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The Sustainable Tool for Human Resources Quality in Educational Practices

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Abstract: One of the most important problems of our age is that human resources are not used effectively and efficiently due to the variety of languages. In this context, it is important to establish the human resources profile of the education sector which has the highest human resources in the public sector and to investigate whether this resource is used efficiently and effectively. In terms of the quality of education, it is important to evaluate the correct employment, motivation studies, and performance of school employees. The aim of this research is to meet the expectations and needs of the education system by suggesting the importance, functioning and applications of human resources in educational applications and by proposing a human resources employment 6 strategy models. The research was conducted using an interview technique and document analysis, one of the qualitative research methods. A purposeful sampling approach, one of the non-random sampling methods, was used in determining the study group. As a result of the research, the participants stated that this plan was made for the needs as a majority for workforce planning. Almost all of the participants expressed the view that conflict and resolution strategies should be developed. In line with the findings of the research, a model proposal covering the needs of employment strategies in education, employment process and employment applications are presented.

Keywords: *Conflict; education; human resource; management; sustainability; quality.*

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Introduction

The most important resource for the survival and development of the society is the manpower; it grows in line with its goals. The nature of human profile relies on transformation and it makes human being adapt to new life conditions and system. In this context, transformation and transformational learning gain importance in the life of postmodernism. Human resources have changed their practices and started adapting to the global world standards of the quality (Altınay et al., 2018). The school, which is a productive sub-system of the education system, has an important place in the society in order to equip the members of the society with the desired behaviours, and ensure the development of the society through the structure and functioning of the society and constantly creating the desired manpower (Yalçın, 2002).

Teachers and school workers need a structure that maximizes their contribution to uncovering their potential strength and achieving the school's goals. Revealing and evaluating the capabilities of individuals is possible in a democratic environment with a human-minded management approach. The tasks assigned to employees should be planned in line with their competencies and interests, and they should especially benefit from those who have experience in participating in decisions (Altınay et al., 2019).

In an increasingly competitive environment, managers can dominate when they implement performance management processes in order to achieve their goals and ensure that "the right job is done successfully by the right people". In order to gain a constructive and supportive perspective in the performance measurement and evaluation process, the information obtained is important to share and make it learnable. So, the success of professional managers depends on others (Chen, 2018). Human Resources managers must move away from dealing only with their personal rights and having strategic perspectives that consider them to be the most valuable resources of the organization, rather than being seen as a cost element.

One of the most important problems of the age is the lack of effective and efficient use of human resources. In this context, it is important to create the human resources profile for the education sector which has the most employees in the public sector and to investigate whether those human resources are used efficiently and effectively. Because human resources are the centre of educational activities. Human resources practices include on-the-job training, job rotation, guidance and professional

development programs to help teachers improve their knowledge, expertise, experience, performance, skills and motivation (Waseem et al., 2013).

The aim of this study is to examine the situation of human resources in the education sector and to propose solutions based on scientific data by revealing the problems in the use of the human resources, if any, and thus to contribute to the management science by providing solutions related to better and more efficient use of human resources.

The Aims and Importance of Human Resources Management

The reasons for the existence of organizations are to reach the determined goals. As the elements of the organization are activated by employees at different levels in the organization, the organization achieves its objectives. The HRM function should provide the people in need in terms of quality and number to those needed to achieve the organization's goals (Aldemir and Atao, 2001, p. 15).

HRM has adopted the following two objectives as principles. The first objective is to maximize the benefit of the enterprise by ensuring that the employees in the organization use their knowledge and skills in a rational way. The second is to try to increase the level of job satisfaction of the personnel (Özgen et al., 2002, p. 8). Human resources research shows that training and development have positive impact on organizational commitment, business values and performance (Aladwan et al., 2015).

Human resources management has certain benefits for schools. First of all, teachers play a vital role in student success (Rivkin et al., 2005); teachers' competencies and efforts can determine the students' success. Human resources management motivates teachers to contribute towards the goals of the school. Another benefit is the opportunity for continuing education and development for pedagogy and learning (Organisation for Economic Co-operation and Development [OECD], 2009, 2014). Therefore, human resources management provides teachers with the opportunity to develop continuously and incorporate this new information into their daily practices and teaching methods. In addition, attention is paid to the employment of highly qualified education and development teachers in schools around the world (Organisation for Economic Co-operation and Development [OECD], 2014). Many teachers leave the profession if the working environment is inadequate and cannot meet expectations even if the teachers are qualified (OECD, 2009). In addition, human resources management helps schools to employ competent teachers, as well as in the motivation and performance of teachers (Loeb et al., 2012).

When the objectives of HRM are examined, it is seen that these goals are generally focused on human relations and the fulfilment of human needs. By fulfilling these objectives with HRM, the organization can achieve a more effective, efficient and comfortable working environment. Another feature of HRM objectives is that the studies are versatile.

Human Resources Management in Educational Organizations

Human resources management takes into consideration the factors affecting the organizational employees' level of compliance with the organizational structure, efficiency, motivation such as the regulation of interpersonal relations, resolution of conflicts, and thus their productivity.

At the same time, human resources management covers all of the activities carried out in order to ensure the highest motivation, performance and efficient work of the human being, which is one of the important elements of the organization. In fact, it is the most useful and productive ways for the organization to identify the employee and ensure the continuity of the employee's work. The most important element gained as a result of the changes and developments in human resources is quality and efficient labour force. Human resources management approaches can be applied in a healthy way when the workforce is accepted as the most important resource (Çelik, 2002).

In schools, which represent important educational institutions, teachers are vital and valuable resource that enable the processing of human resources. Training managers are also responsible for managing the human resources that are employed and trained. Education managers are educators. They are also the people who provide the necessary manpower for the teacher to work effectively and provide an appropriate organizational environment for training.

Therefore, these teachers need to do the necessary work to maintain the success of the human resources management, which is effective in starting their duties.

As in other organizations, educational organizations have the possibility to catch up with the pace of change in work life, to keep up with the age, to manage the manpower, which is an important and valuable element of the organization, in the best and efficient way, to create a happy, motivated and satisfied employee group in the working life. As the importance given to the employees by the management increases, the benefits to be obtained from the employees increase at the same rate. Especially for teachers who have a high education level and are in

continuous development, having a position and career gives them social status and identity (Ozberk & Altınay, 2019). The self-esteem of the career holders is increasing and their needs of being connected and belonging to a place are eliminated and the level of communication and relationship with other individuals in the society becomes easier. Gains can be obtained from conflicts that may arise in line with these relations.

There is not much difference between the objectives of human resources management in educational institutions and the organizations in different fields and sectors. However, the most significant difference and feature of educational organizations is that the service group has to be constantly and continuously involved in education. Following the developments and changes in technology and new marketing and sales techniques, all institutions are working towards training their employees. In terms of educational organizations, training of employees is more important and necessary. Today, the existence of students with different types of intelligence has been accepted and the necessity of studies in educational programs has emerged in this direction. Therefore, it has become compulsory for educators to master the changes and developments of new teaching techniques and try to reach out the students in this way (Kalkan et al., 2020).

In order for societies to keep up with the age and to respond to new expectations, development and change must be continuous. In order to achieve this within a systematic framework, there is no doubt that education programs and processes should be open to innovations in order to train and employ individuals with the desired level equipment (Evans, 2011).

Accordingly, in postmodernism, the individual is expected to possess qualities such as empathy, rapid adaptation to changes, positive self-perception, self-confidence, motivation, and self-control. In order to understand contemporary teaching, the student is the centre of educational activities. The role of the student, who got rid of the passive state and took an active role in the education process, has been redefined today. In order to develop technology and equip education with it, it is important to restructure the education programs with a postmodern understanding (Slattery, 1999; Yıkıcı et al., 2019).

Human resources development focuses on the solution of social, global and technologically different paradoxes and uncertainties, not from a single perspective (Friedman, 2005; McMichael, 2004). Therefore, educators should be willing to pursue new approaches to theorizing while raising the necessary manpower. Hence, the employment of teachers who adopt technology-based education, which is open to development and progress, is

important for the implementation of educational programs (Han et al., 2009).

Postmodernism, the transition from a single-culture approach to a multicultural education approach brings curriculum approaches, in which students are encouraged to create a meaning based on others, self-knowledge and spontaneous nature (Petterway, 2010). Online learning, distance education, and other Internet-based teaching methods, which are getting more and more important day by day, support this approach and enable the student to gain access to information and gain lifelong learning skills.

Postmodernism presents what we cannot conceptualize, that we cannot find in our experience (Hart, 2004, p. 2). Thus, it offers the potential for new perspectives and innovative perspectives to the current situation.

Postmodernist thought suggests that our traditional perspective can be freed from any mentalities, whether based on modernist dualities, reflective or emancipator views. (McMichael, 2004). Therefore, it is important to employ people who adopt an open and student-centred education model in human resource management in education. Educational institutions that aim to grow institutionally are expected to adapt to these developments and encourage their employees to improve themselves. In line with the process and efforts to reach the set goals, it is necessary to increase the knowledge, skills and abilities of the teachers and increase their desire and interest to work. Because all individuals want to meet some needs and requirements, reach the target place, satisfy certain desires and expectations after they start working life, and want to rise and step up in the workplace.

Methodology

The research was conducted using interview technique and document analysis, one of the qualitative research methods. The qualitative research method uses data collection methods such as document analysis, interview and observation. It is the technique that aims to present events and perceptions in a holistic and realistic manner within the natural and routine environment and follows the qualitative process in this direction (Yıldırım & Şimşek, 2008).

Purposeful sampling approach, one of the non-random sampling methods, was used to determine the study group. Non-random sampling takes place for a specific purpose. Purposeful sampling allows in-depth

examination and analysis of situations where rich data is required (Yıldırım & Şimşek, 2011).

In this study, a research sample was created with the maximum diversity method among the sampling types with the participation of experts in the field in order to reveal the human resources functioning and applications of the North Cyprus education system. Researcher randomly selected the experts of the research group for the purpose of identifying the participants (Baş & Akturan, 2008; Creswell, 2014). Four educational management experts, two communication experts, two economists, one representative of the ministry and two members of the Prime Ministry coordination committee were selected as the sample for the purpose of the research in Northern Cyprus.

In the process of data collection, it was tried to obtain data by applying face to face interview technique which is one of the qualitative research methods. The interview process makes it possible to reveal the reasons, thoughts, emotions and beliefs that constitute the basis of the answers of the research participant (Legard et al., 2003). Thirty to forty minutes of interviews were conducted to determine the opinions and experiences of the participants in the institutions they work in and for the evaluation of human resources practices and functions of the Northern Cyprus education system. The interviews were made in the chat environment by notifying the participants in advance and recording them according to their permission.

In the first part of the interview form, firstly, questions were asked to obtain personal information about the participants. In the second part of the interview, opinions about the questions were obtained and analyzed by content analysis. It is important for the raw data obtained by content analysis to form within the determined framework.

All stages of the research were recorded by the researcher and the current situation was reflected as it was, and no guidance was given to the participants' responses to the questions. The reliability formula of Miles and Huberman (1994) was used to calculate the reliability of the study.

$$\text{Reliability} = \text{Consensus} / (\text{Consensus} + \text{Disagreement})$$

The reliability level of the study was calculated as 90% according to this formula. As a result of the reliability calculation, research reliability above 70% is accepted (Miles & Huberman, 1994). Therefore, the results obtained in the study are considered to be reliable within the study.

The data obtained as a result of the interview with the participants were examined and divided into sections. Then it was coded in line with expressions that were conceptually stated. At this stage, the codes

determined after the coding of the research data were accepted under different categories and evaluated under different themes.

Findings and Discussion

Opinions of the participants regarding the duties and competencies of the Human Resources Unit

Table 1. Duties and competencies of human resources unit

Theme	Code	f
Workforce Planning	Annual plan	1
	According to needs	6
	Enough	2
	Not enough	3
Recruitment of personnel	Vacancy and exam method	8
	Resource transfer	3
Health and security	Good for market conditions	2
	Government assurance	7
	Enough	2

Source: The authors own conception

The answers of the research participants to the question about the duties of the human resources unit of the organization they are affiliated to and whether they are sufficient for the development and welfare of the employees within the framework of human resources are given in Table 1. When the opinions of the experts participating in the study regarding the duties and competencies of the human resources unit are examined, the statements are gathered under the themes of “Workforce Planning”, “Recruitment of Personnel” and “Health and Safety. Under the theme of “Workforce Planning”, “Annual plan” (f1), “According to needs” (f6), “Enough” (f2), “Not enough” (f3) statements take place. In the theme of “Recruitment of personnel”; “Vacancy and exam method” (f8) ve “Resource transfer” (f3) included. Last theme is “Health and security”, participants opinions are “Good for market conditions” (f2), “Government assurance” (f7), “Enough” (f2).

The experts used the following statements in their responses to the question of what are the duties and competencies of the human resources unit and whether there is sufficient implementation. Expressions for workforce planning;

“The annual plan is made by my institution.” K1

“Workforce planning is made according to workers needs and demands.” K3

“Employees’ CVs are gathered for the workforce planning and suitable qualified personnel are employed” K2

“It is not enough. We can use the potential of existing staff better”K5

“It is enough” K8

Statements regarding the recruitment theme;

“It is the basic duty of human resources. Resources need to be transferred for development and effectiveness” K10

“Personnel recruitment is carried out by central examination and subsequent” K4

“It is realized by way of necessity. Courses and seminars are organized for the development of the current employee” K7

Statements on the theme of health and safety;

“The wages for the welfare of the employees are shaped according to the market conditions and economic structure according to the status and title.” K6

“The institution I work for is a government institution, so our social, security and health rights are fully fulfilled” K11

“Sufficient but can be improved” K9

It is seen that the themes arising from the data obtained in line with the answers of the participants define the basic duties of the human resources unit. However, it is shown that there are missing sides in the performance of these tasks and their competences.

4.2. The views of the participants regarding the approaches of the Human Resources Unit to the employees within their duties

Table 2. Approaches of human resources unit

Theme	Code	f
Conflict and resolution strategies	Needs improvement	10
	Made to requirement	1
Perception and image management	Assuming active roles	4
	Sufficient	3
	Not applicable	4

Source: The authors own conception

Within the scope of the research, the participants were asked about the approaches of the human resources department of the organization to which they are affiliated and how they approached the employees and the data obtained are presented in Table 3. In line with the answers of the

participants, two themes came to the fore. These "Conflict resolution strategies" and "Perception and image management".

The expressions of the participants regarding the theme of conflict and resolution strategies which emerged as a result of the responses of the human resources unit to the approach of "Need to be improved" (f10) and "Made to requirement" (f1), the prominent expressions of the theme "Perception and image management" "Assuming active roles" (f4), "Sufficient" (f3), "Not applicable" (f4). The participants' views on these themes are as follows.

Expression of conflict and resolution strategies;

"Further development is needed within the context of conflict and resolution strategies" K2

"Although there is not much intervention in academic units, it is done in accordance with legal requirements." K7

"When there is a conflict, the personnel are lost rather than winning. Strategies used need to be developed" K10

Perceptions and image management;

"Perception and image management are ignored and the negative image arising from the separation of employees is not important. In terms of institutionalization in a small society like Cyprus, this issue is actually very important." K5

"Not sufficiently applied. There must be organizations that respect and protect employee rights." K9

"Satisfactory" K3

"More active roles need to be undertaken to increase the perception and image of the universities in the environment" K11

"In order for the company's image and perception by the society to be positive, the organization should be more active in social activities and facilities, but it must create the perception of the organization that protects the rights of the employee." K8

"Not implemented. Deficiencies in protecting the rights of employees and ensuring their social rights affect their perception and image" K7

In the question where the research participants put forward the approaches of the human resources unit towards the employee, two important elements which are important in terms of human resources management and approach constituted themes. However, it is clear that the human resources unit is not very effective in conflict and resolution strategies and perception and image management issues.

The views of the participants about human resource utilization and meeting the needs of human resources unit

Table 3. Human resources unit to benefit from employees and meet the needs

Theme	Code	f
Knowledge, skills and talent Analysis	Sufficient	1
	Need to be improved	1
	Need to be analyzed well	4
	None	5
Evaluation of job satisfaction	Necessary studies should be done	3
	Sufficient	1
	Not enough	7

Source: The authors own conception

The scope of the research, the opinions of the participants about the human resources unit's utilization and meeting the needs are presented in Table 6. When the participants' views on the human resources department of the organization they are affiliated to benefits from the human resources and meet their needs, two themes, “Knowledge, skills and talent analysis” and “Job satisfaction” assessment emerged.

Under the theme of “knowledge, skill and talent analysis” the expressions are “Sufficient” (f1), “Needs improvement” (f1), “Needs to be analyzed well” (f4), “None” (f5). In the second theme, “Evaluation of job satisfaction”, “Necessary studies should be done” (f3), “Sufficient” (f1), “Not enough” (f7) were stated. The statements of the participants are as follows:

“Regular training is required for the analysis and development of the employee's knowledge, skills and ability” K1

“It needs to be thoroughly analyzed in order to make maximum use of knowledge, skills and abilities.” K6

“Sufficient” K3

“Should be more efficient and professional, not enough” K10

“As the functioning of the human resources unit is different in other sectors, knowledge, skills and talent analysis in education is limited.” K4

Statements to evaluate job satisfaction;

“It is not enough. Increasing activities, participation in management and joint decisions for job satisfaction” K10

“These studies need to be increased for efficient and effective use of manpower”
K11

“Not enough” K4

“No such analysis has been done so far” K5

“Such assessments are made at regular intervals, although not regularly.”
Sufficient” K8

According to the answers of the participants, it is seen that the majority of the participants stated that the information, skills and talent analysis to determine the needs of the human resources unit were not conducted and that the studies aimed at evaluating job satisfaction to ensure the highest level of efficiency were obtained.

Proposed Model for Employment Strategies in Education

Within the framework of the results obtained from the findings of the research, a proposed model is for becoming an auditor and training auditors.

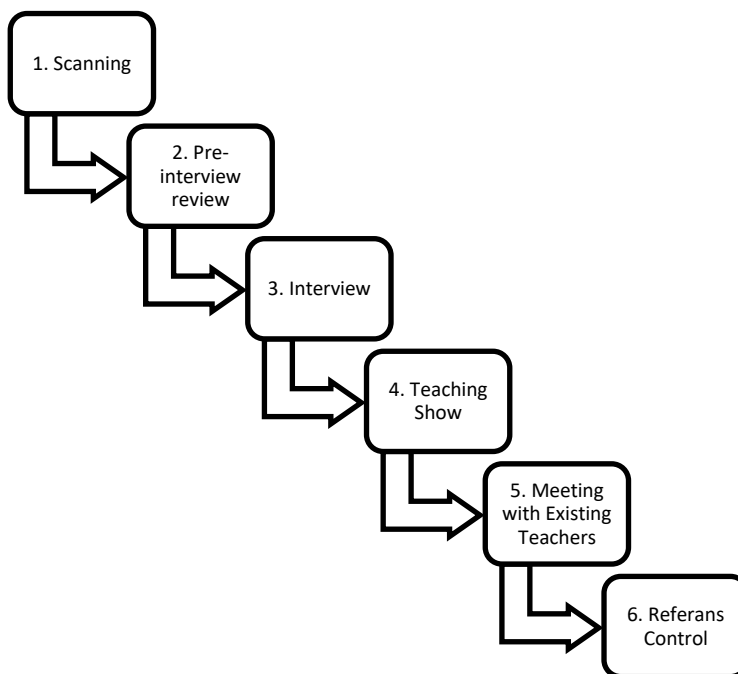


Figure 1 – Model for Employment Strategies in Education

Source: The authors own conception

First of all, the need for employment should be put forward. At this stage, school administrators have important roles. In the education sector, although it is done through the ministry, it is the school administrators who should determine the needs. Therefore, one of the important points at this stage is that school administrators have good communication and relations with the ministry officials.

The determination of the need for prospective personnel in educational institutions is periodic except in unusual situations. In such a way, school administrators should report their personnel needs by making their plans in a forward-looking way.

In our country, the employment of teachers or school administrators in educational institutions is made through the central examination system in line with the opened proposals. The candidates who pass the exam are asked to be interviewed as an exam and the successful candidates are placed by the ministry. However, the role of educational institutions in society cannot be denied. Therefore, the recruitment process of the personnel to be employed in educational institutions is a matter that needs to be examined in more details. In this respect, it is considered that following the employment process stages and the identification of the needs will be more beneficial for the development and progress of educational institutions. After applying for the job, it is important to follow the steps below to select the appropriate and ideal personnel.

Stage 1: Screening

Candidates are required to submit application forms, a CV, and a cover letter to determine whether they are seriously worth assessing. Applications are evaluated by the school to determine whether the candidate has potential.

For the schools that accept the applications, the cover letters that is accepted outside the curriculum vitae and the required forms can provide more detailed information about the candidates besides the routine information .

Stage 2: Pre-interview review

After the preliminary assessment, schools invite the candidates they deem appropriate to participate in some exercises before deciding to proceed to the next stage. At this stage, a form which can be called a pre-screening questionnaire is given to the candidates. In this form, applicants are asked questions about educational philosophies, their interest in urban education, classroom management strategies and approaches to specific issues. What is important at this stage is not only to recognize the candidates but also to understand what the school means to them.

Stage 3: Interview

Among the applicants, those deemed appropriate as a result of the examination are invited for an interview. What is important at this stage is that the interview is conducted by school administrators, authorities and the human resources department to which the school is affiliated. It is the school authorities that the school needs and will work in harmony with.

It is vital that the type of interview to be conducted in educational institutions is semi-structured interview. Because there is a need for open-ended questions in which the candidate can express himself / herself except for specific and specific questions. Thus, besides the professional, knowledge and skills of the candidate, personality traits and self-expression styles are important.

Stage 4: Teaching Show

One of the important elements in human resources practices and employment process is knowledge, skill and talent analysis. Education policies, which are the most important elements in the development and progress of societies, are correctly structured, curricula are up-to-date, complete equipment, equipment and technology, but teacher is the key point in transferring them. So, individuals have the profession of teaching, knowledge transfer is a significant skill that the teacher should have.

In this respect, the teaching performance is especially important in teacher employment. After the interview, the demonstration of knowledge and teaching skills can be observed by organizing a demonstration in the classroom with the appropriate candidates. Observation of the teacher's mastery of the curriculum and subject will provide an idea in terms of behaviours in the classroom environment.

Stage 5: Interview with Existing Teachers

Conflict environments are one of the factors that negatively affect the performance and motivation of teachers, administrators and school employees in educational organizations. Conflicts between school staff and the inability to manage conflicts directly affect the school environment in particular and the education system in general.

The orientation process of the newly recruited personnel will be started while the adaptation environment is established by meeting the current teacher with the candidates to solve that issue

Stage 6: Reference Control

It is especially important for the education system, which is a human input and output, for the candidates to get information from the institutions where they worked before. Even if the candidate did not make any reference, it is important to get in touch with the institutions he worked for

in order to obtain more detailed and accurate information about the candidate.

Limitations of Study

This research is limited to 4 education management experts, 2 communication experts, 2 economists, 1 ministry representative and 2 Prime Ministry coordination committee members who are experts in their field in Northern Cyprus in 2019.

Conclusion

The participants stated that planning for this need was done in most of the workforce planning.

Job analysis and planning is important to determine the minimum qualifications that an employee must have to do the job well (Altınay et al., 2019). In terms of personnel recruitment, the participants expressed two different opinions and stated that the recruitment was by means of examinations, and the other group stated that the recruitment was realized by transfer of resources. Other participants did not express negative opinions at this point. It is seen that the results obtained from the answers define the basic duties of the human resources unit. However, it has been concluded that there are incomplete parties in the fulfilment and adequacy of these tasks.

Almost all of the participants expressed the view that conflict and resolution strategies should be developed. In this regard, it is concluded that the conflict cannot be managed correctly and affects employees negatively. In this respect, the human resources unit is not very effective in conflict and resolution strategies, perception and image management issues (Altınay et al., 2018).

Within the scope of the research, the opinions of the participants about the human resources unit on how it benefits from the employee and meets the needs were examined. Knowledge, skill and ability analysis and job satisfaction evaluation are prominent statements (Sozudogru et al., 2019).

According to the answers of the participants, it is clear that the knowledge, skills and ability analysis are specified to determine the needs of the majority of the human resources.

The participants think that performance evaluation and motivation practices are not sufficient. An evaluation program may be initiated in which such practices are systematically incorporated into parents and students. In-service trainings can be organized after the needs are determined and given

at different levels and branches. Employees can be included in management meetings at regular intervals to exchange ideas and share common solutions (Tokel et al., 2019). Managers can be trained in issues such as conflict management, thus preventing problems and conflicts from developing.

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