The opinions of high school principals about their schools’ reputation

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With a notice that was issued by the Ministry of National Education, all the public high schools were gradually converted into Anatolian High School as of 2010. The aim of this research is to determine the criteria of school reputation of Anatolian High schools and how and to what extent the criteria changed after the notice was issued. Qualitative research was conducted in this research. The procedure of data collection is rooted in a maximum variation sampling. Anatolian High schools located in Buca, İzmir, were classified according to students’ placement scores and by dividing these schools according to levels such as upper, low and intermediate, two school principals from each level were interviewed face-to-face. The data were analyzed with the computer programme MAXODA. The findings were edited considering the implementation of converting general high school into Anatolian High School. According to the findings, school reputation is influenced by 7 themes, namely “Being a Preferable School, The Education Quality of the School, Relationships with the Environment, The Adequacy of Financial Resources, The Service Quality of the School, Management Skills and The Effect of the Conversion of Anatolian High Schools.” It was understood that the school reputation of schools that were Anatolian High schools before the notice was issued declined whereas the school reputation of schools that were converted into Anatolian High school with the notice increased.

Key words: Schools’ reputation, Anatolian High Schools, Turkey education system, quantitative research.

INTRODUCTION

Population, population growth rate, geographical distribution of population and economic conditions are the determiners of Educational demand (Kavak, 2011). When the demands of schools are subject to discussion in today’s competitive environment, schools are always associated with the target group’s positive attitudes rather than presenting good services (Alkibay and ÖzgünAyar, 2013). Therefore, the perceptions of stakeholders like students studying in those schools or teachers and parents who cooperate with institutions, and the correspondence of these perceptions among stakeholders are crucial. This requires the necessity of examining reputation defined as stakeholders’ positive attitudes towards the institution.

Organizational reputation can be defined as the total perception of negative and positive values whether institutions’ stakeholders seek profit or not (İcil, 2008; OktayandÇarıkçı, 2012). Institutional reputation is defined
as the positive or negative perceptions of stakeholders towards an organization, whether it seeks profit or not (Davies et al., 2001). With the call of Reputation Institute, Fombrun and Foss describe the factors that determine reputation as financial performance, vision and leadership, work environment and social responsibility (Fombrun and Foss, 2001: 1). It can be argued that marketing and corporate strategy were the first areas on which reputation measurement studies were conducted. The reason beyond this fact is that positive reputation attracts customers and yield a profit (Gardberg and Fombrun, 2002; Groenland, 2002).

Determinant of reputation sub-dimension differs from the goals of foundations and the target group they serve. While financial performance’s sub dimension could be low for a nongovernmental organisations, financial performance could be stronger for a bank. From this point of view, reputation criteria could vary from social approach and education system of a country.

Studies on corporate reputation are centered upon the reputation of higher education institutions (Suomi, 2014; Brewer and Zhao, 2010; Safon, 2009; Vidaver-Cohen, 2007; Helgesen and Nessel, 2007; Standifird, 2005). School reputation is thought as an important concept to keep students at school.

Oliver (1997) states that school’s reputation is a really important factor to define students’ satisfaction and loyalty. Zabala’et al. (2005) discover that there is a strong connection between school reputation and school satisfaction.

Anatolian High schools which accept students via exams have undergone a lot of changes since 1999 in Turkey. While Anatolian High schools accept students via exams after primary schools, the secondary schools of Anatolian High schools were closed down after applying 8-year compulsory primary education, and they started to receive students after secondary schools. In this period, having an English prep class and teaching English effectively is the biggest difference between Anatolian high schools and general high schools (SETA, 2013). After the extension of high schools to four years, the implementation of prep class was cancelled. With the circular declared in 2010 by the ministry of education, instead of diversity of schools, it was decided to launch into diversity of programs and in the frame of these studies, all general schools are to be transformed into Anatolian high schools to provide quality and productivity. After this declaration, all general high schools were replaced by Anatolian High Schools and these schools started to receive students via exams and this created a competitive environment for those students who want to have an academic education (SETA, 2013).

Along with this transformation, it is thought to make a major contribution to the related field by defining the factors that determine the reputation of Anatolian High Schools and examining how and in what ways Anatolian high schools, which appeal to different success groups, gain their reputation.

Purpose of the study

As a result of a new regulation in 2010 regarding Turkish secondary school education, all general high schools were gradually converted to ‘Anatolian High Schools’. This study aims to determine the components that make Anatolian high schools ‘reputable’ after the regulation and to interpret the relationship among these components. It also aims to examine the reputations of Anatolian high schools and how different success groups in these schools have gained their reputations.

METHODS

This section describes the research model, study group, data collection tools, and techniques used in data analysis.

Research model

According to the purpose of the study, the use of qualitative research methods, which enable in-depth research into various aspects of school reputation and offer powerful tips for understanding the cause of social events and facts, how and why they happened, deemed suitable to be used. Case studies (Yin, 1984; as cited in Brown, 2008) were used in cases where there are multiple sources of evidence or data. This enables analysing single or several cases holistically. The study is designed as an integrated multi-state pattern. Within each school, the Anatolian High School principals were interviewed in order to determine the relationship between cases.

Study group

“Maximum variation sampling technique” was applied, which enables selecting conditions from wide range of variation and investigates the patterns (Glessne, 2013). In order to determine the study group, a list of Anatolian High Schools in Izmir, Buca province in 2013-2014 academic year was created. Anatolian high schools were ordered from top to bottom based on the placement scores. Within this framework, each school was classified as ‘top’, ‘middle’, ‘lower’, and two school principals from each group were included in the study group. By doing this, a variety of Anatolian High Schools in the district is tried to be ensured.

Data collection tools

As a means of data collection, semi-structured interview was used in the research. The interview form consists of 11 questions related to the educational quality of the school, service quality, management quality, financial resources and relationships with its environment. In the preparation of interview forms, a literature review was conducted and a powerful conceptual framework related to the school reputation was established. The subjects that are thought to be included in the interview form were listed and based on experts’ opinion a draft consisting of 10 questions was created. The questions on the interview form being understood clearly by the interviewers ensure the effectiveness of the interview (Yıldırım and Şimşek, 2005). Thus, the questions on the draft form were consulted to language experts for correction of grammatical errors. Pilot interviews were conducted using the interview forms, after which a question was added to address the conversion process of Anatolian High Schools.
Table 1. Codes of the participants.

<table>
<thead>
<tr>
<th>Participants</th>
<th>School success order according to the placement score (obtained in the interview with the school director)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1-P2</td>
<td>Top Achievement Group</td>
</tr>
<tr>
<td>P3-P4</td>
<td>Middle Achievement Group</td>
</tr>
<tr>
<td>P5-P6</td>
<td>Lower Achievement Group</td>
</tr>
</tbody>
</table>

Interviews with the school principals were carried out in their offices in order to carry out a healthy communication and observe them in their working environment. Semi-structured interviews were recorded on tape recorders with permission. At the same time, nonverbal behaviors of school principals were taken down to enrich the data obtained from the interviews. The interviews were held in 15-20 March, 2014 and each interview lasted approximately 57 min. The recordings were first transformed to Microsoft Office Word and then to MAXQDA 10.1 to perform data analysis.

Data analysis

Using MAXQDA 10.1 data analysis program, tasks such as, searching, pointing, link building, data editing and conceptualizing patterns among thoughts were performed. Using the interview questions as an umbrella, themes and categories were identified by examining the answers given to the questions. The data obtained from the interviews were represented by a non-reductionist attitude. Data analysis was performed in terms of validity and reliability, and school reputation components were centered on 7 themes and 22 categories. The data obtained from the analysis were interpreted in the framework of conditions and contexts of each school.

Validity and reliability

In an attempt to provide the validity and reliability of the research, precautions were taken by taking into consideration the criteria that were determined by Miles and Huberman (1994). So as to ensure the validity of the research, after creating a powerful conceptual framework, the research questions were rearranged by asking experts’ opinion. The fact that Anatolian High Schools that constitute the research subject of the questions enabled it to predict and determine its reputation were made firm as a result of the pilot negotiations that were carried out. It was observed that the acquired findings constitute a meaningful whole. With the aim of sustaining the reliability of the research, the limits, method of the research, the designation of the working group and the analysis steps of the data were all clearly expressed. For the purpose of ensuring the reliability of researcher, the conformity rate was ensured by transferring the data to the program twice by the same researcher. The themes that the researcher created were examined by another researcher and a consensus was reached.

FINDINGS AND RESULTS

In this section, the data collected from the study is provided holistically using the themes identified from the interview analysis results. As a result of the interviews carried out with Anatolian high school principals, 7 themes and 22 categories were identified. Encodings were used in order to indicate the participants of the interviews (Table 1).

The themes resulted from the analysis of the data obtained from the interviews made with the participants are shown in Figure 1.

As a result of the analysis carried out via Maxqda 10.1, themes defining the school reputation are as follows; Being a Preferable School, The Education Quality of the School, Relationships with the Environment, The Adequacy of Financial Resources, The Service Quality of the School, Management Skills and The Effect of the Conversion of Anatolian High Schools. The categories and relations connected to these themes were visualized in Figure 1 using the Maxqda program. Themes identified from the analysis were examined individually considering the schools’ rankings.

Schools in the middle and bottom achievement groups are educational institutes that are transformed from public high schools to Anatolian High Schools with the circular issued in 2010 while schools of top achievement group are Anatolian High Schools since they were founded.

Being a preferable school

From the analysis of interviews with school principals, the theme of being a preferable school came up and this theme was classified into being preferable by students, teachers and parents. Frequencies of these categories are as shown in Table 2.

Concerning students’ preference of the school contributes to the school reputation. (f=6), all the participants stated that the most important factor in the student’s preference of an Anatolian High School is placement score (f=6).

We have a lot of students who attend from far districts. These students prefer to come to our school instead of going to another school that is close to their neighbourhood. The reason of this preference is that they believe our school is more successful. P2

We generally have our students from our neighbourhood. Students generally tend not to choose our institution. When our school turned into Anatolian High School in 2010, still there were prejudices about our school. They enrolled in our school hesitantly. Students prefer our school mainly because their placement scores are just sufficient for our school. P5
Figure 1. Themes and categories identifying school reputation.

Table 2. Categories about the contribution of the being a preferable school to the school’s reputation.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Participants’ opinion</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a Preferable School</td>
<td>Parents’ preference of the school contributes to the school’s reputation</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Teachers’ preference of the school contributes to the school’s reputation</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Students’ preference of the school contributes to the school’s reputation</td>
<td>6</td>
</tr>
</tbody>
</table>

It is clearly observed from the expressions above that while the students prefer Anatolian High School which admits students from high-achievement group, they ignore location and district of the school; while they prefer Anatolian High School which admits students from low-achievement group, they regard if the school is close to neighbourhood they live.

With regard to the view of “if the teachers choose the school, it contributes to the school reputation. (f=8)”, it is seen that the factor affecting the preference of teachers is the success of the school. It is seen that the teachers who are in middle and low-achievement group prefer the school because of positive work environment (f=3) and friendship (f=2); however the teachers at the high achievement groups prefer the school for professional job satisfaction.

The number of teachers who volunteer to work in our school is quite a lot. We have a good reputation in the public opinion; our physical infrastructure and technological equipment is solid, we have a strong bond between management and teachers. The teachers want to enjoy their work. The teachers who want to be satisfied in their professions prefer our school. When he/she prefers our school, he/she knows that he/she won’t work just for killing time. P1
The teachers know that the students are successful and eager to present their knowledge. The teachers want to teach a lesson to the caring students. When they want to make a joke with their students, quality jokes are made. P2

As the teachers in our school are in comfort, they prefer to continue working in our school. Working in a good school requires being a qualified teacher who seeks for professional satisfaction, and is assertive about his/her job. P4

Teachers prefer to work at this school since relations among colleagues and the relations among administration and teachers are strong and we have a good working environment here. Some of the teachers prefer to come to our school when they hear that I am the director of this school. P5

With regard to the view of “if parents choose the school, it contributes to the school reputation. (f=9)”, it is seen that they prefer the schools which are safe, have no transportation problems and they consider the variety of social activities.

I can say that parents are more effective in the school choice. Parents usually tend to send their children to schools which are especially in the neighbourhood. P5

Students and parents start investigating the schools in advance. In July, we always welcome the parents. Moreover, secondary schools organize trips. And we also try to make a good advertisement to attract the high-scoring students. Parents are more active in the school choice. P4

The most effective factors in choosing our school are transportation and safety. These factors are examined carefully by the parents and parents are more effective in the school choice. P3

The only reason for our school to be preferred is teachers’ professional qualities and the high quality of teaching. Visiting the school and checking the boards, observing the classes are out of date. Now, parents and students are using the Internet to examine the social activities and trips that schools organized. Especially for parents, social activities are important. P2

Parents follow everything about the school on the internet. They follow the achievements of the school in common exams, and to which universities their students enrolled. 40 - 50% of our parents are graduates and they regularly follow our web site. P1

The principals of Anatolian High School which take part in high-achievement group indicate that their parent’s education level is high and they follow the activities of school by using the Internet. It is seen that safety and social facilities are as important as school success for parents in choosing Anatolian High Schools that are in high and middle-achievement groups.

The parents of Anatolian High Schools which are in low-achievement group want their children to study at a school close to their neighbourhood. This case can be examined as an indicator that Anatolian High Schools which are in low-achievement group still maintain the status of a general high school before they are converted.

The outcomes of the themes of preferable school according to students, teachers and parents are as follows:

1. Students evaluate top achievement groups of schools as reputable due to existence of students having high academic success.
2. Parents tend to prefer schools that are safer, have no transportation problems and give importance to having social facilities.
3. The teachers working in top achievement groups of schools prefer these institutions for professional job satisfaction. The reason why teachers prefer working at low achievement groups of schools is because of friendship relations and thought of not having professional capacity to teach the upper level students.

Friedman (1962 as cited in Macload and Urquiola, 2009) states that schools gain their reputation with offering a quality education and having qualified graduates. In this respect, it is commonly accepted that qualified teachers, concerned parents and teachers with high academic achievement preference of these schools is an indicator of the schools’ remarkable reputation.

The education quality of the school

As a result of the analysis, it is determined that educational quality of the school is a theme that explains the school reputation. During the analysis of the interview, the quality of the school is divided into two categories; teacher qualifications influence school reputation (f=6) and students’ general academic achievement has an effect on the school reputation (f=10).

The interviewees stated that the teachers who work in İzmir are experienced due to the service score policy (P2, P3, P4); however, the teachers who neglect self-development eventually face professional atrophy (P3, P4, P5). In addition, they pointed out that after abolishing the assignment of the teachers in the Anatolian High Schools according to their proficiency exam results and giving the teachers the right to change their branches, there has been a decrease in the teacher qualifications (P1, P2, P4).

Average age of our teachers is very high. When we were working in the rural areas we were young and used to give a hand to any problem. But now teachers say “I have finished my teaching hours and I want to leave.” Our staff is the same as the previous general high school staff. P6

After the Anatolian High School conversion the number of our students decreased. Therefore, we have teacher surplus. In fact, we lost our young and successful teachers.
because their service scores were low. We observe satiety and atrophy of our teachers. A few days ago an experienced math teacher was asking another young math teacher “There is trigonometry in 12th grade. Is it difficult?” since his/her service score was low, that young teacher left the school and now we have a math teacher who does not know trigonometry. P4

School principals expressed that students’ general academic achievements influence the school reputation. The school principals from the upper class school category (P1, P2) state that their students attend prestigious universities after the university exams and this achievement contributes to schools’ reputation. On the other-hand, the school principals (P3, P4, P5, P6) from middle and lower class categories state that there is an increase in their students’ general academic achievements in comparison with the previous years.

While science high schools and distinguished Anatolian high schools accept students between 1-3%, it is not a great success to send their students to the universities that accept students around 5%. I believe that this school is a qualified school when we are able to accept students between 30-35% and send them to the universities which accept students from %20. P3

The purpose of the students here is to be among the first 5000 while in other high schools the students aim to pass the minimum requirement of the exam. Since the students come here to access a good quality education, they do not have serious problems to achieve that. P2

I do not mean to humiliate them but our students do not want to attend any ordinary university. We have become the top 5th school which accepts students with high scores. We are reputable because of this characteristic. P1

The views of Anatolian High School Principals about educational quality can be summarized as;

1. The schools in the upper achievement group are more reputable since their students attend qualified universities.
2. Levels of students’ academic achievement are one of the important variables to determine schools’ reputation.
3. Current educational policies cause a declined qualification of the teachers who are working in these schools.

The teachers’ working years indicate that they are experienced. However the ones whose self-development is not at the desirable level cannot contribute their professional quality.

Relations with the environment

The relations with the environment are identified as one of the themes related to the school reputation. About this theme two categories have been obtained; “positive environment perception contributes to the school reputation.” (f=6) and relations with other organizations increases the school reputation.” (f=4). The principals of the schools from middle and lower classes claimed that they have strong relations with their environment. They believe that the reason for this is they accept students to the school from their own environment before their schools were converted into an Anatolian high school. Also, they emphasized that after they became an Anatolian high school the degree of their relations with the environment decreased gradually. Upper class schools’ low level relations with the environment support that fact.

Since our district is an immigration zone, there were so many threats. The school here prevented the illegal acts. The school with the teachers and the students, like armor, stop the illegal activities. The environment welcomed the school. The environment also improved and now there is a livable atmosphere here. First of all, we blocked our students’ visual contact with outside and by negotiating we sent the undesired people away. We do not have any problems now. P6

In Anatolian high schools there are problems with the environment because our students do not come from the environment. Accepting the students according to their exam results cuts off the relations with the environment. A student who lives just opposite of the school building cannot be accepted to our school owing to the low exam score and goes to a different school located far away. Therefore, there is a gap between the school and the environment now. P4

When the school relations with the other organizations are examined, the school from middle and lower achievement group has better relations with their neighbourhood. That is because the school accepts students from its own environment. The schools from upper achievement group improve their relations with different organizations in order to contribute to students’ social developments and to combine with their social environment.

When we were a general academic high school our relations with the mukhtars were very good. But now, since we are not a school of the district any longer, they are not very willing to help us. P6

Our relations with the mukhtar (mukhtarkeleşimesine hiçbir şansı yok, neighbourhood manager mdesekemindeğilim) are very strong. Because our school accepts students from the neighborhood, our mukhtar knows the parents. However, after the conversion process our relations decreased since we started to accept students from different districts, too. Our mukhtar also gives us information about the people who needs help and philanthropists. Once, one of our students did not show up in the exam and we could not
reach him by phone. Our mukhtar reached the student and told us what the problem was. P5

We are a project school for the Let the Schools Be Life. The people around come here for courses like folk dances, literacy and etc. after the classes to 9 p.m. thanks to the project we have good relations with the municipality. 100 students from our school attend the space camp in the free zone without charge. We join the contests and share the information with the press. For the activities related to the fine arts we are in touch with the State Opera and Ballet. P1

There are differences about the theme relations with the environment between the Anatolian High Schools which were originally the same type of school before the conversion process and the ones which were converted into Anatolian High School;

1. After the circular issued, the relations of the schools which were converted into Anatolian High School with the local people are getting less.
2. The schools which are from upper achievement group and served as an Anatolian High School before the circular are trying to have communications with different organizations in order to contribute to students' social developments.
3. Since the students attend these schools after an exam, students from various districts and neighborhoods are coming together in the schools. Therefore, Anatolian High Schools have difficulties in order to establish communication and relations with local residents.

The adequacy of financial resources

With regard to financial solidity, which is one of the factors that determines school's reputation, all of the participants agreed that schools with good financial status and schools that create financial resources have a higher reputation \( f=6 \). When financial resources of the schools are analyzed, except for the resources supplied by the government, we have Table 3.

When the table is analyzed, it is seen that schools are trying to create financial solidity by taking advantage of the incomes generated from the canteen and service buses at most. Yet, the amount of the income obtained from all financial resources differs due to the location of school \( f=4 \), interest of parents \( f=3 \), the physical structure of the school \( f=5 \), and being a preferable school from all districts \( f=4 \). School principals' opinions with reference to financial solidity of schools are as follows:

We earn 1000 TL per month from our canteen regularly. Apart from this, we earned from the ATM's by taking advantage of our school's location. At present, we're taking 7.500 TL per annum from each ATM. We are using these resources for our students. And this contributes to school's reputation by featuring school's name. P1

We earn 1700 TL from the canteen, 1350 TL from the dining hall per month. We earn 45.000 TL per annum from 26 services that serve to our school. Due to our school's location, almost all of the students are big commuters. P2

When I send my student to a table tennis competition, I would like my student to dress up a top-quality tracksuit on which the school name is written. But, we cannot provide such opportunities to our students, since we don't have enough resources. P3

A parking area and sports hall needs to be built in order to increase our income. As our garden is not convenient, we cannot provide those facilities. Our income from the service buses income is 400 TL per annum. We obtain low income from the service buses as a result of not having students from the school environment as they do not need a service. We need parent's interest to hold a kermis. But we are deprived of this, too. P6

The results that are obtained related to financial solidity, which is a factor that affects schools' reputation, are as follows:

1. The financial resources provided by the state to the schools are not sufficient.
2. The schools are trying to create resources in order to ensure financial solidity.
3. The schools that are included in the top-achievement group are financially solid and they use their current resources efficiently.
4. The schools that are included in the medium-lower-

<table>
<thead>
<tr>
<th>School's financial resources</th>
<th>School</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canteen Income</td>
<td>P1-P2-P3-P4-P5-P6</td>
<td>6</td>
</tr>
<tr>
<td>Service Income</td>
<td>P1-P2-P3-P4-P6</td>
<td>5</td>
</tr>
<tr>
<td>Astroturf Income</td>
<td>P3-P4-P5</td>
<td>3</td>
</tr>
<tr>
<td>Income that is provided by school council</td>
<td>P3-P4</td>
<td>2</td>
</tr>
<tr>
<td>Sports Hall Income</td>
<td>P5</td>
<td>1</td>
</tr>
<tr>
<td>Dining Hall Income</td>
<td>P2</td>
<td>1</td>
</tr>
<tr>
<td>Cash machines / ATM</td>
<td>P1</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 4. Categories about the contribution of the quality of school’s services to the school’s reputation.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Participants’ opinion</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>The service quality of the</td>
<td>The adequacy of guidance services contributes to the reputation of the school.</td>
<td>6</td>
</tr>
<tr>
<td>school</td>
<td>School scholarships / assistance services in school contribute to the reputation of the</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emphasis of arts and sports activities in school contributes to the reputation of the</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social activities contribute to the reputation of school.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>School services for the regulation of physical conditions contribute to the reputation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>of the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canteen/dining hall services contribute to the reputation of school.</td>
<td>2</td>
</tr>
</tbody>
</table>

achievement group are incompetent in using their resources efficiently.

The service quality of the school

Service quality of the school is determined as one of the factors that affect the school’s reputation. This theme is handled within the framework of the opinions, suggesting that the quality of counseling services, physical conditions of eligibility, scholarship / assistance services, arts / sports activities, Canteen-dining hall services and social activities contribute to the reputation of the school (Table 4).

All of the school principals stated that school’s counseling services were adequate and contributed to the reputation. The director of an Anatolian High School in the top-achievement group (P1) stated that they not only used counseling services effectively, they also benefited from counseling services in order to promote their school:

A teacher at our school wrote a petition about the three students constantly preventing the onset of course. Punishment given to students can sometimes be an award for them. We wanted students to go to the nursing home on the Teacher’s Day and make an interview about student-teacher relationships, which was thought to be instructive, and a life lesson for students. A father of a student in our school informed the media about this situation. The newspapers reported about our application, with the title “relaxing punishment”. The students who interviewed the teachers for 2 days offered this to other students in school and they said that it was a good way to develop empathy. The issue is to understand students and take this understanding into the management. This application is also applied as a meeting with cancer patients and students who smoke. P1

However, it is clear that the teachers in schools which have low financial power try to create assistance provided to students through their own effort (P2, P5, P6). Scholarship and assistance services provided to students in schools with high financial power are observed as being better (P1, P2, P4).

The canteen’s personnel determine the students who might be in need. School management help 20-25 students financially to deposit 50 TL to their transportation cards, they can also use school bus for free. Last year in sacrifice eid, two teachers started a campaign; we prepared food packages for 80 poor students and their families. P4

We give the school uniform (t-shirts) to every student. We grant scholarship to 10 students who got into university, but do not have enough financial power to study. P1

Service quality and financial solidity of a school are the notions that are different from each other, but are in interaction with and support each other. With regard to the service quality of a school, it can be argued that the schools that are included in the top-achievement group can provide services such as scholarships, giving books for free, organizing the physical conditions and social activities in a much more efficient way, thanks to their financial solidity.

Management skills

School directors stated that management skills are an important factor in building and maintaining school’s reputation. Management skills have been reviewed within the framework of the following categories: high communication skills of principals contribute to school’s reputation (f=6), high technical skill of principals contributes to school’s reputation (f=6), and high conceptual skills of principals contribute to school’s reputation (f=2). When we examined the schools as upper-middle-lower achievement groups, it was observed that managers defined themselves as efficient and competent about the technical skills and human relations.

One day while checking the students’ situation, a student said that “You looked at everything but you didn’t look us in our eyes.” which was true. We also learn something from students. I try to learn the students’ names at the beginning of the year. I also contact them via social media. P1

In a workshop, I saw a hierarchy of skill, at the top there was creating software. I tried to improve it, but I couldn’t
achieve group of the research were also Anatolian High Schools. The two schools in the top 2010, high schools gradually began to be converted into ‘Anatolian High Schools’.

As a manager we have to think broadly. Thinking strictly and having a simple cause-effect understanding is not true. There was a protest about the recent events in Turkey in our school. It was a sit-in protest and 500 of 600 students attended to this protest. We did not prevent it, we contacted with the representative of students. We said that you can continue your protest until the class hour but then you have to attend the class. When the time is over, the representative student spoke with the others and they stood up and went to their classes. If we had tried to prevent it at the beginning, things would get worse. The students thanked to their teachers and we took a photo of this protest and took this statement down. However, we did not give punishment to students for that. P2

The notion of “reputation management”, as it is known in the literature, comprises a whole process of how the institutions make use of and protect the values they have (Karatepe, 2008). The fact that the institutions have a good reputation can be related to the leadership qualifications of those who manage the said process (Karaköse, 2007, 49). From this point of view, the following results have been obtained in terms of the relationship between the management skills of the school directors and the reputation of the school.

1. The directors of the schools that are included in the upper-achievement group improved their skills in various fields, in order to protect the good reputation of their school.
2. The directors of the schools that are included in the middle-lower-achievement group are trying to eliminate the skills they lack, in order to make their schools reputation better, especially after the schools have been transformed into ‘Anatolian High Schools’. 
3. The directors of the schools that are included in the middle-lower-achievement group are working more willingly, after their schools have been transformed into ‘Anatolian High Schools’.

The effect of the conversion of Anatolian High Schools

With a circular issued by the Ministry of Education in 2010, high schools gradually began to be converted into Anatolian High Schools. The two schools in the top achievement group of the research were also Anatolian schools before the conversion. Four schools in the middle and lower achievement groups have been converted into Anatolian High Schools at different times after the circular in question. The schools at the top achievement group stated that the transformation has not affected the reputation of their school yet, but in the long term they are worried that the reputation of the school might be worse. They stated that the causes were the facts that the practice of assigning teachers with examination ended and the increase in the alternative schools that successful students can choose.

In the past, Anatolian high schools had good reputation. Successful students could receive good quality education in those schools. Now, this has changed. If the early Anatolian High Schools manage to maintain the quality, they will continue accepting the most successful students. On the other hand; when the teachers are appointed without examination there will not be any difference between Anatolian High Schools and the other high schools. Teachers began to work in Anatolian High Schools without an examination. Moreover, teachers who changed their fields began to work in Anatolian High Schools as well. The teachers in primary schools became branch teachers in Anatolian High Schools after so many years. In the past branch teachers in Anatolian high schools were qualified enough to teach lessons in English. Now there are only 3 teachers like them in our school. We try to maintain the reputation of the school. But I do not know how long we can manage it. P1

Our school’s reputation will be affected badly in the long term. We will not be able to accept the most successful students in Narlidere. Teachers will change their way of teaching according to the levels of students. Our income from the service buses will decrease and the parents of the students will show less interest to school. As a result the school’s reputation will be badly affected. P2

The directors of the schools which are in the middle and lower achievement groups and were transformed into Anatolian High Schools after the circular reported that the reputation of their schools increased. Although there is not a big difference in the academic success of the students, discipline problems have decreased.

After the transformation into an Anatolian High School, there is not a big difference in the academic success of students. However, the students who are accepted to the school with examination are different. Hardworking and respectful students began to choose this school. P6

The transformation of our school into an Anatolian High School affected our reputation in a good way. More successful and better students began to choose our school. The number of the students in our school began to decrease We believe that this will have good effects in the future. P4

The opinions of the school directors about “The Effect of
the Transformation into Anatolian High Schools”, which is related to the reputation of the Anatolian High Schools, are as follows:

1. Transformation of the General High Schools into Anatolian High Schools affected the reputation of the schools that are included in the top-achievement group in a bad way.
2. The directors of the schools which are included in the top-achievement group concern that their school’s reputation will be lower in the long term.
3. The reasons for the decreasing reputation of the top-achievement group schools are mainly the differences in education policies such as ending the practice of appointing teachers with an examination, giving the teachers the right to change their branches, and the increase in the alternative schools that the successful students can choose.
4. The reputation of the schools that are in the middle and lower achievement groups were affected in a good way, due to the fact that the students who do not have disciplinary problems and who are more successful started to choose these schools and the fact that the general negative idea of the people about the school started to change.

DISCUSSION AND CONCLUSION

Since their foundation, Anatolian High Schools have had importance place in Turkish Educational System. The importance that is given to Anatolian High School stems from the fact that the medium of education is foreign language and that it is an educational establishment where the students whose academic successes are high are chosen by means of exams. As a result of the circular that was issued on the date of 6 May 2010 by the Ministry of National Education, the decision that the General High Schools should be converted into Anatolian High Schools by degrees was taken. In the wake of this decision, the question that ‘Do these Anatolian High Schools lose their previous functions and qualifications? started to be discussed. In order to think that these conversions can result in a positive way and that they will cause an increase in the qualification, one should examine the parameters such as financing, physical substructure, human resource which are the sub-parameters of education. Anatolian High Schools are still educational establishments that choose their students by means of exams today. When the placement grades of Anatolian High Schools are examined, it is seen that the students who got higher grades were placed in the Anatolian High Schools before conversion (osym.gov.tr).

According to the research findings, 7 themes were determined as a result of the negotiations performed with the principals of Anatolian High Schools. As a result of an analysis made in Maxqda 10.1 application, the themes that determine the school reputation are classified as The Education Quality of the School, Being a School of choice, Relationships with the environment, The Service Quality of the School, The Adequacy of Financial Resources, Management Skills and The Effect of the Conversion of Anatolian High Schools. The findings of this study have similarities with different studies in the field. Brewer and Zhao determined the sub-dimensions in relation to the university's reputation as leadership, instruction, research, service and equality. Similarly, Oplatka and Idit (2012) study school’s reputation according to views of parents. So, they relate this concept to these areas: school and schooling; academic achievement, quality of the students, special attention to students, school violence and discipline, degree of satisfaction with the school, and quality of the teaching staff. When the viewpoints of the principals of Anatolian High Schools in reference to the Education Quality theme are analyzed, there is a consensus that there used to be students whose academic success levels were high and qualified teachers in the High Schools before conversion process.

Before the circular was issued in 2010, the findings about Anatolian High Schools were determined as follows;

1. These schools are in the group of upper success level.
2. Students, parents and teachers accept them as reputable schools.
3. It is seen that the school principals that take place in high success groups attribute the reputation of their schools to concrete reasons such as qualified education, effective management, powerful financial structure, good service, being in contact with different organizations and remaining at the forefront to be chosen. Along with this, the schools principals presume that the conversion of General High Schools into Anatolian High Schools will have negative effect on their reputation in the long term because of the increase in the number of high schools that deliver academic education and because of the assignment of the teachers without any exam.

After 2010 circular, the findings about the schools which were converted from General High School to Anatolian High School were determined as follows;

1. These schools are in the low and mid success group.
2. In the schools that take place in the middle and low success groups and that at the same time converted into Anatolian Schools, it is seen that there has been an increase in the quality of education after the schools started to take students by means of exams and that this change started to affect the other aspects indirectly positively. However, even though the principals of the schools that take place in the mid or low success level groups state that their reputation increased after the conversion, it is seen that there is no direct increase in
none of the reputation themes.

3. The process of converting the General High Schools to Anatolian High Schools has caused increase in the motivation of school principals and teachers who are working in these types of schools.

When it is considered that the only positive variant in the mid and low success groups is to take students by means of exam and that there is a little increase in the service incomes provided from these students, we come up with two questions. The first one is ‘Can students whose targets are to receive education in academic schools change the school atmosphere? The second one is ‘Can the reputation that the Anatolian High Schools have be transferred with the name change in the schools?’

Organizational climate is defined as a concept that differentiates an organization from others and influences stakeholders’ behaviors (Hoy and et al., 1991). The researches indicate that there is a direct correlation between positive school climate and students achievement (Ali and et al., 2014), students’ adaptation, decrease in discipline problems and unexcused absences (Caldarella et al., 2011). On the other hand, researches indicate that deviant peer affiliation decreases depending on the school positive school climate. Therefore, the increase in reputation of the schools which are converted into Anatolian High School from General High School is a result of minor series of changes affecting each other.

When it is taken into account that the schools started to be converted into Anatolian High Schools gradually as a result of the circular in the year 2010, it should be kept in view that these high schools do not have enough time to achieve positive reputation. It should be taken into account that achieving a powerful reputation is a process that requires time (Roberts and Dowling, 2002). Regardless of what extent of the organization the conversion occurs, it is also a factor that affects the other dimensions (Çağlak and Er, 2014). When considered from this aspect, no matter what the extent of the conversion in the schools is, when the conversion is used and managed in a positive way, it can be regarded as a repellant actor in the direction of achieving a powerful reputation by effecting the reputation aspects.

RECOMMENDATIONS

This study is limited with Anatolian High Schools. However, to generalize the results of this study, consideration should be made to the limitation of the number of the various types of high schools. Reputation studies are a combination of inner and outer stakeholders’ opinions. That is why, all of the views should be gathered in the studies. However in this study only school principals’ ideas who are one of inner stakeholders are asked. Further studies can be held in order to search other stakeholders’ views about school’s reputation.

Conflict of Interests

The author(s) have not declared any conflict of interests.

REFERENCES


The author(s) have not declared any conflict of interests.


