

EXAMINING THE PROBLEMS OF TEACHERS IN THE PROJECT PREPARING AND IMPLEMENTATION PROCESSES ACCORDING TO PROJECT CYCLE MANAGEMENT STAGES*

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Abstract:

The aim of the research is to classify the problems of school managers and teachers working in the educational organizations in Elazığ during the project preparation and implementation processes according to the project cycle management stages and to find solutions for these problems. The study was carried out according to the situation analysis technique that is one of the qualitative research methods. As data collection tool, semi-structured interview form created by the researcher was used. The sample group of the study consisted of 50 school managers and teachers who worked in different grades of educational organizations in Elazığ. During the data analysis process, the answers of the sample group for the questions in the interview form were subjected to content analysis; frequencies and percentages were calculated. The results of the study indicate that: (1) The processes of project preparation and implementation gain experience, support cooperation among colleagues and students. (2) The most frequently encountered problems during the stage of preparing project ideas are defining original subjects and doubting on whether the subjects are functional or not. (3) In the project implementation stage, there may be some problems deriving from not having adequate information about project techniques. (4) A great number of the participants declared that educators need to get detailed training on projects in order to solve the problems encountered during project preparation and evaluation processes.

Key Words: School Development, Educational Projects, Project Cycle Management

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Introuction

Change is an inevitable element of today's world. The process of change is moving at a visible speed all over the world and affects every area of our lives. The change process requires both individuals and institutions to creatively adapt to the changes, to constantly improve themselves and to contribute to shaping their own future (Hesapçioğlu, 2010). Today's scientific, social, technological and environmental conditions have brought important changes in the field of education, as in every field. In order to ensure the quality and efficiency in education, the educational institutions have begun to develop school in order to keep pace with the changing world. This process has led schools to become learning organizations, to democratize based on mutual interaction, to gain importance of school culture and climate, to provide education-teaching in a student-centered manner, and to increase their accountability. The concepts of “globalization, multilingual and multicultural, education throughout life, multichannel education, conditioning” indicate that schools need a new paradigm (Özdemir, 2013). This paradigm envisages schools to educate, inquire, creative and innovative generations, and in line with this prediction, school development studies have started to be included.

In the school development process, in the world of education, by moving away from memorism and classical methods; importance is given to the students to actively participate in the education and training process, to think analytically and critically, to work in a team, to gain the ability to synthesize. Project studies are included in educational institutions for students to gain these skills. Students bear the responsibility of their own learning during the project preparation process; they also gain self-confidence by creating a product. In order to improve the education process and educational institutions, education staff working in schools are encouraged to develop projects. In addition, the provision of educational services as required by our age encourages students as well as teachers to think innovative, to be entrepreneurs, to acquire knowledge with critical and questioning methods. For this reason, educators are also preparing various educational projects to improve educational environments, increase professional and technical skills, develop new practices and share good practices.

In our country, institutions and organizations such as Ministry of National Education, TÜBİTAK, National Agency, Provincial National Education Directorates, Development Agencies, support local and international projects for preschool, primary, secondary and secondary education levels for educators and students, prepare local, national and international projects, competitions and organizes regional exhibitions. The quality of the project works carried out in schools every year increases and the projects are prepared professionally. In this regard, project cycle management is used during the preparation and implementation of training projects. Project cycle management has been adopted recently in order for projects prepared in educational institutions to serve the purpose, to be clear and understandable, to set goals correctly and to use resources effectively. Project cycle

management is a systematic method used in the preparation, implementation and evaluation of projects and programs (Gürlek, 2014). Project cycle management is a system developed to increase the effectiveness and efficiency of projects. The fact that the project cycle management system, which enables a professional and systematic implementation process, is not utilized adequately in educational institutions poses a very important problem regarding the development of educational projects (Yıldırım, 2013).

What is a Project and What Are Educational Projects?

The project is a set of activities that are planned to be implemented in order to achieve clearly defined goals within a certain timeframe, within a certain timeframe, with a certain budget. According to Katz and Chard (1989), the project is to work in such a way as to generate innovative ideas on an original subject. Strategic plans that target success in the medium and long term should be the basis of the projects. According to another definition, the project; it is a whole of activities that have certain values to be implemented to achieve certain goals and objectives, with goals, beginning and end (Ece and Kovancı, 2004).

Education projects are planned to obtain teaching outcomes; These are collaborative processes carried out in collaboration with education managers and teachers. It aims to develop educational methods and techniques, use different strategies in education, and improve educational environments. In the school development process, which envisages the training of the generations that research and question according to the modern theory; In order to transform the organizations in the education system into learning organizations and to raise individuals who can think critically and analytically, they should use educational projects. The project is a process that covers all the work that students do individually or as a group to solve a problem they face. In this process, students acquire some concepts and skills. The main feature of the project is that students decide how and in which order they will solve the problem independently during the solution process. Within the framework of this approach, students can transfer the information they have obtained to their daily lives by investigating all aspects of a particular subject and its interdisciplinary interaction (Eslek, 2015).

The Importance of Education Projects

The origins of the projects prepared in educational environments are based on the constructivist approach that is fed by the work of psychologists and educational scientists such as Vygotsky, Bruner, Piaget and Dewey. The importance of educational projects was first emphasized by W. Kilpatrick, a student of J. Dewey (Aytaç, 2000). Preparing educational projects is a process that includes important activities and activities in many respects. Project preparation offers individuals many important opportunities. Project preparation requires the use of research skills to obtain information, developing strategies for obtaining information, analyzing and synthesizing information. Educational projects encourage teachers and students to research, study, observe and experiment. The project approach is a learning approach that explicitly reveals the effect of the learned topics on daily life and brings the motivation to learn to the highest level (Saçlı, 2004). Preparing a project helps us to get to know the environment we are in and to make sense of what is happening in this environment. Preparing projects brings up to date information, skills, values and attitudes to teachers and students. It

enables individuals to activate various high level mental skills and reach their existing capacities.

There are some criteria that must be taken into consideration for the projects prepared in educational institutions to be effective. Gündüz (2004) stated the features that should be included in the project as follows.

1. Projects should be capable of providing interdisciplinary work.
2. It must be original.
3. It should develop entrepreneurship and creativity skills.
4. It should reflect the information and views on both the main subject and the areas in which the subject is associated.

In order for educational projects to have the above-mentioned features, teachers and students should be careful when choosing the project subject. Determining the subject of the project by making problem and needs analysis is the first and most important step in the success of the project.

What is Project Cycle Management?

The action of planning, executing, controlling and evaluating the results of the projects that take place as an idea from the emergence of the final product to the final product is called “Project Cycle Management”.

As stated in the ISO Standards, project cycle management is a process that covers the stages of planning, organizing, budgeting and carrying out the final assessment in all aspects of the project in order to achieve the specified goals (ISO 10006, 1997 E). The Project Management Institute (PMI, 1997) defines project cycle management as the art of achieving predetermined goals and objectives using modern management techniques throughout the project preparation and implementation processes. Considering from a wider perspective; Project cycle management is a participatory and dynamic management approach in which institutions and organizations are associated with each other to achieve a purpose and systematically addressing many stages (Emrealp, 2013). Project cycle management has two types of functions (Gürlek, 2014). The first is the role of planning and controlling the project; the other is management of improving interpersonal relations, ensuring cooperation and realizing open communication (Gürlek, 2014). In order for a project to be successful, it is necessary to organize the project management by associating it with management and business functions, defining the duties, and determining the relationship of authority and responsibility (Yurtcan, 2008).

Stages of Project Cycle Management

The stages of project cycle management are listed below:

1. Determining the Project Idea: It is the first starting point where the ideas about the project are put forward and designed. Projects should generally focus on one subject; otherwise, the issues are dispersed and project management becomes difficult (Davis, 1995).

2. Formulation of the Project: After determining the project idea, it is the preparation of the project text and the budget to reveal all the details about the project and to be evaluated by the funding institution. The formulation of the project; It is a process to help meet the expectations and needs of stakeholders by planning to combine knowledge, skills, necessary tools and innovative techniques (PMI, 1996).

3. Preliminary Evaluation: During the preliminary evaluation of the project, the strategic plans and visions of the organizations involved in the project should be investigated and the evaluation should be carried out in line with these resources (Munns, Bjeirmi, 1996).

4. Project Financing: It is the stage in which the financing agreement is made between the institution providing the funding source and the institution that will execute the project for the project which has been pre-evaluated. At this stage, it is recommended to review the project objectives and budget.

5. Implementation of the Project: The resources included in the financing agreement and the stage of implementation, monitoring and evaluation of the activities envisaged in the project within the period. It is very important to ensure effective coordination and collaboration between stakeholders in the implementation of the project (Baker, Fisher, 1988).

6. Evaluation: It is the stage of evaluation of the results and impact of the project at certain intervals throughout the project and after the project ends. After the evaluation phase, it is recommended to make minor changes in the project so as not to harm the work flow and cooperation culture of the organizations (Kerzner, 1992).

Purpose of the research

The purpose of this study is to identify the problems faced by the teachers and administrators in the institutions affiliated to the Elazig National Education Directorate in terms of project cycle management stages and develop solutions for these problems. For this purpose, answers to the following questions will be sought:

1. What are the advantages of the educational projects prepared and implemented according to the project cycle stages of the school administrators and teachers working in public and private educational institutions affiliated to the Elazig National Education Directorate?

2. What are the problems experienced by school administrators and teachers working in public and private educational institutions affiliated to Elazig National Education Directorate according to the project cycle stages?

3. What are the solution suggestions developed by the school administrators and teachers working in the public and private educational institutions affiliated to the Elazig

National Education Directorate in order to solve the problems they encounter during the preparation and execution of educational projects?

Method

Model of the Research

The research was carried out according to the situation analysis pattern found in qualitative research methods. The main feature of the qualitative case study is to investigate the depth of one or more cases (Yıldırım & Şimşek, 2013). Situation analysis is an empirical research method used in cases where the boundaries between the case and its content are not clearly defined and there is more than one evidence or data source (Yin, 1994). Situation analysis is a qualitative research approach in which the researcher examines one or more situations in depth with the help of data collection tools, and states and thematic themes are defined (Creswell, 2007).

Data collection tool

Semi-structured interview form was used as data collection tool. The form was developed by the researcher with the help of a specialist. The most important convenience offered by the semi-structured interview technique to the researcher is that it provides more systematic and comparable information since the interview is carried out in accordance with the previously prepared interview protocol (Yıldırım & Şimşek, 2011). In this study, the interview technique was used to classify the problems experienced by the trainers who prepare or execute projects according to the stages of the project cycle management. Interview is used as the shortest way to learn individuals' knowledge, thoughts, attitudes and behaviors on various topics and their possible causes (Karasar, 2012). The form contains 8 open-ended questions created by the researcher. Each question has been prepared to find answers to research questions. The expert opinion was obtained by making use of the academic staff working at Firat University Educational Sciences Institute and the project experts working in the Strategy Development Branch Directorate of Elazığ National Education Directorate on the appropriateness of the questions in the interview form. In qualitative research, "validity" is related to the accuracy of scientific findings and "reliability" is related to the repeatability of scientific findings (Yıldırım & Şimşek, 2011). While developing the interview form to increase the internal validity of the research, a conceptual framework was created by conducting a literature review on the subject of the research. Expert opinion regarding the interview form created based on this conceptual framework was received. In order to increase the external validity of the research, the sample was diversified to allow generalization. The genders, years of service, the types of institutions they work at and their levels are generally homogeneously distributed in the sample group. In order to increase the internal reliability of the research, data diversification was tried to be provided while presenting the findings, and citations were made by including the sentences of the conflicting participants. In addition, apart from the researcher, a faculty member specialized in qualitative research has also examined the data obtained from the interviews and a common

understanding has been developed as to whether the created problem areas reflect reality. In order to increase the external reliability of the research, studies were made to define the conceptual frameworks and assumptions used in data analysis, data collection environments and processes, and data analysis. In the study, the data were interpreted taking into account different opinions and alternative explanations; The most remarkable sentences among these explanations are included in the findings section.

Data analysis

The research data were interpreted by descriptive analysis, one of the qualitative research techniques. Interpretation is the process of giving meaning to the analyzed data (Karasar, 2012). In descriptive analysis, the answers given by different people to the same questions are conveyed in the form of quotations without changing (Yıldırım & Şimşek, 2011). While analyzing the data, nicknames K-1, K-2, .. were given to the interview forms filled by the participants in order to ensure confidentiality and impartiality. The answers of the sample group to the interview form questions were categorized according to problem areas and analyzed. These categories are listed according to the number of citations of the participants and percentiles and frequencies are determined. Striking citations from the participants are given as examples and problem areas are strengthened. In the analysis of the data, categories and patterns were taken into consideration, the frequency of the variables were interpreted, the relationships between the variables were taken into account, and the variables were grouped according to their characteristics. The answers were interpreted in a way that reflects the truth as it was, by establishing logical meaning chains. Because whether the meanings and results reached are correct, valid and repeatable is the most important problem of the research (Miles & Huberman, 1994).

Study group

The study group of the research was formed based on the maximum diversity method which is not probabilistic. The aim here is to reflect the diversity of the sampling created so that it can address research questions in many ways. The working group consists of 50 school administrators and teachers working in Elazığ province who have previously prepared or carried out at least one project. Care has been taken to find educators working in different levels and working on different types of projects.

Descriptive Features of the Study Group

Findings related to demographic characteristics of the study group are given in Table 1.

Table 1. Demographic Information of the Study Group

| Variables | Groups | n | % |
|------------------|---------------|----------|----------|
| Gender | Female | 27 | 54 |
| | Male | 23 | 46 |

| | | | |
|---------------------------|--------------------------------|----|-------|
| Organisation Type | Kindergarten | 2 | 4 |
| | Primary School | 11 | 22 |
| | Middle School | 22 | 44 |
| | High School | 8 | 16 |
| | Science and Arts Center | 2 | 4 |
| | R&D Department | 4 | 8 |
| | Consultation Center | 1 | 5 |
| Vocation Type | Manager | 11 | 22 |
| | Teacher | 39 | 78 |
| Years of Service | 0-5 years | 12 | 24 |
| | 6-10 years | 4 | 8 |
| | 11-15 years | 10 | 20 |
| | 16- 20 years | 13 | 26 |
| | 21 years and above | 11 | 22 |
| Project Type | TÜBİTAK | 37 | 42,55 |
| | Erasmus+ | 9 | 10,37 |
| | Ministry Supported | 9 | 10,37 |
| | Local Projects | 20 | 23 |
| | Others | 12 | 13,71 |
| Number of Projects | 1 Projects | 19 | 38 |
| | 2 Projects | 11 | 22 |
| | 3 Projects | 9 | 18 |
| | 4 Projects | 5 | 10 |
| | 5 Projects + | 6 | 12 |

54% of the participants are women and 46% are men. The high number of women indicates that women have heard about project development activities. When looking at the distribution of the institutions where the participants are working, it is determined that the majority of them work in secondary schools. 22% of the participants work in primary schools and 4% work in kindergartens. The main reason why kindergartens have the lowest frequency is that there is not a lot of project work in kindergartens. 22% of the participants are from school administrators; 78% of them are teachers. This difference between the frequency of distribution of the participants according to the task type indicates that the managers could not allocate much time to the projects due to their administrative responsibilities; shows that teachers are more active in project preparation and execution. Considering the distribution of the participants by year of service; The frequencies of the participants, who served 0-5 years, 11-15 years, 16-20 years, 21 years and above, were determined as 24%, 20%, 26% and 22% respectively and it is seen that the percentiles are quite close to each other. Participants, whose service year is between 6-10 years, constitute the 8% segment and has the lowest frequency range. It can be said that the participants developed a project either at the beginning of the

profession or in later years. The total number of projects prepared and carried out by 50 participants in the sample group is 87. The percentiles are determined by this number. The majority of the participants took part in projects supported by TÜBİTAK. The rate of participants in TÜBİTAK Supported projects is 42.55%. The percentage of participants involved in the local project is 23. Percentage of participants in Erasmus + and Ministry Supported projects is equal, and this percentage is determined as 10.37. The percentage of participants participating in other projects is determined as 13.71. Projects included in the Other option include SODES, eTwinning and IPA supported grant projects.

Results

In this chapter; The answers in the interview form were subjected to descriptive analysis and categorized according to problem areas, and frequency (f) and percentage (%) techniques were used for statistical analysis of each category.

Findings Regarding Advantages of Projects Implemented by Participants

Findings regarding the general evaluations of school administrators and teachers in the process of project preparation and execution and what advantages they have provided are as indicated in Table 2:

Table 2. Advantages of the Projects Implemented by the Participants

| ADVANTAGES | f | % |
|---|-----------|------------|
| 1.Improves scientific thinking ability and sense of research. | 16 | 25,39 |
| 2. Improves the angle of view. | 7 | 11,11 |
| 3. Increases success and motivation. | 6 | 9,52 |
| 4. It improves self-confidence. | 6 | 9,52 |
| 5. It provides an environment to learn by living and transfer what you learn to life. | 5 | 7,93 |
| 6. It improves the quality of in-class activities. | 5 | 7,93 |
| 7. It keeps professional information up to date. | 4 | 6,34 |
| 8. It gives the habit of being planned. | 4 | 6,34 |
| 9. Improves the problem solving ability. | 4 | 6,34 |
| 10. It supports creative thinking. | 2 | 3,17 |
| 11. Extends the use of technology. | 2 | 3,17 |
| 12. Increases the ability to make decisions. | 2 | 3,17 |
| TOPLAM | 63 | 100 |

The total frequency of the responses of the participants about the benefits of the project implementation process is 63. The percentiles are also determined by this number. The vast majority of the participants expressed their opinion that the implementation of the project increased their scientific thinking ability and improved their sense of research. The percentile of this category is 25.39 and has the highest frequency. The number of participants who think that this process improves their perspective is 7. The categories based on the fact that the process "increases success and motivation" and "improves self-confidence" have an equal frequency and both problem areas have a 9.52% slice.

- *“We came together with teachers and students to evaluate our scientific thinking skills. We brainstormed on developing project preparation techniques. Our perspectives on issues and events have improved. Our ability to be successful and organized has increased. ”* (K-50)

- *“I realized that my professional motivation increased in the process I prepared the project. The grant of my project strengthened my sense of success. ”* (K-9)

Findings Related to the Problems of the Participants at the Stage of Project Identification

When the data is analyzed, the number of participants who have problems in the subject determination stage is 38, and the percentile is 76. More than half of the participants had problems in identifying topics. The frequency number of the participants who have no problems is 12.

The problem areas determined for the problem areas experienced by 38 participants who had problems in the determination of the subject of the project are given in Table 3.

Table 3. The Problems of the Participants During the Determination of the Project Topic

| PROBLEMS | f | % |
|--|-----------|------------|
| 1.I can't make sure the subject is workable. | 9 | 23,68 |
| 2. Cooperation cannot be achieved while determining the subject. | 8 | 21 |
| 3. I have difficulty in finding original topics. | 8 | 21 |
| 4. Determining the subject takes a long time as it requires detailed research. | 5 | 13,16 |
| 6. I do not know from whom to get help in this regard. | 4 | 10,53 |
| 7. I cannot limit the subject. | 3 | 8 |
| 8. I cannot turn to the target audience. | 1 | 2,63 |
| TOPLAM | 38 | 100 |

Participants often had problems determining the applicability of the subject when determining the project topic. The frequency of the participants who have this problem is 9, and the percentile is 23.68. The number of participants who stated that they could not cooperate during the topic determination process and the number of participants who stated that they had difficulty in finding an original subject are equal and the frequency numbers of this problem area are 8.

- *“It is very worrying for me to come up with designer ideas at the stage of determining the project topic.”* (K-22)

- *“When determining the subject of the project, there is a problem in determining the problem and converting this problem from idea to product. We also live in a society where everything is presented; therefore, we live in a problem-oriented, not problem-oriented and effort to produce solutions. ”* (K-26)

Findings Related to the Problems Participants Experienced in the Formulation Stage of the Project

While 27 participants had problems in the process of creating and transcribing the project, 23 participants stated that they had no problems. The findings of the participants who had problems at this stage are as indicated in Table 4.

Table 4. Problems During the Process of Creating and Making the Project

| PROBLEMS | f | % |
|--|-----------|------------|
| 1. I do not have enough information about this subject. | 10 | 37,04 |
| 2. I cannot use Turkish properly while creating the text. | 7 | 25,93 |
| 3. I have difficulty in translating my thoughts into the text. | 6 | 22,22 |
| 4. Cooperation cannot be achieved in the process of creating a text. | 4 | 14,81 |
| TOPLAM | 27 | 100 |

The most common problem that participants face when translating their project ideas is that they do not have enough information about the subject. The frequency of this category is 10. Participants stated that they could not use Turkish properly while creating the project text. In the content of this category, they stated that they did not know the spelling rules exactly, they did not know the technical words, they had difficulty in using punctuation marks.

- *“There are problems with not being able to make sentences properly and meaningfully, not being able to state the subject you want to explain in appropriate words, and not being able to express it clearly and clearly.” (K-48)*

- *“I have not received any support from my colleagues who are my stakeholders.” (K-24)*

Findings Related to the Problems of the Participants During the Funding Stage

One of the stages of the Project Cycle Management is the stage of finding the financing that will provide the financial resources necessary for the realization of the project. At this stage, the number of participants who had problems is 28, and the findings regarding the problems experienced are given in Table 5.

Table 5. Problem Areas of Participants Having Problems in Finding Financing for Their Projects

| PROBLEMS | f | % |
|---|-----------|------------|
| 1. Source was inadequate. | 22 | 78,58 |
| 2. We could not determine the budget correctly. | 4 | 14,28 |
| 3. The authorities did not support. | 2 | 7,14 |
| TOPLAM | 28 | 100 |

78.58% of the 28 participants who had problems finding funding stated that the resources were insufficient. In the remaining 14.28% segment, participants stated that they could not determine the budget correctly; In the 7.14% segment, the participants stated that the authorities do not provide financial support to their projects.

- *"I had quite a problem with this. A project subject that is very nice for me was not supported by my manager. In the face of this problem, I had to present the same project to a different institution. "* (K-9)

Findings Related to the Problems Participants Experienced During the Implementation of the Project

The number of participants who had problems during the implementation phase where the project was realized and the activities were carried out is 37 and the problems experienced are determined and shown in Table 6.

Table 6. Problem Areas of Participants Having Problem in the Implementation of the Project

| SORUNLAR | f | % |
|------------------------------|-----------|------------|
| 1. Lack of material | 13 | 35,15 |
| 2. Failure to cooperate | 9 | 24,32 |
| 3. Lack of information | 8 | 21,62 |
| 4. Realization of documents | 4 | 10,81 |
| 5. Creating statistical data | 2 | 5,40 |
| 6. Long time to apply | 1 | 2,70 |
| TOPLAM | 37 | 100 |

35.15% of 37 participants who had problems in the implementation of the projects complained about the lack of material. The frequency of this category is 13 and it is the category with the highest frequency in the table. While the frequency of the participants who have problems in the implementation phase of the project is 9, the frequency of the participants stating that they do not have enough information about the subject is 8.

- *"I had more financial problems, I had trouble finding tools and equipment."* (K-39)

- *"We had a hard time finding material. We collaborated and brainstormed for this. "* (K-45)

Findings Related to the Problems of the Participants During the Evaluation of the Project

The number of participants who had problems in the evaluation of the projects by external experts is only 11. What problems the participants face are shown in Table 7.

Table 7. Problem Areas of Participants Having Problems in the Evaluation of the Projects

| PROBLEMS | f | % |
|--|-----------|------------|
| 1. I do not think that the evaluation is done impartially. | 5 | 45,46 |
| 2. I think the evaluators are inadequate. | 2 | 18,18 |
| 3. I believe that the projects are not examined in detail. | 2 | 18,18 |
| 4. Evaluation criteria are not shared. | 1 | 9,09 |
| 5. The evaluation process is kept long. | 1 | 9,09 |
| TOPLAM | 11 | 100 |

When Table 7 is analyzed, 45.46% of the 11 participants who stated that they had problems during the evaluation of the projects think that the evaluations are not neutral. The frequency of the participants who think that the evaluators involved in the evaluation of the projects are insufficient is 2. 18.18% of 11 participants think that the projects are not examined in detail.

- *"I think the projects are not evaluated objectively. I believe that Western provinces have more privileges especially in international projects. "* (K-9)

- *"I doubt the objectivity and fairness of the evaluators. For example, Mersin province has won a lot of projects last year. Although I asked for the evaluation report of the project, they did not give me a return. "* (K-24)

Solution Suggestions of the Problems Encountered by the Participants in the Project Preparation and Implementation Processes

The problems encountered by the participants in the project preparation and execution processes were handled in a holistic way and the suggestions for the solutions offered by the participants were tried to be determined. Findings related to the subject are shown in Table 8.

Table 8. Solution Suggestions for the Problems Encountered During the Preparation and Implementation Phase of the Projects

| SOLUTIONS | f | % |
|--|-----------|------------|
| 1. Educators should be trained on projects. | 9 | 20,45 |
| 2. Educators should be encouraged to do projects with encouraging factors. | 9 | 20,54 |
| 3. Volunteer teachers should work in collaboration by creating teams. | 9 | 20,54 |
| 4. Local resources allocated to projects should be increased. | 8 | 18,18 |
| 5. Managers should increase their support for projects. | 8 | 18,18 |
| 6. Schools should have a project office. | 1 | 2,29 |
| TOPLAM | 44 | 100 |

There are 3 problem areas with the highest frequency among the 6 categories determined according to the answers of the participants. The percentiles of these problem areas are 20.54, and their frequencies are 9. The frequency of the participants, who stated that

training the trainers about the projects would be the solution, was 9. These participants stated that problems arising from lack of information can be solved by providing training on projects. The frequency of the participants, who state that motivation to prepare a project will be increased by using encouraging factors such as awards and achievement certificates for educators who are reluctant to do projects, is 9. Participants who thought that the project works would be carried out in cooperation stated that they could not cooperate with their colleagues and stated that voluntary teachers should work in cooperation by forming teams among themselves as a solution. The frequency number of this problem area is determined to be 9.

“Teachers do not want to take responsibility and do not want to prepare projects because there is no awareness. This problem can be solved by encouraging our teachers and administrators to actively participate in the process. A project office should be established and commissioned in schools, colleagues should participate in the process. ” (K-37)

“Teachers cannot be motivated. The team is not created. The whole load is on one shoulders. Solution: Information training should be provided on the project. A team should be prepared to work on a voluntary basis. ” (K-35).

Discussion, Conclusion and Suggestions

According to the research findings; The participants stated that the project preparation and implementation processes give them experience and that these processes support cooperation between colleagues and students. At the same time, the vast majority of the participants evaluated this process as a process in which subjects were examined in detail and researches were conducted to obtain scientific knowledge. While the participants stated the advantages of the project implementation process, most of them stated that this process primarily developed their scientific thinking ability and increased their sense of research. The findings prove the research carried out by Dağ and Durdu (2011). While 76% of the 364 candidates who participated in the research carried out by Dağ and Durdu (2011) stated that the project study contributed to the development of their research skills, 21% stated that their research skills improved partially.

The vast majority of participants stated that they had problems in determining the project topic; however, there are also participants who stated that they did not experience any problems at this stage. According to Yıldırım's (2009) study, teachers and students may have difficulties in choosing suitable projects from time to time. The answers given by the participants in the study group prove this thesis.

The problem that the participants usually experience during the determination of the project subject is that they are not sure whether the subject is feasible or not. The number of participants who had problems in the formulation phase of the text and did not have any problems in this process is quite close to each other; however, the number of participants who had problems in this process exceeds the number of participants who did not have problems with a low rate. Participants who had problems in the formulation of the project, that is, the formulation of the project, stated that they did not have enough information about determining

the project subject, they could not use Turkish properly in areas such as grammar, spelling and spelling rules, and they could not cooperate in the writing phase of the project. Findings regarding the problems experienced by teachers in the project preparation and implementation processes coincide with the results obtained by Ay (2013). The fact that the projects require being planned and systematic, being new and foreign, taking a lot of time and restricting the time allocated to other jobs cause teachers to have problems; teachers are concerned about not having enough information and organizing the information (Ay, 2013).

Finding finance is one of the project cycle management stages. While 56% of the participants stated that they had problems in this process; 44% stated that they had no problems because their projects were financed by TÜBİTAK, SODES or the European Union. Participants who had problems in this process, on the other hand, mentioned that the resources were insufficient, they could not determine the project budget correctly, they experienced financial gap in the process and the authorities did not support the educational projects sufficiently. One of the most important stages in the project cycle is implementation; because at this stage the project comes to life. At this stage, during which the activities were carried out and the monitoring process was carried out, 74% of the participants stated that they had problems. The problem that participants frequently encounter during the implementation phase is the lack of material. The absence of material to be used for projects in schools disrupts some project activities or transfers between budget items, resulting in increased budget allocated to the material. In the research of Baldiran (2011), it was concluded that the problems were caused by human beings during the implementation of the project; however, the result of this research is that the problems generally arise from the lack of outsourcing. While 78% of the participants in the study group of the research stated that they did not encounter any problems during the evaluation process; 22% stated that they had problems in this process. The vast majority of the participants who stated that they had problems stated that they believed that the evaluations were not neutral. There are also participants who think that the evaluators are inadequate and the projects are not examined in detail.

Finally, the participants were asked to indicate the problems they frequently encounter during the project preparation and implementation processes and to develop solutions for how these problems can be solved. The vast majority of the participants stated that they did not have enough information about the projects they encountered most during the project preparation and implementation process. In addition, the fact that educators are not encouraged to prepare projects, financial deficiencies and school administrators do not support teachers who prepare projects are among the problems frequently expressed by the participants. It is among the suggestions of the participants to encourage them to make projects, to give opportunities to work in cooperation by creating a team of teachers who volunteer to prepare projects in schools. In the research carried out by Özel (2013), it was found that teachers generally stay away from project activities due to their lack of physical capacity; however, the participants in this study did not state that they had any problems with physical capacity.

Suggestions for Project Practitioners

Suggestions for project practitioners have been developed and presented as articles to guide school administrators and teachers working in public and private educational institutions in their educational projects.

1. In order not to have problems in determining the project idea, which is the first stage of project cycle management, projects should be prepared on the existing problems. It is very important for institutions to know their own capacities, to determine what their problems, advantages and disadvantages are at the stage of creating the project idea. In order to carry out the problem analysis in a professional way, it will help to determine the problems of educational institutions to prepare SWOT analyzes in a realistic way. Organizations need to know their strengths and weaknesses and recognize the opportunities and threats that may come from outside.

2. Educators need to have knowledge about project writing techniques in order to avoid problems encountered during the transcription of projects. To meet this need, the Ministry of National Education opens in-service training programs on the subject; However, since the quotas of these trainings are limited, not every teacher can benefit from these activities. It is believed that it will be beneficial for Provincial National Education Directorates to provide training on project cycle management and project writing techniques for managers and teachers working in their provinces by organizing local in-service training activities.

3. National and local institutions that can support projects as co-financing or participating can facilitate the process of educators finding funding for their projects by increasing their promotional activities in schools.

4. In order to increase the project activities carried out in educational environments and encourage teachers to prepare projects, school administrators are recommended to prepare action plans and prepare performance indicators for their projects in their 5-year Strategic Plans prepared in accordance with the Public Financial Management and Control Law No. 5018. Governorates, Provincial National Education Directorates and educational administrators are given the certificate of achievement, rewarding with salary, etc. to the teachers who successfully completed their projects. They will increase the motivation of the teachers on the subject by giving encouraging rewards.

Suggestions for Researchers

Suggestions developed for researchers who will study on educational projects are given below:

1. When the literature review related to the project implementations carried out in educational institutions was made, the project-based learning issue was examined by considering student-centered projects. Today, education administrators and teachers are involved in many project applications that will guide the teaching processes. Scientific examination of projects prepared by school administrators and teachers; Developing remedial

and preventive solution suggestions for these problems by examining the problems faced by the trainers in the project preparation and implementation processes will make important contributions to the field of education.

2. This study was completed using qualitative research method. It is thought that the use of quantitative research methods in future research on the subject will be beneficial to the field in order to reach a large number of educators.

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