



Viewpoints of some managers' and employees' in the Ministry of Education about the implementations of their strategic planning

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Abstract

This study aimed to scrutinize the implementations based on the strategic planning of Ankara Provincial Directorate of National Education, Turkey. The participants of the study comprised 516 branch managers, chiefs and civil servants in Ankara Provincial Directorate of National Education. The data were collected via a structured questionnaire comprising four parts using five-point Likert-type scale. The first part focused on the identity information, the second part dealt with the strategic planning elements of the Ankara Provincial Directorate of National Education, the third part was on strategic planning for targeted questions, and the last part aimed to collect data on the official system of the directorate of national education in general. The data were analyzed via frequency and percentage, and Kay-square tests. The results were classified in accordance with the titles of the participants and could be stated as follows: Deputy directors, education supervisors, chiefs, and civil servants agreed on the statement “moderate level”; branch managers assumed that the strategic planning as “legal obligations”; civil servants and provincial deputy directors were of the opinion that the strategic plans were not implemented exactly, and branch managers believed that the prepared strategic plans were exactly implemented.

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1. Introduction

1.1. Introduce the problem

It is better understood day by day that planning can provide great benefits when economic decisions that will affect a significant part of the country's economy or create long-term consequences are required. Good planning can, on the one hand, lead to the correct interpretation of the current circumstances, on the other hand, to realistically evaluate the options that the country has and to reveal the results that each option can create, and can help to make the most appropriate economic decisions and to harmonize these decisions. For this reason, countries that face the obligation to make a structural change in their economies, although they do not have a socialist economic order, are at least cross-sectional. It is often seen that they resort to planning.

Indeed, some of the Western European countries whose economies suffered the most from the Second World War, while remaining committed to the free market order, became the pioneers of countries that implemented the planning method. By the way, cut-off interest in planning in England, one of the first countries that applied for planning, increased at the rate that the long-term and structural problems of the economy intensified. On the other hand, planning is increasingly used in less developed countries, whose economic development is closely linked to structural changes. Today, apart from socialist countries, some of the countries with free market order and most of the developing countries benefit from the planning method. However, the concept of plan, the form of planning, its political and economic importance, both the level of development and the political and economic orders in countries with different shows. The prevailing political and social conditions in a country and the level of economic development attained not only affect the general objectives of planning, but also play a role in the choice of economic policies to be implemented.

All voluntary and organized institutions, which consist of the mobilization and evaluation of human resources in the economic and social development process, and even the balanced distribution of goods produced fall under the scope of social plans in social and individual life, according to the social and cultural transformations that allow individuals to benefit at the rate or more than the economic progress. (Adam, 2008, 50).

With the argument that classical planning is inadequate to meet the changes and developments, it was stated that this type of planning should change. Strategic planning was first brought to the agenda in the 1960s by the private sector, and after the 1980s, it was also used by non-profit organizations. One of the first works on strategic planning was Alfred Chandler's "Structure and Strategy", published in 1962. In his book, the

author examines the link between an organization's strategy setup and organizational structure.

With the change of planning approach in the 1980s and the emphasis on the market economy, it was argued that development plans were insufficient, and the concept of "strategic planning", which has a more effective and flexible structure, was introduced into our lives. It has been suggested that with the increase of the efficiency of the market economy, public institutions should also be managed with business principles. Public organizations are required to provide services effectively, just like private enterprises, while using the resources of the society. The content of strategic planning should be determined and planning studies should be shaped starting from the lowest units to the highest unit in a way to ensure the satisfaction of internal and external customers. From the strategic planning point of view, accurate planning from higher units is insufficient.

In democratic societies, the first aim of education planning is to provide equal opportunities and opportunities to everyone while providing educational services. The second aim is to direct and realize education based on the manpower that the country will need (Baskan, 1993, p: 373).

As the content of demand (demand) and provision (supply) for education changes, the role of national planning, whether central or not, also changes. Really, both the meaning and scope of planning, which wants to play a decisive role in traditional school education, has changed. Accordingly, training strategies have also changed. These are no longer systematic, theoretical, predictable as before, but carry the knowledge of the factors of change and an in-depth study of society. For this reason, education planning is no longer based on deductive , theoretical, analytical and conclusive models as in the past (Kabadayı, 1999, p: 148).

Schools are very quickly affected by the cultural, political, economic and administrative changes that occur in the society. Changes in social life and technological changes necessitate a change in the education system. On the other hand, schools contribute to the change of the environment and the society (Çelik, 1994, p: 28). Educational organizations can respond to these changes with strategic planning. There are staff at the Ministry of National Education and universities that can make strategic planning and implementation. However, it is seen that the system makes little use of this trained brain power (Aksu, 2002, 33).

Strategic planning can be seen as an effective approach in educational organizations where change is experienced with all its effects. Education requires long-term planning. Since strategic planning is based on long-term planning It may be appropriate to the nature of educational organizations. Political power in Turkey is undergoing a waste of time because it creates educational policy in accordance with its policies. Each new administration changes its training practices with its own staff and training is regressed by applying a one-man policy. Strategic planning examines the school with a system

approach. In the strategic planning phase, the organizational culture of the school, the relations between the units of the school, the obstacles arising from the organizational structure and the school-environment relations are analyzed. Then, it is tried to determine the most suitable strategy for the environmental structure. As a result, it is determined where the school is and where it wants to go in the strategic planning phase (Nartgün , 1996).

Strategic planning in education provides an effective and balanced distribution of educational resources by analyzing the network of relations between the school and its environment, guiding, determining the goals, and making activity and action plans to achieve these goals. With strategic planning, it enables the education system and schools to take the sides that will benefit them from the changes in their environment and to use them in achieving goals (Tural, 2000, p: 79).

In Turkey, one of the main tools of the reforms implemented in the field of public administration and public financial management and strategic planning. A series of legal regulations have been made to ensure the implementation of strategic planning in public institutions. Strategic planning is one of the basic tools of public administration in the Public Financial Management and Control Law and local government laws. Again, although it has not been enacted, the Law on Basic Principles and Restructuring of Public Administration, which sheds light on the newly prepared establishment laws, also regards strategic planning as a fundamental element (Erkan, 2008, 1). It is stated that strategic planning and strategic management can be used effectively with managers who direct change in public organizations and businesses, and remain sensitive to international developments.

In order to determine how the organization will develop in the future and what path it will follow, it must first know where the organization is, then determine where it wants to go and how it will get there. The resulting document is the "strategic plan" . However, since it is not known exactly how the situation will be in the coming years, It is also necessary to change the "strategic plan" from time to time in order to take into account the conditions for the existence of the organization (Eraslan, 2008, p, 7).

With globalization and the imposition of a structural adjustment program by international actors, the restructuring of all public institutions has come to the fore. Thus, with the law number 5018, which entered into force in 2003, it was obligatory for public institutions and organizations to make strategic plans, however, the concept of strategic management came into our lives.

The growth in the public sector and the economic crises experienced raise the question of whether the public can use its limited resources correctly. Has brought. What priorities should scarce budget resources be used in the production of public services needed by citizens and how to ensure efficiency and effectiveness in resource utilization have been the main topics of discussion in public financial management. In the

framework of this debate, public financial management has been reformed in many developed and developing countries. In most of these reforms, the main tool used to direct resources to strategic priorities has been strategic planning (Erkan, 2008, 1).

Education is affected by changes in the world and in our country. The effects of economic problems, political conflicts and cultural changes can be reflected in education. With the effect of these reflections, the functioning of education is directed towards the market economy in the competition of developed countries in the international arena, as in the economy, and in determining the targets to reach the developed country and pass it.

Strategic management is the function of a top management, it sees the organization as a system and guides lower-level managers. In strategic management, in the realization of management processes, unlike the general management, it is aimed to fulfill these processes for the future of the organization rather than the existing situation (Aykaç, 1999, 83).

How many of the educational organizations are structured in accordance with strategic plan implementation? It is thought that this should be revealed. It is important to examine the applicability of strategic planning in Ankara Provincial Directorate of National Education, which is one of the educational organizations.

Determining whether this research is suitable for the structuring of Ankara Provincial Directorate of National Education and implementation of the strategic plan will be useful in terms of preparing these institutions for the strategic planning process. It is important in terms of the contribution of the results to be obtained to the strategic planning studies and strategic plans to be prepared in institutions.

It is seen that examine different aspects of strategic planning in Turkey before. However, in the Provincial Directorate of National Education, which is an educational organization, there is no study on the applicability of strategic planning.

1.3. Research Aim and Questions

The aim of this study was to determine the views of the Provincial Directorate of National Education managers and employees on the applicability of strategic planning in Ankara Province National Education Directorate. The research questions can be stated as follows:

1. What are the views of the administrators in the Ankara Province Directorate of National Education regarding the implementation of the strategic planning principles?
2. Is there a significant difference between the views of Ankara Provincial Directorate of National Education administrators and employees about implementing strategic planning in terms of title, age and gender variables?

3 The opinions of Ankara Provincial Directorate of National Education administrators and employees on the strategic planning process include title, age, gender. Is there a significant difference according to the variables?

2. Method

This research has been done in scanning model. Scanning model is a research approach that aims to describe a past or present situation as it is. The individual, event or objects subject to the research are tried to be defined within the conditions in which they are found (Karasar , 2003).

In this study, the opinions of managers and employees regarding the applicability of strategic planning in Ankara Provincial Directorate of National Education were discussed in two dimensions. The situation was determined with quantitative and qualitative dimensions. In the quantitative dimension of the research, the population of the study was reached and the questionnaire was applied. In the second dimension, it was planned to meet with the administrators of the provincial directorate of national education. However, a meeting could be made with a deputy director. In this form, the research shows a descriptive nature.

2.1. Study Groups

The universe of this research consists of Deputy National Education Directors, branch managers, chiefs and civil servants in Ankara Provincial Directorate of National Education. There are 713 employees in the Provincial Directorate of National Education and 516 questionnaires were returned. In the research, the population was tried to be reached out by non-sampling method.

Research studies that form the universe of Ankara Provincial Directorate of National Education Deputy Director in the National Education, branch managers, chiefs distribution schedule 1 and officers ' d e is presented.

The participants were a total of 713 employees in Ankara Provincial Directorate of National Education, 207 of which are primary education inspectors, 16 vice principals, 22 branch managers, 116 department chiefs and 352 civil servants.

2.2. Data Collection Tool

The "Strategic Plan Preparation Program" (2006) published by the Ministry of National Education (MEB) regarding the applicability of strategic planning in the Ankara Provincial Directorate of National Education in the collection of data in the research and the "Public Institutions" published by the State Planning Organization (DPT). The structured questionnaire was prepared by making use of the Strategic

Planning Guide (2006) was used. The questionnaire is organized in four separate sections. In the first part, identity information, in the second part, questions on how often the elements of strategic planning were carried out in Ankara Provincial Directorate of National Education, in the third part questions about setting goals in strategic planning, in the fourth part, questions on the working system and structure of the national education directorate were developed.

There were 36 items in the draft data collection tool created. First of all, it is tested whether it is understood by applying to managers and employees. As a result, the reliability of the questionnaire was calculated, The reliability coefficient of the questionnaire applied to the employees was found as $\alpha = 0.89$. This shows us that the survey is highly reliable.

Expert opinion was obtained for the content validity of the developed questionnaire. The data collection tool, which was rearranged in line with the opinions of the experts, was increased to 42 items and made ready for application. The data collection tool, which was rearranged in line with the opinions of experts, was made ready for application.

3.3. Analysis of Data

SPSS statistical package program was used to analyze the data obtained by the data collection tool. In the evaluation and analysis of the answers, frequency, percentage, statistical techniques were used with the information about the personal qualities of the managers and personnel participating in the study. In the other three sections, the Chi-square test was applied to the variables of title, age and gender.

3. Results

Table 1 . Distribution of the statement "Future assumptions are developed in the plan" according to gender

Gender		No	Little	Middle	Very	Full	Total
Woman	N	72	42	35	29	28	206
	%	35,0	20,4	17,0	14,1	13,6	39,9
Male	N	86	54	74	76	20	310
	%	27,7	17,4	23,9	24,5	6,5	60,1
Total	N	158	96	109	105	48	516
	%	30,6	18,6	21,1	20,3	9,3	100,0

In Table 1, under the item "Future assumptions are developed in the plan", 55.4% of women have the option of none and less, 45.1% of men, 17% of women, 23.9% of men, and a lot and complete option. 27.7% of women answered and 31% of men. Accordingly, this difference between the views of women and men is significant. women 10.3% more agree with the opinion that no future assumptions are developed in the plan than men ($p = 000$, $p < .05$).

Table 2. Distribution of the statement "The mission of the institution is prepared with the participation of its employees " by gender.

Gender		No	Little	Middle	Very	Full	Total
Woman	N	66	68	46	14	12	206
	%	32,0	33,0	22,3	6,8	5,8	39,9
Male	N	78	58	98	65	11th	310
	%	25,8	18,7	31,6	21,0	3,5	60,1
Total	N	144	126	144	79	23	516
	%	27,8	24,4	27,9	15,3	4,6	100,0

In Table 2 "The organization's mission has been prepared with the participation of employees" 44.5% of women, 65% of men in the matter at all and few options to, 31.6% of the 22.3% of women in the middle choice men, too, and 12.6% of women and 24.5% of men answered the full option. Accordingly, this difference between the views of women and men is significant. 20.5% more women than men think that the mission of the institution is not prepared with the participation of its employees ($p = 000$, $p < .05$).

Table 3 . By gender "The vision of the institution has been prepared with the participation of the employees." The distribution of the expression.

Gender		No	Little	Middle	Very	Full	Total
Woman	N	34	91	62	19	0	206
	%	16,5	44,2	30,1	9,2	, 0	39,9
Male	N	62	100,0	102	40	6	310
	%	20,0	32,3	32,9	12,9	1,9	60,1
Total	N	96	191	164	59	6	516
	%	18,6	37,0	31,8	11,4	1,2	100,0

In Table 3 , "The vision of the institution is prepared with the participation of the employees" item, 60.7% of women, 52.3% of men, 30.1% of women, 32.9% of men, a lot 9.2% of women and 14.8% of men responded to the and full option. Accordingly, this difference between the views of women and men is significant. 8.4% more women than men think that the vision of the institution is not prepared with the participation of employees ($p = 000, p < .05$).

Table 4. Distribution of the expression "Strategic plans are monitored and evaluated at all levels of management" by gender.

Gender		No	Little	Middle	Very	Full	Total
Woman	N	12	69	72	42	11	206
	%	5.8	33,5	35,0	20,4	5.3	39.9
Male	N	39	83	149	29	10	310
	%	12,6	26,8	48.1	9.4	3.2	60.1
Total	N	51	152	221	71	21	516
	%	9,9	29,5	42,8	13,8	4.1	100,0

In Table 4, "Strategic plans are monitored and evaluated at all levels of management." 39.3% of men with no or little option, 39.4% of men, 35% of women with moderate option 42.8% of men, 25.7% of women and 12.6% of men responded to the many and complete option. Accordingly, this difference between the views of women and men is significant. Women participating in the study agree that strategic plans are not monitored and evaluated at all levels of management, whereas men agree with the statement that strategic plans are not followed and evaluated at all levels of management ($p = 000, p < .05$).

Table 5. Distribution of the expression "The prepared strategic plans are applied exactly" by gender.

Gender		No	Little	Middle	Very	Full	Total
Woman	N	16	90	65	24	11	206
	%	7.8	43,7	31,6	11,7	5.3	39.9
Male	N	22	92	136	29	31	310
	%	7.1	29,7	43,9	9.4	10.0	60.1
Total	N	38	182	201	53	42	510
	%	7.4	35,3	39,0	10,3	8.1	100,0

In Table 5, “The prepared strategic plans are implemented exactly” item, 51.7% of women, 36.8% of men, 31.6% of women, 43.9% of men have more and less option. 17% of women and 19.4% of men gave the option. Accordingly, this difference between the views of women and men is significant. To research Participating women agree at a moderate level with the statement that the prepared strategic plans are not implemented exactly, and that the prepared strategic plans are implemented exactly ($p = 000, p < .05$).

Table 6. Distribution of the expression "The mission of the institution has been prepared with the participation of the employees " according to the service period.

Service Period		No	Little	Middle	Very	Full	Total
1–3	N	16	24	6	28	7	81
	%	19,8	29,6	7.4	34,6	8,6	15,7
4–6	N	35	17	13	6	8	79
	%	44,3	21,5	16,5	7.6	10.1	15,3
7–9	N	21	5	25	8	0	59
	%	35,6	8,5	42,4	13,6	, 0	11,4
10 and above	N	72	80	100,0	37	8	297
	%	24,2	26.9	33,7	12,5	2.7	57,6
Total	N	144	126	144	79	23	516
	%	27.9	24,4	27.9	15,3	4.5	100,0

49.4% of those who have a service period of 1-3 years under the item "The mission of the institution has been prepared with the participation of its employees " in Table 7 65.8% of those with 4-6 years of service, 44.1% of those with 7--9 years of service, 51.1% of those with 10 or more years of service 7.4% of those with a service period of 1--3 years, 16.5% of those with a service period of 4--6 years, 42.4% of those with a service period of 7-9 years, 10 or more years of service 33.7% of those who have a long term, 43.2% of those who have a lot and full option, 1--3 years, 17.7% of those with 4-6 years of service, 13.6% of those who have, and 15.2% of those with 10 or more years of service have answered. Accordingly, there is a significant difference in opinions between service periods. Employees with 1-3 years of service time are 5.3% more, employees with 4-6 years of service 21.7%, and employees with 10 years more than 7--9 years, 7% more. They believe that the mission of the institution is not prepared with the participation of its employees ($p = 000, p < .05$).

Table 7 . Distribution of the expression "The vision of the institution has been prepared with the participation of the employees " according to the service period.

Service Period		No	Little	Middle	Very	Full	Total
1–3	N	6	22	47	6	0	81
	%	7.4	27,2	58,0	7.4	, 0	15,7
4–6	N	25	44	4	6	0	79
	%	31,6	55,7	5.1	7.6	, 0	15,3
7–9	N	0	27	21	11th	0	59
	%	, 0	45,8	35,6	18,6	, 0	11,4
10 and above	N	65	98	92	36	6	297
	%	21.9	33,0	31,0	12.1	2.0	57,6
Total	N	96	191	164	59	6	516
	%	18,6	37,0	31,8	11,4	1,2	100,0

In Table 7 " The organization's vision has been prepared with the participation of employees "34.6% of those with 1-3 years service time on the substance, 87.3% of those with 4-6 years service time, with 7-9 years service time of those45.8% of those with 10 and more years of service 54.9%, 58% of those with no or less option, and 1--3 years of service term in medium option, 5% of those with 4--6 years of service time 35.6% of those with a service life of 7--9 years, 31% of those with 10 or more years of service, 7.4% of those with multiple and full options 7, 7.6% of those with 4–6 years of service, 18.6% of those with 7–9 years of service, 14.1% of those with 10 or more years of service. Accordingly, there is a significant difference in opinions between service periods. Employees who participated in the study with a service period of 1--3 years agree with the statement at a medium level, 9.1% of employees with a service period of 10 years or more, and 41.5% of employees with a service period of 4-6 years, compared to employees with a service period of 7-9 years. They believe that the vision of more institutions is not prepared with the participation of employees ($p = 000$, $p < .05$).

Table 8 . Distribution of the expression "A policy in line with the strategies has been developed" according to the duration of service.

Service Period		No	Little	Middle	Very	Full	Total
1–3	N	1	21	58	0	1	81
	%	1,2	25,9	71,6	, 0	1,2	15,7
4–6	N	18	22	33	5	one	79
	%	22,8	27,8	41,8	8,8	1,3	15,3
7–9	N	21	14	18	0	6	59
	%	35,6	23,7	30,5	, 0	10,2	11,4
10 and above	N	56	68	121	52	0	297
	%	18,9	22,9	40,7	17,5	, 0	57,6
Total	N	96	125	230	57	8	516
	%	18,6	24,2	44,6	11,0	1,6	100,0

According to the item "A policy in line with the strategies has been developed" in Table 8, 27.1% of those who have a service period of 1-3 years, 50.6% of those who have a service period of 4-6 years, and% of those who have a service period of 7-9 years. 59.3% of those with 10 and more years of service, 41.8% of those who have no or less option, and 71.6% of those who have a service term of 1--3 years in the medium option, and those with 4--6 years of service time 41.8%, 30.5% of those with 7-9 years of service, 40.7% of those with 10 or more years of service, 1% of those with multiple and complete options 1--3 years 2, 10.1% of those with 4-6 years of service, 10.2% of those with 7-9 years of service, 17.5% of those with 10 or more years of service . Accordingly, there is a significant difference in opinions between service periods. Employees with 1--3 years of service participating in the study agree with the statement at a moderate level, 8.8% of employees with a service period of 4-6 years, and 18% of employees with a service period of 7-9 years, 5 more strategies are of the opinion that appropriate policies are not developed (p = 000, p <.05).

Table 9 . Distribution of the expression "Strategic plans are monitored and evaluated at all levels of management" according to the service period.

Service Period		No	Little	Middle	Very	Full	Total
1–3	N	1	16	56	0	8	81
	%	1,2	19,8	69.1	, 0	9,9	15,7
4–6	N	10	21	32	15	1	79
	%	12,7	26,6	40,5	19,0	1,3	15,3
7–9	N	9	13	14	17	6	59
	%	15,3	22,0	23,7	28,8	0.2	11,4
10 and above	N	31	102	119	39	6	297
	%	19,4	34,3	40.1	13.1	2.0	57,6
Total	N	51	152	221	71	21	516
	%	9,9	29,5	42,8	13,8	4.1	100,0

In Table 9 " Strategic plans are monitored at all levels of management levels and are considered "21% of those with 1-3 years of service time substance, 39.3% of those with 4-6 years service time, 7-9 years 37.3% of those with service time, 53.7% of those with 10 or more years of service, 69.1% of those with no or less option, and 1--3 years of service term in medium option, 4--6 40.5% of those with years of service, 23.7% of those with 7-9 years of service, 40.1% of those with 10 or more years of service, 1--3 years of service for many and full options. 9.9% of those who have a service period of 4--6 years, 20.3% of those who have a service period of 7-9 years, 39% of those who have a service period of 10 years and more, 15.1% 'answered. Accordingly, there is a significant difference in opinions between service periods. Employees who participated in the study with a service life of 1–3, 4–6 and over 10 years are of the opinion that they are moderately strict to the statement, and employees with 7–9 years of service think that strategic plans are followed and evaluated at all levels of management ($p = 000$, $p < . 05$).

Table 10. Distribution of the expression "The prepared strategic plans are implemented exactly" according to the service period.

Service Period		No	Little	Middle	Very	Full	Total
1–3	N	8	23	26	6	18	81
	%	9,9	28,4	32,1	7,4	22,2	15,7
4–6	N	8	29	37	5	0	79
	%	10,1	36,7	46,8	6,3	, 0	15,3
7–9	N	3	18	27	6	5	59
	%	5,1	30,5	45,8	10,2	8,5	11,4
10 and above	N	19	112	111	36	19	297
	%	6,4	37,7	37,4	12,1	6,4	57,6
Total	N	38	182	201	53	42	516
	%	7,4	35,3	39,0	10,3	8,1	100,0

According to the item "The prepared strategic plans are implemented exactly" in Table 11, 38.3% of those who have a service period of 1–3 years, 46.8% of those who have a service period of 4-6 years, and those who have a service period of 7-9 years. 35.6% of those with 10 and more years of service, 44.1% of those who have no or less option, and 32.1% of those who have a service term of 1--3 years, and those with 4--6 years of service. 46.8%, 45.8% of those with 7-9 years of service, 37.4% of those with 10 or more years of service, and 1--3 years of multiple and complete options 29.6% of those with 4-6 years of service 6.3%, 18.7% of those with 7-9 years of service, 18.5% of those with 10 or more years of service has given. Accordingly, there is a significant difference in opinions between service periods. Employees with a service life of 7-9 years participating in the study agree with the statement at a moderate level, 5.8% of employees with a service period of more than 10 years, and 8.5% of employees with a service period of 4-6 years, compared to employees with a service period of 1-3 years. They think that the more prepared strategic plans are not implemented exactly ($p = 000$, $p < .05$).

Table 11 . Distribution of the expression "The mission of the institution has been prepared with the participation of its employees " according to the titles .

Title		No	Little	Middle	Very	Full	Total
Education Inspector	N	25	42	38	20	0	125
	%	20,0	33,6	30,4	16,0	, 0	24,2
Provincial Director of National Education	N	2nd	5	1	5	0	13
	%	15,4	38,5	7,7	38,5	, 0	2,5
Branch manager	N	1	2	0	14	0	17
	%	5,9	11,8	, 0	82,4	, 0	3,3
Department Chief	N	16	28	38	4	15	101
	%	15,8	27,7	37,6	4,0	14,9	19,6
Officer	N	100,0	49	67	36	8	260
	%	38,5	18,8	25,8	13,8	3,1	50,4
Total	N	144	126	144	79	23	516
	%	27,9	24,4	27,9	15,3	4,5	100,0

According to the item "The mission of the institution is prepared with the participation of its employees " in Table 11, 53.6% of Education Inspectors, 53.9% of Assistant Managers, 17.7% of Branch Managers, 43.5% of Department Chiefs, and% of Civil Servants. 57.3 of them have no and little option, 30.4% of Education Inspectors, 7.7% of Deputy Directors, 0 of Branch Managers, 37.6% of Department Chiefs, 25.8% of Civil Servants 16% of Education Inspectors, 38.5% of Deputy Directors, 82.4% of Branch Managers, 18.9% of Department Chiefs, 16.9% of Civil Servants answered the multiple and full option. . Accordingly, there is a significant difference in opinions between titles. According to the Department Chiefs participating in the study, education inspectors 10.1%, provincial national education deputy directors 10.4%, civil servants 13.8% think that the mission of the institution is not prepared with the participation of employees, and branch managers think that the mission of the institution is prepared with the participation of employees ($p = 000$, $p < .05$).

Table 12 . Distribution of the expression "The vision of the institution is clearly defined" according to the titles.

Title		No	Little	Middle	Very	Full	Total
Education Inspector	N	5	44	30	40	6	125
	%	4,0	35,2	24,0	32,0	4,8	24,2
Provincial Director of National Education	N	2	5	0	6	0	13
	%	15,4	38,6	, 0	46,2	, 0	2,5
Branch manager	N	1	2	0	14	0	17
	%	5,9	11,8	, 0	82,4	, 0	3,3
Department Chief	N	4	20	44	15	18	101
	%	4,0	19,8	43,6	14,9	17,8	19,6
Officer	N	59	81	56	59	5	260
	%	22,7	31,2	21,5	22,7	1,9	50,4
Total	N	71	152	130	134	29	516
	%	13,8	29,5	25,2	26,0	5,6	100,0

In Table 12 " of the institution vision has been clearly defined "39.2% of the substances the Ministry of Education Inspector, 54% of the Assistant Director, 17.7% of the Division Director, Department of 23,8% of Chief Officers of 53% 9 of them have no and little option, 24% of Education Inspectors, 0% of Assistant Directors, 0% of Branch Managers, 43.6% of Department Heads, 21.5 of Civil Servants, many and 36.8% of Education Inspectors, 46.2% of Deputy Directors, 82.4% of Branch Managers, 32.7% of Department Heads and 24.6% of Civil Servants gave the full option. Accordingly, there is a significant difference in opinions between titles. According to the education inspectors participating in the study, provincial national education deputy directors 14.8%, civil servants 14.7% more think that the vision of the institution is not clearly defined, that the department heads agree with the statement at a medium level, and the branch managers think that the vision of the institution is clearly defined ($p = 000$, $p < .05$).

Table 13 Distribution of the statement "A policy in line with the strategies has been developed" according to the titles

Title		No	Little	Middle	Very	Full	Total
Education Inspector	N	18	30	52	22	3	125
	%	14,4	24,0	41,6	17,6	2,4	24,2
Provincial Director of National Education	N	0	5	8	0	0	13
	%	,0	38,5	61,5	,0	,0	2,5
Branch manager	N	0	1	11	5	0	17
	%	,0	5,9	64,7	29,4	0	3,3
Department Chief	N	12	35	34	20	0	101
	%	11,9	34,7	33,7	19,8	0	19,6
Officer	N	66	54	125	10	5	260
	%	25,4	20,8	48,1	3,8	1,9	50,4
Total	N	96	125	230	57	8	516
	%	18,6	24,2	44,6	11,0	1,6	100

According to the item "A policy in line with the strategies has been developed" in Table 14 , 38.4% of Education Inspectors, 38.5% of Assistant Managers, 5.9% of Branch Managers, 46.6% of Department Chiefs, 46% of Civil Servants. 41.6% of Education Inspectors, 61.5% of Assistant Directors, 64.7% of Branch Managers, 33.7% of Department Chiefs, 48% of Civil Servants. 20% of Education Inspectors, 0% of Deputy Directors, 29.4% of Branch Managers, 19.8% of Department Chiefs, 5.7% of Civil Servants responded to the multiple and full option. . Accordingly, there is a significant difference in opinions between titles. According to the Ministry of Education inspectors participating in the research, the provincial national education deputy directors agree with 19.9%, branch managers 23.1%, and civil servants 6.5% at a moderate level. Departmental Chiefs think that policies in line with the strategies are not developed ($p = 000$, $p < .05$).

Table 14 . Distribution of the expression "Strategic plans are monitored and evaluated at all levels of management" according to titles.

Title	No	Little	Middle	Very	Full	Total
Education Inspector	N 10	33	63	10	9	125
	% 8,0	26,4	50,4	8,0	7,2	24,2
Provincial National Education assistant director	N 0	5	8	0	0	13
	% , 0	38,5	61,5	, 0	, 0	2,5
Branch manager	N one	0	11th	5	0	17
	% 5,9	, 0	64,7	29,4	, 0	3,3
Department Chief	N 0	22	51	28	0	101
	% , 0	21,8	50,5	27,7	, 0	19,6
Officer	N 40	92	88	28	12	260
	% 15,4	35,4	33,8	10,8	4,6	50,4
Total	N 51	152	221	71	21	516
	% 9,9	29,5	42,8	13,8	4,1	100,0

In Table 14, the item "Strategic plans are monitored and evaluated at all levels of management" says 34.4% of Education Inspectors, 38.5% of Assistant Directors, 5.9% of Branch Managers, 21.8% of Department Chiefs. i, 50.8% of civil servants have no and little option, 50.4% of Education Inspectors, 61.5% of Assistant Managers, 64.7% of Branch Managers, 50.5% of Department Chiefs. i, 33.8% of Civil Servants, 15.2% of Education Inspectors, 0% of Deputy Directors, 29.4% of Branch Managers, 27.7% of Department Heads,% of Civil Servants. 15.4 of them answered. Accordingly, there is a significant difference in opinions between titles. According to the Ministry of Education inspectors participating in the study, the provincial national education deputy directors agree with 11.1%, branch managers 14.3%, and department chiefs 0.1% more at a medium level. Civil servants think that strategic plans are not monitored and evaluated at all levels of management ($p = 000$, $p < .05$).

Table 15 . Distribution of the expression "The strategic plans are implemented exactly" according to the titles.

Title		No	Little	Middle	Very	Full	Total
Education Inspector	N	11th	37	58	14	5	125
	%	8,8	29,6	46,4	11,2	4,0	24,2
Provincial Director of National Education	N	1	7	3	0	2nd	13
	%	7,7	53,8	23,1	, 0	15,4	2,5
Branch manager	N	0	5	3	2nd	7	17
	%	, 0	29,4	17,6	11,8	41,2	3,3
Department Chief	N	3	23	54	11th	10	101
	%	3,0	22,8	53,5	10,9	9,9	19,6
Officer	N	23	110	83	26	18	260
	%	8,8	42,3	31,9	10,0	6,9	50,4
Total	N	38	182	201	53	42	516
	%	7,4	35,3	39,0	10,3	8,1	100,0

In Table 15 on "the strategic plans are fully implemented." 38.4% of Education Inspectors, 61.5% of Assistant Directors, 29.4% of Branch Managers, 25.8% of Department Chiefs, 51.1% of civil servants had no and little choice, medium 46.4% of Education Inspectors, 23.1% of Deputy Directors, 17.6% of Branch Directors, 53.5% of Department Heads, 31.9% of Civil Servants, and a lot and full option of Education Inspectors 15.2 of the respondents, 15.4% of the Assistant Managers, 53% of the Branch Managers, 20.8% of the Department Heads, 16.9% of the Officers. Accordingly, there is a significant difference in opinions between titles. According to the Education inspectors participating in the study, 7.1% of the Department Chiefs agree with the statements at a medium level. Provincial deputy directors of national education are 10.4% more than civil servants, they think that the prepared strategic plans are not implemented exactly, and branch managers think that the prepared strategic plans are implemented exactly ($p = 000, p < .05$).

4. Discussion and Conclusions

Education inspectors, branch managers, department chiefs think that preliminary work is done to make planning, provincial national education deputy directors and civil servants think that no preliminary work is done to make more planning. Considering the financial and administrative problems of the public, it becomes more and more important for public

institutions to carry out their activities in a planned manner. It is deemed necessary for public institutions to take initiative and actively participate in producing planned services, basing the determined policies on concrete work programs and budgets, and effectively monitoring the implementation. "Strategic planning" comes to the fore as a basic tool in the execution of these activities by organizations.

The strategic plans, annual programs, sectoral master plans, regional plans and provincial development plans to be prepared by institutions within the framework of national strategies and development plans determined at macro level will increase the efficiency of the planning and implementation process in general and contribute to the rational use of resources.

Section chiefs, ministry inspectors, deputy director of the provincial education, officers of the institution's mission is the preparation with the participation of employees, branch managers believe that prepared with the participation of employees of the institution's mission. Developments in the socio-cultural environment in which organizations live, constitute one of the environmental factors that significantly affect their economic activities. There are some opportunities offered by such advances, not only in economically developed countries but also in developing countries. The most important of these are the increase in the population, the rapid increase in the education level, urbanization, changes in the value system and ideologies.

Education inspectors, department chiefs, and civil servants think that the vision of the institution is not prepared with the participation of employees. Provincial national education deputy directors and branch managers agree with the statement at a moderate level. In Özdemir's (1999) study, "The Applicability of Strategic Management and Strategic Planning in Turkish Public Administration", it was found that the strategic management application, which requires flexibility in the implementation of strategic planning and strategic management in public administration, is not suitable for the public sector with its current structure.

Strategic plans refer to the stages of determining the mission and vision, ensuring the compliance of the strategic goals with national and regional plans in accordance with these, and constantly reviewing and renewing the strategies and plans.

The strategic plan to be prepared by public administrations; On the one hand, it will support the formation, development and strengthening of the corporate culture and corporate identity, on the other hand, it will increase the efficiency of public financial management.

Education inspectors, provincial national education deputy directors, branch managers and department chiefs agree with the statement that strategic plans are monitored and evaluated at all levels of management, while civil servants think that strategic plans are not followed and evaluated at all levels of management. However, the support and guidance of the senior management is an indispensable condition of strategic planning. The strategic planning team will carry out and report the necessary studies in communication with the senior management. In the strategic planning process, the goals aimed at the desired goal are set and the activities that will ensure the achievement of each goal are determined. The activities that will ensure the achievement of the targets are associated with the budget. However, in the establishment of the activity-budget relationship, the resource and cost structures of the public

administration are revealed and the expenditure items to be prioritized and the costs of the activities, goals and objectives.

Department heads, education inspectors, provincial national education deputy directors, and branch managers agree with the statement at a moderate level. Civil servants, on the other hand, think that the correction of the deficiencies encountered in the implementation of the plan was not made on time.

Reviewing the strategic plan includes comparing the targeted and achieved results. Plan realizations are examined in terms of timing and compliance with targets. Within the scope of evaluation activities, it is basically the measurement and evaluation of the implementation results and how much of the determined strategic goals and objectives have been achieved. Performance measurement is the measurement of implementation results using performance indicators (Strategic Plan Preparation Guide, 2006).

Provincial national education deputy directors, education inspectors, department chiefs, and civil servants agree with the statement at a moderate level. Branch managers think that strategic planning is generally carried out to fulfill legal obligations. A similar result Ünsal (2000), in the study "Opinions of the Directors of the Central Organization of the Ministry of National Education on the Applicability of Strategic Planning in the Ministry of National Education", determined the views of the general director, deputy general director and department heads working in the central organization of the Ministry of Education. The applicability of strategic planning in the Ministry of National Education has been tried to be revealed. It was concluded that the strategic plan was not fully implemented, there were insufficient targets, the desired level of situation analysis could not be made, the authorities and responsibilities were not determined, and the necessary evaluations were not made on time. In another study, Çalık's (2003) study titled "Strategic Planning in Education and Qualitative Evaluation of Schools in Terms of Strategic Planning" was conducted in ten public schools in Ankara-Keçiören. According to the results of the research, it reveals that the schools fail in the implementation of strategic planning. High schools are found to be less successful in strategic planning than primary schools.

It is carried out with the activity reports to be prepared as a result of the monitoring and evaluation activities in the law number 5018. Monitoring is the process of systematically monitoring and reporting the realizations of the targets set forth in the strategic plan. Evaluation, on the other hand, is the measurement of implementation results in comparison to strategic goals and objectives, and the analysis of the consistency and appropriateness of these goals and objectives. Briefly, in this section, the success of the strategic plan will be revealed by evaluating the predetermined performance criteria with the results and the plan will be reviewed.

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