minutes (Ölçme ve Değerlendirme Genel Müdürlüğü, 2022).

The information provided by the Ministry of Education (Ölçme ve Değerlendirme Genel Müdürlüğü, 2022) demonstrates that 1.031.799 out of 1.236.378 students took the test in Turkey in 2022. When the distribution of the students' scores is examined, it is seen that 7,70% of the students scored between 100 and 199, 56,04% scored between 200 and 299, 26,33% scored between 300 and 399, and only 9,93% scored between 400 and 500. The distribution of student scores in the exam indicates a clear stratification among students. Considering the purpose of the exam to select students, it is inevitable that there will be a stratification between the schools that accept students with certain score ranges. As a matter of fact, there were 16 secondary education institutions in Şişli during the period of the research. 3 of these institutions are the schools that only receive the students with the highest scores with the central exam score. 6 schools receive student enrollment based on both central exam scores and addresses. It is possible to state that these schools enroll students with average achievement levels. Students whose central exam scores are not sufficient to enter a school are placed in schools that accept students only based on address, and 7 out of 16 high schools in Şişli accept students with this method.

This exam, which is a strong indicator of socioeconomic level, is held once a year, which makes it possible to call it a high-stakes test. The upper secondary schools that accept students by local placement also rank students with the grade point average at the end of secondary school and enroll them accordingly. In other words, it is possible to state that there is a stratification among the schools that accept students based on the address and that there is a competition to get better students (Kaptan et al., 2022).

It can be argued that the entrance exam to secondary education also shapes the structure of secondary schools. Similar to the secondary education entrance exam, the higher education entrance exam, which includes questions of the same academic courses with different weights, causes the weekly course hours of different branches to be distributed unevenly. The Basic Proficiency Test, which all students must take in the transition to higher education exam, and the Field Proficiency test and Foreign Language Test, which are required for students who want to enroll in undergraduate programs. In the Basic Proficiency test, a total of 120 questions are asked, including 40 Basic Mathematics, 40 Basic Turkish, 7 Physics, 7 Chemistry, 6 Biology, as well as 5 religions, 5 philosophy, 5 history, and 5 geography. In the field proficiency test, 40 Mathematics, 40 Science, 40 Turkish Language and Literature - Social Sciences-1, and 40 Social Sciences-2 tests appear. As can be seen, no questions are asked in courses such as music, physical education, traffic and first aid, and foreign language. Similarly, vocational courses taught in vocational and technical high schools are not included in the exam. On the one hand, this situation results in students who want to be successful in higher education ignoring the lessons that are not asked in the exam or the number of questions is few, on the other hand, it negatively affects the perceptions of equality and alienation levels of the teachers of these branches (Kaptan, 2020a). In addition, the unequal distribution of the number of questions in the exams also causes differences among teachers' incomes. The teachers of the branches with more questions in the exam earn higher income while teaching fewer students, the teachers of the branches with few or no questions in the exam provide education services to more students but earn lower wages. Kaptan (2020a) examined the monthly payroll and determined that this additional income difference between teachers could reach up to 8 times.

The quantitative research[1]

Within the scope of the research, data were collected from 264 teachers working in 16 public upper-secondary education institutions in the Şişli district. The 'Teacher Equality Perception Scale' (TEPS) and 'Teacher Alienation Scale' (TAS) were used as data collection tools in the research. TEPS is a scale that consists of the subdimensions of culture, division of labor, branch, and teacher assessment, while TAS includes the subdimensions of powerlessness, meaninglessness, normlessness, and social isolation (Kaptan, 2020a, 2020b). The participants of the study were identified by a stratified sampling method. The strata of the study were determined by taking the student enrolment procedures of the schools into account. The themes and subthemes of the workshop carried out with the school managers in the Şişli district were identified by referring to the results of the research conducted by Kaptan (2020a). In this section, a brief explanation of the themes and subthemes is provided.

The first and foremost finding of the research can be regarded as the high level of negative correlation between the perception of equality and the level of alienation ($r = 0,74$), which was required via Pearson product-moment correlation analysis. Hence, it is possible to assume that the level of alienation tends to increase when the perception of equality decreases. Depending on the significant and high level of negative correlation between the two notions, the main themes of the workshop were identified as 'Equality' and 'Alienation'.

The main theme of equality

While the overall equality perception level was identified as intermediate, the lowest mean scores were observed in the items 'Teachers have equal chances to be administrators in my school', 'Responsibilities are shared equally among teachers in my school', and 'Union membership plays a role in the promotion of teachers in my school' of the TEPS. Accordingly, these items were determined as the first discussion subjects for the workshop.

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[1] All the findings presented in this section were gathered from the Master's thesis named 'The relation between secondary school teachers' perception of equality and their alienation levels'. See Kaptan (2020a) for citation.

Both the TEPS and TAS scores were analyzed together with the variables of gender, teacher branches, years in the profession, educational attainment, graduated upper secondary school type, graduated higher education institution type, union membership, school type, and marital status. It was planned by the team of experts who would arrange and manage the workshop that only the significant findings to be included in the workshop program to be discussed (see Appendix 1 for the workshop program).

The first significant finding in the study was between the branch sub-dimension of TEPS and the branch variable. According to this finding, there are differences in the perception of equality in the branch sub-dimension between the branches whose questions are not asked in the central examination, the branches with few questions in the central examination, and the branches that do not have any questions in the central examination. According to the results of the analysis, the perception of equality of the branches that do not have any questions in the central exams is lower than the other branches. The highest level of perception of equality was observed in branches with few questions in the central exam. This finding shows that central exams are effective on teachers' perceptions of equality.

In the examination made according to the tenure of the teachers, a significant difference was found in the TEPS division of labor sub-dimension. Accordingly, it was observed that the lowest perception of equality was observed in the teachers in the first years of the profession (0 - 5 years, 6 - 11 years, 12 - 17 years), and the perception of equality increased as the tenure increased. While this finding might be related to the workload of young teachers who might be accepted as available for extra work because they are single and/or married without children by the school managers, it might be related to the fact that being inexperienced may cause a complaint with the workload which might be equal with other teachers at school. Hence, it was considered necessary to apply the views of managers to clarify the significant difference observed in the analysis.

Another significant result was seen in the type of higher education institution graduated from in the TEPS culture sub-dimension. According to this result, it was determined that the perception of equality of the teachers who graduated from the faculty of education and technical education was lower than the teachers who graduated from the faculty of science and literature and other faculties in the sub-dimension of culture. Likewise, the teachers who graduated from education or technical education faculties perceived a lower level of equality in the branch subdimension of TEPS.

There is a significant difference in the equality perceptions of teachers according to the status of being a member of a union or not. Accordingly, the perception of equality of teachers who are union members in the TEPS evaluation sub-dimension is lower than that of non-union members. In the study, the teachers were not asked to which union they were members in order to ensure the anonymity of the teachers and to ensure that teachers give objective answers to the questions. For this reason, in order to understand the relationship between union membership and the evaluation sub-dimension, it was seen as a necessity to discuss it within the scope of the workshop.

In the study, the only variable that showed a significant difference in the TEPS total score was the variable of teachers' workplace. It has been observed that the teachers with the lowest perception of equality are the teachers in high-quality schools that accept students only with the central exam score. The highest perception of equality is observed only in teachers in schools that accept students by local placement. The difference in this observation is probably due to the central examinations. In high-quality schools, it may be the case that students give importance to the branches that have a high weight in the central exams and do not give importance to other branches. Another possibility is that the teachers of the branches that have a high weight in the central exams may be working under greater pressure than the other teachers. The interviews to be held at the workshop were of great importance to test the accuracy or falsity of these predictions. When sub-dimensions of TEPS were analyzed with the same variable, it was observed that there was a significant difference only in the sub-dimension of evaluation. This result can be evidence of the prediction that the teachers in high-quality schools that enroll students only via central exam scores experience a higher level of pressure.

Still, further elaboration was considered necessary to reach a concrete conclusion about the significant difference in terms of teachers' workplaces.

The main theme of alienation

The result of the research addresses a 'low' level of alienation of teachers in the Şişli district. The scale items in which teachers perceive alienation the highest were determined from the highest to the lowest as 'I know that I will not be rewarded even if I am successful at my school', 'The decisions taken by the teachers in my school are not enough to change things', and 'I find the topics of the conversations of the teachers in my school shallow'.

While the alienation levels of teachers were similar in the sub-dimensions of powerlessness, social isolation, and meaninglessness, their alienation levels in the sub-dimension of normlessness were considerably higher. As defined by Seeman (1959), normlessness is the deeply shaken belief in rules, laws, and regulations, perceiving rules as meaningless, or obeying rules just because they are rules, even though the reason for the rules is not understood. When the finding of the study and definition of Seeman is read together, it becomes a must to comprehend why the alienation level of teachers is patently high in the sub-dimension of normlessness.

The only finding related to the gender variable was found in the sub-dimension of meaninglessness, and it was observed that the male participants' alienation level was significantly higher than females.

Another result obtained from the quantitative research was in the branch variable that showed a significant difference in the normlessness sub-dimension. It was concluded that the alienation levels of vocational and technical teachers were significantly higher than other teachers. It was also observed that the teachers whose subjects were not included in the high-stakes tests also had the second highest level of alienation. In addition, it is seen that the teachers who graduated from educational faculties experience a higher level of alienation in the normlessness sub-dimension than the teachers who graduated from science and literature and other faculties.

Surprisingly enough, the variable of union membership yielded an unexpected result in the social isolation sub-dimension. As unions are assumed to have certain locales where members come together, it should be expected that union members have better options to socialize. However, the research showed that the alienation levels of union-member teachers were higher than non-member teachers in the sub-dimension of social isolation. Standing as solely as a research subject, this fact also required further investigation in the field together with other findings. Additionally, the variable of workplace addresses significant differences in the social isolation sub-dimension. It is apparent in the analysis result that the teachers working at high-quality schools that enroll students with central exam scores have a higher level of alienation in the sub-dimension of social isolation and the second highest level of alienation in the same dimension belongs to the teachers working in the schools that enroll students whose central exam scores are not enough to attend a high-quality school. One more variable that is associated with the social isolation sub-dimension is the marital status variable. According to the analysis, it was observed that single teachers' alienation levels in the social isolation sub-dimension were higher than married teachers.

Summary of the quantitative research

To reach assumptions and conclusions, the table below is prepared to see which variables have significant differences in which dimensions and sub-dimensions.

Table 1. Variables and subdimensions with significant differences

	Total Equality perception	Division of Labor	Evaluation	Branch	Culture	Total Alienation level	Normlessness	Meaninglessness	Powerlessness	Social Isolation
Gender								X		
Branch				X			X			
Years at work		X								
Educational attainment							X			
Last graduated higher education institute				X	X					
Union membership			X							X
Workplace (School type)	X		X							X
Marital status										X

It is possible to reach some interpretations by observing Table 1. For instance, it is possible to assume that standardization and the existence of central exams not only stratify schools but also cause a devaluation of some branches, which causes the teachers to lose their faith in the norms. The oppression of standard testing also results in the social isolation of teachers and a heavy burden of evaluation. When political groupings and demographic variables enter the frame, social isolation becomes more evident. Nevertheless, the interpretations here are only assumptions and require more evidence from the field.

METHODOLOGY

Moving forth from the results of the quantitative research (Kaptan, 2020a), qualitative research with a case study design was planned. A case study can be defined as the analysis of data acquired from a case that can be regarded as extreme or with an aspect that is worth investigating (Creswell, 2014). In the case study, the selected case can be an individual, a group of individuals, a certain location, or an event (Yin, 2003). As the previous research was carried out in the Şişli district, the case of this study was also determined as the Şişli district as the analysis unit due to the findings that are potential research topics to be further elaborated. Therefore, it is possible to put forth that the same principle as the mixed method approach was followed in this study. As the main purpose of this study is to reach further insight into the findings of the quantitative research, a sequential-explanatory approach was adopted (Teddlie & Tashakkori, 2009).

For the integration of qualitative and quantitative analysis results, Plano Clark (2019) suggests four questions why to integrate, what to integrate, when to integrate, and how to integrate. After the workshop was carried out, the interviews were deciphered and analyzed. The data acquired were analyzed via categorizing and coding. As the categories and sub-categories were predetermined, the patterns that emerged in the analysis were placed under suitable categories (Maxwell, 2012; Saldana, 2011). The findings of the thematic analysis are the answer to the question of what to integrate. The units to be integrated are the findings of quantitative and qualitative analysis. As for the question of why to integrate, two answers can be given: The first reason is to gain a deeper understanding of the findings of the quantitative research, while the second reason is to create an awareness in the Şişli district related to the concepts of equality and alienation. Depending on the sequential nature of the study, the integration was carried out at the end of the case study. Finally, the integration was conducted by comparing the conclusions of both pieces of research.

The participants of the study are school principals and vice-principals in the Şişli District. As the quantitative analysis was carried out only in the public upper-secondary schools, the principals and

vice-principals of these schools were invited to the workshop by the Şişli District Directorate of National Education. 26 participants responded to the invitation. 16 of the participants were school principals and 10 were vice-principals. The attendance numbers show that all the principals of the public upper secondary schools participated in the workshop.

Ethical considerations

This study was conducted with the support and supervision of the Şişli District Directorate of National Education and with the Şişli District Governor's approval (No: 93198293-604.02-E.24649828, Date: 11/12/2019). The participants were officially invited by the local education authority and were informed that their participation during the workshop was voluntary. At the beginning of the workshop, the participants were reminded that the interviews would be recorded. The deciphered texts were sent to the participants after the workshop for approval. The names of the participants were concealed and codes were used. An example of coding is given below. (Please see Appendix 2 for the abbreviations)
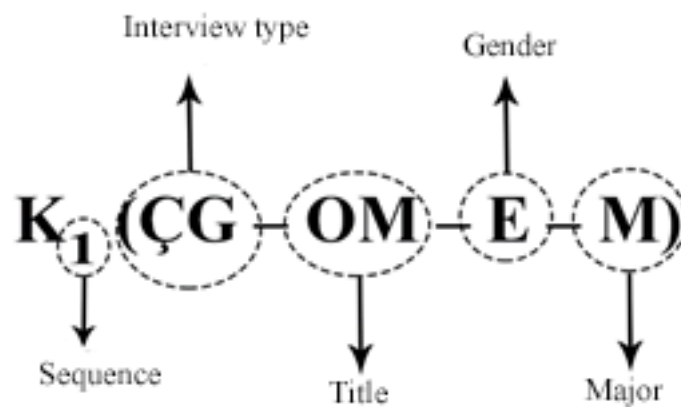
Results

Theme-1: Equality

Under the theme of equality, four sub-themes were determined: branch, culture, evaluation, and division of labor. In this section, the findings related to the categories formed under the sub-themes are presented.

Sub Theme-1: Branch

It was observed that the branch sub-theme consisted of four categories. According to interviews with school administrators, the first category that is likely to determine the perception of equality among teachers is observed as the central exam category. The opinions obtained from the administrators suggest that central exams cause some branches to be seen as worthless or of-secondary-important subjects by the students. A manager expresses the situation in the following sentences:

"K_8 (WI - VP - M - PE): So the child looks like this, he or she has four hours of English class, and he or she will not encounter this lesson in the university exam, he or she looks at it as a dead lesson. So the motivation of the teacher is low, and the past four hours in the class are wasted time for the child. The teacher is not efficient, the student is not efficient."

In this respect, central exams make some branches of the school more important than others. While this situation shows the teachers of some courses are more valuable than others, it also increases the pressure and workload on some teachers.

The second category observed in the branch sub-theme is the type of school category. Within the scope of the research, the school types were examined in three strata: Project schools that accept students through central exams, schools that admit students through both central examination and local placement and schools that take students only through local placement (Kaptan, 2020a). A school administrator stated that there may be differences in the perception of equality among the teachers working in these school types as follows:

"$K_{9\ (WI\ -\ VP\ -\ M\ -\ Eng)}$: When it comes to this vocational and branch distinction in schools, I see this phenomenon of feeling a low level in the profession and branch distinction as if it is something that comes from the student, not the teacher. In other words, the quality of the student coming to the school either creates the teacher's desire to work or backfires."

The third category observed in the branch sub-theme reveals the relationship between the difference in teacher branches and teachers being administrators. It was stated by a school administrator that school administrators wanted to work with assistant principals from different branches in their management teams.

It is understood that the reason for an unwillingness to work as a vice-principal is economic. For this reason, an additional course category was created as the last category in the branch sub-theme. The relationship between teachers' additional course income and their status as administrators was expressed as follows in the interviews:

"$K_{13\ (II\ -\ SM\ -\ F\ -\ Che)}$:…on my own behalf, I am paving the way for everyone who works, who will walk the same path with me. Unfortunately, our teachers no longer have the desire to be such an administrator. Especially not our vocational teachers, why not? They can take 44 hours of additional lessons per week, and they can take open high schools in 10 hours. Frankly, they do not prefer to be a vice principal because they can take more additional courses than a vice principal."

From this point of view, it has been determined that additional course incomes differ according to the branches and this difference is a factor in the demand to be a school administrator.

Sub-Theme – 2: Evaluation

The second sub-theme of the equality theme was determined as evaluation. Evaluation within the scope of the project is handled in two different ways. Accordingly, while the first interpretation is the evaluation of teachers' performances by school administrators, the second interpretation is about the attitudes that school administrators develop toward teachers. According to these attitudes, it has been observed that the administrators do not evaluate the teachers only on their performance in the classroom, and the personal evaluations they make towards the teachers may be a factor in the distribution of extracurricular activities.

In this respect, the first category observed in the evaluation sub-theme was named the workload category. We can say that the determining factor in the workload category is the in-class performance of teachers, based on the following statements of a manager:

"$K_{2(WI\ -\ SM\ -\ M\ -\ Geo)}$: Well, our teachers working in these project schools now have higher expectations than the teachers working there in terms of workload compared to the schools that accept students from local, so their performance should be higher accordingly."

Another manager's views observed in the evaluation sub-theme identify the concept of evaluation related to the act of rewarding. These rewards, on the other hand, are interpreted as

certificates of appreciation. Accordingly, it is possible to reveal that there is a relationship between teachers' performance and reward. For this reason, performance was considered as a separate category in the evaluation sub-theme.

Another category observed in the awarding of rewards and evaluation of success is seen as the union category. It can be said that the teachers have a perception that the probability of rewarding changes according to the unions they are members of, based on the following statements of the administrators:

"$K_{2\ (WI - SM - M - Geo)}$: *I will tell you, for example, when we made live lesson programs in our school in March, three of our teachers who performed were given certificates of achievement. Appreciated. One of our teachers was very surprised to learn that he received this award even though he was from a different union. The reason behind this astonishment is the perception that no matter what he does, this award would definitely go to someone else. Of course, we have distorted this perception.*"

Another category observed in the evaluation sub-theme was named task distribution. The school administrators' distribution of extracurricular activities in the school depends on their evaluation of teachers as hardworking, willing, doing their duty, or being lazy.

During the evaluation of teachers, the concepts of discipline and grades come to the fore. For this reason, the category of sanction was created in the evaluation sub-theme. The statements of a manager regarding the enforcement are as follows:

"$K_{1\ (WI - SM - M - Voc)}$: *In other words, in terms of discipline, for example, the teacher who does not comply with a rule does not face a consequence about why he/she does not comply if an investigation is carried out in terms of discipline. It is also a separate dimension and this result can be obtained from here. When the teacher does something wrong that does not follow a rule, when a disciplinary investigation is made with the students and at the school, nothing happens there either.*"

In this respect, it has been determined that the administrators complain about the limitation of their sanction powers during the evaluation phase.

Sub-Theme-3: Division of Labor

The division of labor indicates the fair sharing of the activities that teachers carry out in and out of the classroom and the responsibilities they have to perform at schools. The first category observed in the process of making these shares reveals the relationship between the difference between teacher branches and the division of labor. A school administrator expresses this situation as follows:

"$K_{3(WI - VP - F - Che)}$: *I don't think it would be beneficial for our teachers to encounter the same situations when they do the same things on a branch basis. Different jobs should be assigned to different branches. For example, the same teachers are always given tasks because some of our teachers are doing well. I think that teachers who do not perform these duties should also be given some tasks.*"

Another category observed in the division of labor sub-theme was named workload. This situation is attributed to the willingness of some teachers to carry out their jobs, while some teachers fulfill their duties just because of a necessity. In other words, the existence of an attitude that the workload of hardworking teachers is higher than that of other teachers is expressed as follows:

"$K_{3(WI - VP - F - Che)}$: *Some of our teachers are working really hard, and some of our teachers are just doing a duty. However, I think that if it was given to everyone when a task distribution was made, without thinking that they would do it or not, maybe we might have revealed some of the situations in them and thus a perception of equality would be created.*"

In this respect, it can be argued that school administrators strive to achieve equality in the distribution of responsibilities quantitatively with a participatory understanding to ensure fairness in the distribution of duties and responsibilities in the school.

For this reason, in terms of ensuring the mentioned equality, the statements of school administrators regarding the distribution of duties are also noteworthy. In the division of labor sub-theme, the distribution of tasks was handled as a separate category based on the clustering of the data in this area and its relationship with the theme.

It is observed that the factors that school administrators take into account in the distribution of tasks quantitatively appear as ensuring equality, transparency, and teachers' abilities and predispositions.

Sub-Theme-4: Culture

Within the scope of this research, culture was discussed in terms of teachers' worldviews, union memberships, lifestyles, and similar personal characteristics. As a result of the interviews with school administrators, it was determined that this concept was discussed together with the concepts of union, impartiality, being a party, teachers' opinions, being objective, and workload distribution. Accordingly, the first category determined was taken under the title of union.

"$K_{2\,(WI-SM-M-Geo)}$: Another result is that the level of equality of unionized teachers is also low. In other words, any union-affiliated teacher reduces the perception of equality compared to a non-union teacher. This is an interesting result. I think we should evaluate this well. In any case, the fact that school administrators act objectively and impartially to their teachers both in the distribution of the workload and in rewarding them can change the perception."

The opinions put forward by the school administrators on this issue reveal that they also make an effort to be a party or not, depending on whether they are members of a union or not.

On the other hand, it is possible to observe that the viewpoints that cultural differences are expressed for different reasons in the school environment also appear within the scope of the research.

"$K_{13\,(II-SM-F-Che)}$: ...everybody was offered equal conditions, but I can't see the logic of these teachers' attacking a union, I don't know about inequalities here and there, because they also have burnout. There is an inability to do any work."

At this stage, it can be seen as a necessity to compare the data obtained from the teachers with the data obtained from the administrators and to evaluate the data obtained from these two poles together. Cultural factors also constitute a category regarding the opportunities for teachers to be administrators. It is observed that there are different practices put into practice at different dates in the transition of teachers to managerial careers. Accordingly, a written exam and an interview are applied together; It has been observed that there are three different management appointment methods, namely, the appointment of a manager by interview only, and the appointment of a manager by proposal method.

It is possible to state that the fact that administrators were appointed with different methods at different dates confused the equality of opportunities for teachers to be administrators. Apart from exam and interview methods, teachers can also be appointed to managerial positions as assistant principals, if their managers deem it appropriate. At this stage, school principals' evaluations, cultural factors and teachers' demands on this issue also become effective. On the criticism of being a member of a certain union provides a privilege to become a principal or vice principal, a school manager gave the response below:

"*K13 (II – SM – F – Che): I think these are just their excuses, such as the union you say they produce, equality, I don't know what it is. I think of it as a port of refuge. Because now everything is equal for everyone who wants to do it. After taking the exam, if the school principal is behind the offered person, if this friend thinks that he can work, I already make the necessary notification to my superiors. My superiors also say that if you are behind this person, we are behind you.*"

The remarks of the principal K13 illustrate that being appointed to administrative positions in a school depends on standard evaluation procedures such as central exams; however, the remarks also communicate a network through which administrator candidates are offered by principals on active duty. At this point, it is possible to suspect that individual preferences and/or political views might play a role in the process of appointing a teacher to an administrator position. Union membership embodies specific characteristics and these characteristics are also attributed to their members. Hence, the concerns about the fair appointment of teachers to administrator positions might be sound. Furthermore, the high-quality schools (or project schools) are not subjected to the standard procedure of appointing vice principals and principals through central exams. In these schools, the vice principals are chosen by the principal independent of exam scores.

Theme 2: Alienation

There are four sub-themes of the alienation theme, which can be defined as the insensitivity or numbness of the individual to his workplace, his colleagues, his profession, the rules of his profession, or directly to himself. These sub-themes are normlessness, meaninglessness, powerlessness, and social isolation. In this section, these sub-themes are defined by applying the views of principals and vice principals who participated in the workshop.

Sub-Theme-1: Normlessness

Within the scope of the research, the sub-theme of normlessness includes the opinions of the administrators about the teachers' lack of common values and goals, not knowing what, how, and when to do, and having an understanding of success depending on favor and support, in relation to inequality. For example, a participant who is a school principal expressed his views on the sub-dimension of normlessness by emphasizing the disciplinary practices applied to teachers who do not obey the rules;

"*K1(WI – SM – M – Voc); …So it is not obeying the rules, there is usually such a point of view. So from here, of course, when we look at it from the managerial point of view, we also look at the discipline aspect of it. In other words, in terms of discipline, for example, if an investigation is carried out in terms of the discipline of the teacher who does not comply with a rule, there is obviously no result about why he does not comply* [In fact, this is a complaint of the participant K1. He thinks that the teachers who do not comply with the rules are not punished even though investigations are conducted.]. *It is also a separate dimension and this result can be obtained from here. When the teacher does something wrong that does not follow a rule, when a disciplinary investigation is made with his student and at the school, nothing happens there either.*"

On the other hand, another participant, who is a vice principal of a school in the Şişli district, attributes the teachers' tendency to not obey the rules and accordingly not knowing what to do, to the management style in the school, and states that this situation can be overcome by giving more responsibility to the teachers.

A vice principal defined the teachers' tendency not to obey the rules as they believe that the success in their school is evaluated unfairly due to favoritism as an excuse. The vice principal suggests that teachers who do not want to work at school make up this excuse to cover their being lazy.

As regards the sub-theme of normlessness, two points are significant. First, normlessness is perceived by school administrators as the act of not obeying rules, or not sharing common goals.

Second, it is clear that principals obviously reject the criticism that their evaluations are not fair and that they favor some teachers over others. It was found that principals consider these criticisms as an excuse that conceals some teachers' desire to sneak out of their responsibilities. This misconception of principals related to normlessness bears the potential to cause conflicts at school.

Sub-Theme-2: Powerlessness

The sub-theme of powerlessness includes the opinions of the administrators about the teachers' feeling of being out of the administration and not being effective in the administrative processes owing to inequalities. Although some school administrators attribute these feelings of teachers to the inability of local-level educators to participate in the decisions taken by higher authorities, other administrators stated that teachers are not as willing to participate in decisions within the school as they thought. Supporting these views, it was added that the teachers are not willing to take part in the decision-making process as it also brings together responsibilities. A school manager explains her thoughts as follows:

"$K_{14 (II – SM – F – Bio)}$; First of all, it is necessary to understand whether they want to participate in the decision-making process. In general, there is the perception that if we talk a lot in meetings, we will take part or if I express my opinion in this board, this tender will be on me [...] It may be necessary to reflect on whether they really want to participate in the decision-making process. I actually think it's the opposite. I think they don't want to be involved, those who want to be involved are already involved. So this may be a bit of a prejudice-based doubt. In the decision-making process, there are duties that they have to do with their own involvement, this is called governance, and it brings responsibility to the person who participates in this decision-making process"

Based on the statements of the participant school administrators in the powerlessness sub-dimension, it can be said that not being able to participate in the decision or thinking that they cannot be effective in administrative decisions causes teachers to feel worthless. Again, in line with the opinions of the participant school administrators, it can be concluded that school administrators make special efforts to include teachers in administrative processes in order to eliminate this negative situation. Still, teachers generally prefer to stay away because they think that being involved in administrative processes will bring an extra workload on them.

Sub-Theme-3: Social Isolation

Within the scope of the research, the sub-theme of social isolation includes the opinions of the administrators about the feelings of alienation, being unable to integrate with the school, and being alienated from the school, students, teachers, and administrators, in relation to inequality. In this context, a school principal stated that the negative emotion that occurs in the event of not receiving an award results in a distance as follows;

"$K_{15 (II – SM – M – RCKE)}$; There is a problem when a teacher or two receives an award, others ask 'Don't we work?'. They question what their friend did extra. Even if a project is made, as a result, two teachers do not make that project, many teachers do. Or someone takes responsibility. That's why we write that name [We propose that person to be awarded]... that's why the teacher cares about his job. They are aware that it is important, but when it comes to appreciation and thanks, when this is not observed, a phenomenon of injustice occurs in them."

Another school principal emphasized that the alienation experienced by teachers may actually be a result of the social, economic, and health-related extraordinary situations experienced in recent years.

The views of a school principal who emphasized that the inability of teachers to integrate with the school with a sense of alienation is a deficiency of institutionalization and school culture are as follows;

"$K_{14 \ (II - SM - M - Bio)}$; Since we go according to the people and not according to the institution, there is no institutionalization. Schools are managed according to the person, you know, I go, someone else comes, another application is started. In other words, for a corporate culture to be formed, it must be institutionalized. School is an institution, but institutional practices vary from person to person. School memories can be erased very quickly. Work memory can also be quickly erased, work memory can also be deleted. So a method needs to be determined."

As a result, according to the school administrators participating in the research, it can be said that school-based practices such as rewarding, extraordinary social situations such as pandemics, and systemic reasons such as not being institutionalized cause teachers to experience alienation. Again, according to the participant school administrators, there are suggestions that the dissemination of learning communities, the promotion of awards, or the emphasis on the institutional structure of the school rather than the individual can eliminate the alienation experienced by teachers.

Sub-Theme-4: Meaninglessness

The meaninglessness sub-theme includes the opinions of the administrators regarding the teachers' negative perceptions of teaching work and finding education and training monotonous in relation to inequality.

From this point of view, one of the school administrators stated that working in the same school for many years turned into a monotonous routine for teachers;

"$K_{4 \ (WI - TVP - M - Voc)}$; The biggest problem is that teachers stay at the same school for many years, which of course brings with it this intimidation. Because since I started school, many friends who felt that intimidation changed their schools. Afterward, when we continued to meet, I got feedback like 'I felt better, I had better communication with the children'. I specifically asked this question because I am also a little curious about such matters, I wonder what effect the school change has on the teacher, psychologically and sociologically. The feedbacks were always similar; I got feedback like 'I feel better, I can adapt to the lessons better'."

Another school administrator reminded that the rotation applied for school administrators had positive results for the meaninglessness sub-dimension, and expressed that a similar practice could be implemented to eliminate the routine for teachers.

On the other hand, another school administrator also stated that the differentiating student interests and the social problems that reflect on the school through the students reduce the enthusiasm and desire of the teachers in the teaching process. Similarly, another school administrator stated that the academic level of the students studying at the school affects the teachers' willingness to teach.

As a result, it can be stated that there is a belief that teachers' staying in the same school for many years is the dominant factor in the meaninglessness sub-theme. In addition, the inability to keep up with the changing interests of the students and the academic success levels of the students in the schools were also revealed as factors in the perception of alienation in the meaninglessness sub-dimension. To prevent alienation in this dimension, mentoring practices were recommended in the workshop.

CONCLUSION

As a limitation of this study, the conclusions here are the results of the integration of the quantitative (Kaptan, 2020a) and qualitative research. Hence, the results are not discussed with other research in the field. This limitation results from the nature of the study which solely deals with the Şişli district; thus, the conclusions and suggestions presented here are not generalizable. However, it is still possible to follow the same research pattern by making use of the same data collection tools and organizing workshops with the same contents.

It is understood that school administrators and teachers expressed similar views on central exams and the inequalities that may be experienced because questions of different weights are asked in these exams. However, the reasons for the statistical difference in the levels of equality and alienation observed between school types in the quantitative research are revealed by the qualitative study. The fact that the students' focus is only on achieving success in the central exams in the schools, which are expressed as project schools, increases the workload of the teachers. This desire for success also increases the pressure on teachers. Teachers in these schools have to do additional activities outside of class and even outside working hours. On the other hand, the fact that the questions asked in the central exams do not reflect the school lessons equally drags some branches to a secondary position or renders them completely unimportant.

In the quantitative research conducted with the teachers, the teachers responded with a moderate level of equality perception to the scale item, which states that the administrators treat some teachers with privileges according to their teacher branches. Similarly, in qualitative research, the demands of administrators to appoint assistant principals from certain branches, the differentiation in additional course fees according to branches, and the distribution of duties at school according to branches indicate the factors that may affect the perception of equality.

The fact that teachers have expressed their opinion that no matter how hard they try, they will not be rewarded, and that union membership is a factor in the evaluation is also included in the study conducted with school administrators. The evaluations made in terms of giving awards and being impartial without considering union membership draw attention to the relationship between the perception of equality and rewarding and union membership issues.

There are differences between the perceptions of the teachers about the opportunities to be administrators and the opinions of the administrators. Accordingly, while the teachers stated that their chances of being administrators were not equal, the administrators claimed that written and oral exams were valid in this regard. They stated that this process was carried out in an objective and success-oriented manner. However, in the interviews, it was learned that the practice of making appointments to managerial positions apart from the written and oral exam scores continued and that the managers and assistant principals who had passed the exam were appointed to the project schools through proposals and recommendations. In this case, it is possible to argue that the appointment of managers through written and oral examinations does not indicate a fully objective process. It is among the findings obtained within the scope of the research that school administrators bring the people they support to the vacant assistant principal positions in their schools. At this point, it is possible to state that the reason for the low equality perceptions expressed by the teachers regarding the unequal chances of being a manager is related to such appointments.

How teachers and administrators deal with alienation observed in the sub-dimension of normlessness differ from each other. Administrators argue that the dysfunction of the rules, the reduced power of sanction, and the fact that the teachers have a chance to stay in the same school for a long time, but their tenure is relatively short as the reasons for alienation in the sub-dimension of normlessness. On the other hand, in the study conducted with the teachers, the teachers showed that following the rules is not appreciated, instead establishing close relations with the administrators is a more effective way of being appreciated than following these rules.

In the quantitative research conducted with teachers, the lowest level of alienation was found in the powerlessness sub-dimension. In the study conducted with the administrators, it was observed that the administrators made an effort to include the teachers in the decision-making processes. It is possible to state that this attitude of the administrators in the Şişli district plays a role in the low level of alienation in the powerlessness sub-dimension.

In the quantitative research conducted with the teachers, it was determined that the alienation levels of the teachers who are union members in the social isolation sub-dimension were significantly different from the teachers who were not members of a union. Managers, on the other hand, drew

attention to rewarding in the social isolation sub-dimension. Considering the identification between the rewarding phenomenon and the concepts of both evaluation and union within the scope of the research, it has been revealed that union membership is a factor in both social isolation and evaluation processes.

SUGGESTIONS

According to the results of the research, it has emerged as a necessity to increase the perception of equality and reduce the level of alienation in Şişli district. The recommendations in this section are aimed at meeting this requirement.

It is understood that school administrators in Şişli district do not have enough information about the concept of alienation. It is understood that teachers interpret the signs of experiencing alienation as laziness, loafing, or avoiding working. For this reason, it is recommended to conduct training in which the concept of alienation is introduced in more detail.

Within the scope of the study, it was observed that union membership turned into a discriminating factor among teachers. It was observed in both studies that union membership was a factor in the awards given to teachers and the appointment of administrators. At this point, the local education authority should carry out activities to determine transparent criteria for awarding teachers and appointing administrators, and to announce these criteria to teachers in all schools.

Although it is not possible to solve the inequalities and alienation arising from central exams at the local level, activities should be carried out to reduce the effects of this situation in schools. To increase the motivation of the teachers of the branches whose questions are not asked in the central exams or whose weight is low, they should be encouraged to carry out extra-curricular activities. Activities such as sports activities, school trips, artistic activities such as cinema and theater, and hobby practice workshops aimed at reducing stress should be encouraged and teachers of secondary or unimportant courses should be provided to take part in these activities. The unjust distribution of additional course fees should also be eliminated through these activities.

The most important suggestion of this study is to take the relationship between school administrators and teachers beyond the level of reward and punishment. The desire to solve the problems that can be solved with effective communication methods through investigations or penalties bears the traces of the classical management approach. As for teachers' motivation, solutions should be produced other than awarding them. The research indicates that social capital investments are not sufficient in official secondary education institutions in Şişli district. School administrators should be provided with the necessary training by experts to create appropriate institutional climates to strengthen the social relations among teachers, to strengthen the institutional culture, and to increase teachers' commitment to their workplaces.

93198293-604.02- E.24649828, Date: 11/12/2019). The participants were officially invited by the local education authority and were informed that their participation during the workshop was voluntary. At the beginning of the workshop, the participants were reminded that the interviews would be recorded. The deciphered texts were sent to the participants after the workshop for approval. The names of the participants were concealed and codes were used.

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Appendix 1

The Workshop of Teachers' Equality Perceptions and Alienation Levels

Date :25.11.2020

Hour: 10:00

The Workshop Program

The first Session (10:00 – 10:25)

1) Greetings and introduction
2) A brief lecture on the key concepts
   a. Description of Equality and Alienation in the educational context
   b. Description of subdimensions of Teacher Equality Perception and Teacher Alienation Scales.
   c. Introduction scale items
   d. Introduction of findings

The second Session (10:30 – 11:10)

1) The discussion of findings of TEPS analyses.
   a. Obtaining the opinions of school administrators on TEPS findings
   b. Taking notes of the suggestions produced by school administrators for the creation of a report
2) The discussion of findings of TAS analyses
   a. Obtaining the opinions of school administrators on TAS findings
   b. Taking notes of the suggestions produced by school administrators for the creation of a report

The Third Session (11:20 – 12:00)

1) The review of the recommendations made during the workshop
2) Conclusions

Appendix 2

Abbreviations for the code names

WI = Workshop Interview

II = Individual Interview

SM = School Manager

CVP = Chief Vice Principal

VP = Vice Principal

TVP = Technical Vice Principal

M = Male

F = Female

Voc = Technical teacher

Che = Chemistry

Geo = Geography

PE = Physical Education

Eng = English

His = History

? = Unknown

Bio = Biology

RCKE = Religious culture and knowledge of ethics