

THREE EXAMPLES OF ARCHETYPE APPLICATIONS

1. Fixes That Fail

Foreword

The Turkish private schools' sole income is tuition. There are no additional financial resources, such as endowment funds; there is virtually no fund-raising appropriation in budgets, which is something that does not culturally exist in Turkish private schooling. The latter can be explained by the fact that most of the private schools are for-profit; nevertheless, this comes short with another fact that non-profit schools such as foundation schools also do not have a fund-raising appropriation in their financial tables. Probably it can be attributed to the "culture" as explained above, in the sense that the individuals in Turkey have the belief that these schools are "private" and need to be self-adequate in administrating their financial issues and that families in Turkey are away from seeing private schools as institutions to make donations.

This makes tuition vital as the only resource for these institutions at the stage of planning future income and expenditure figures.

A Real Case Reflecting "Fixes That Fail" Archetype

During the economic crisis in 2001 which hit Turkey severely, the worst after World War Two, the economy shrank around 9.5% of GDP and more than one million people lost their jobs. Among the most affected were the bankers, public relations people, advertising sector employees, the blue collars in media and similar service sector workers almost all representing business people with middle-income level. Since these mothers and fathers losing their jobs were a big portion of private school parents, most of them had to take their kids from school and had no option other than going to public schools, which are obviously tuition-free.

By that time, the increase in consumer price index (CPI) was around 50% and many private schools had to offer a similar annual increase in their faculties' salaries not to lose these quality teachers. Nevertheless, under heavy demands from parents who were either suffering job losses or wage freezes not to lose their jobs, some private school executives decided to increase their tuition between 20%-30% (which was actually **a decrease in real terms against the inflation**) and tried to fix this problem by ignoring their budgetary problems and needs, especially in the long run.

The result was that some of the schools managed to keep their students at the expense of undermining their future tuition figures since any increase in tuition also relates to future prices as it goes cumulatively (here we have to mention that many families still took their children to public schools despite the modest income in tuition). Just to give a numerical example to make more sense, suppose a school increases its tuition for the current year by 25% and the tuition goes from, let's say, 4,000 Turkish Lira (TL) to 5,000 TL while a second school with the same tuition does so as much as CPI increase of 50%

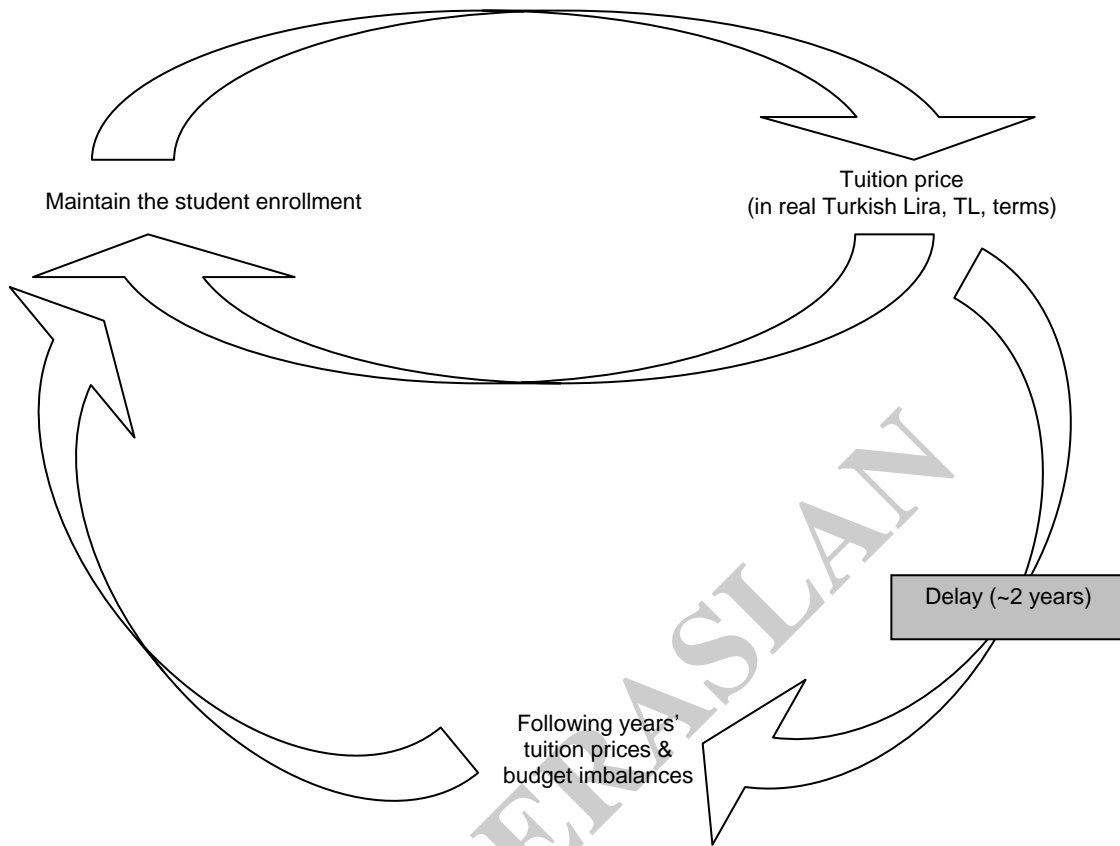
and its tuition would be 6,000 TL. However, when the economy recovers and the CPI increase becomes only 25%, the second school can realistically increase its tuition by 25% to make it 7,500 TL while the first school, to reach the same level of tuition with its competitor, has to have an increase of 50%, **which doubles the inflation figure by angering the families, who already ignore the previous year.** Those with the fear of a reduction in enrollment, many schools faced this scenario while in the middle term, their financial situation got worsened, their enrollments still decreased and went below the break-even figures forcing them to face nominal losses in their financial tables. Worst of all, the tuition gap between them and their competitors even increased in the following years when the decreasing inflation pushed the private schools to limit their tuition increases in 8%-15% range. In other words, while a 10% increase in a school with a tuition of 4,000 TL would mean a nominal value increase of 400 TL, a tuition increase in a school with a tuition of 6,000 TL and *same percentage increase* would bring the price up by 600 TL.

The ones who insisted that they would have to follow the financial reality in increasing the tuition, with a self-confidence of their school and education quality, had a one-time drop in enrollment but easily fixed the problem even the following year to stay alive.

This case, other than certain numbers, was exactly what happened in Turkey right after the economic crisis and some schools, with a cruel dependency only on tuition, have to close their doors with leaving many tears behind from teachers, students, and families -with this final stakeholder without even being aware that they were a serious part of the cause.



Figure 1 : “Fixes that fail”.



2. Shifting The Burden

Problem symptom: Academic deficiency of a student, reinforced by low scores from assignments at school.

Symptomatic solution: The child does not participate the weekend tutoring at the school which is offered free. The family is either not aware of such an undertaking of the school or else does not bother to take the kid to the school, wait there, and come back, which all almost consume half or more of the day, especially if the school is a bit away from home.

The solution is very simple for the kid but challenging for the parents. Mother and/or father do(es) the homework for the child (this is not a naive help-offering process by any means and cannot be tolerated).

Side effect: Parents' business schedules become more and more intense that they are unable to allocate time to do their child's homework anymore. Another side effect might be that the subjects in the curriculum become more sophisticated for the parents causing them being unable to handle the assignments, mainly in high school math, physics, chemistry, and biology.

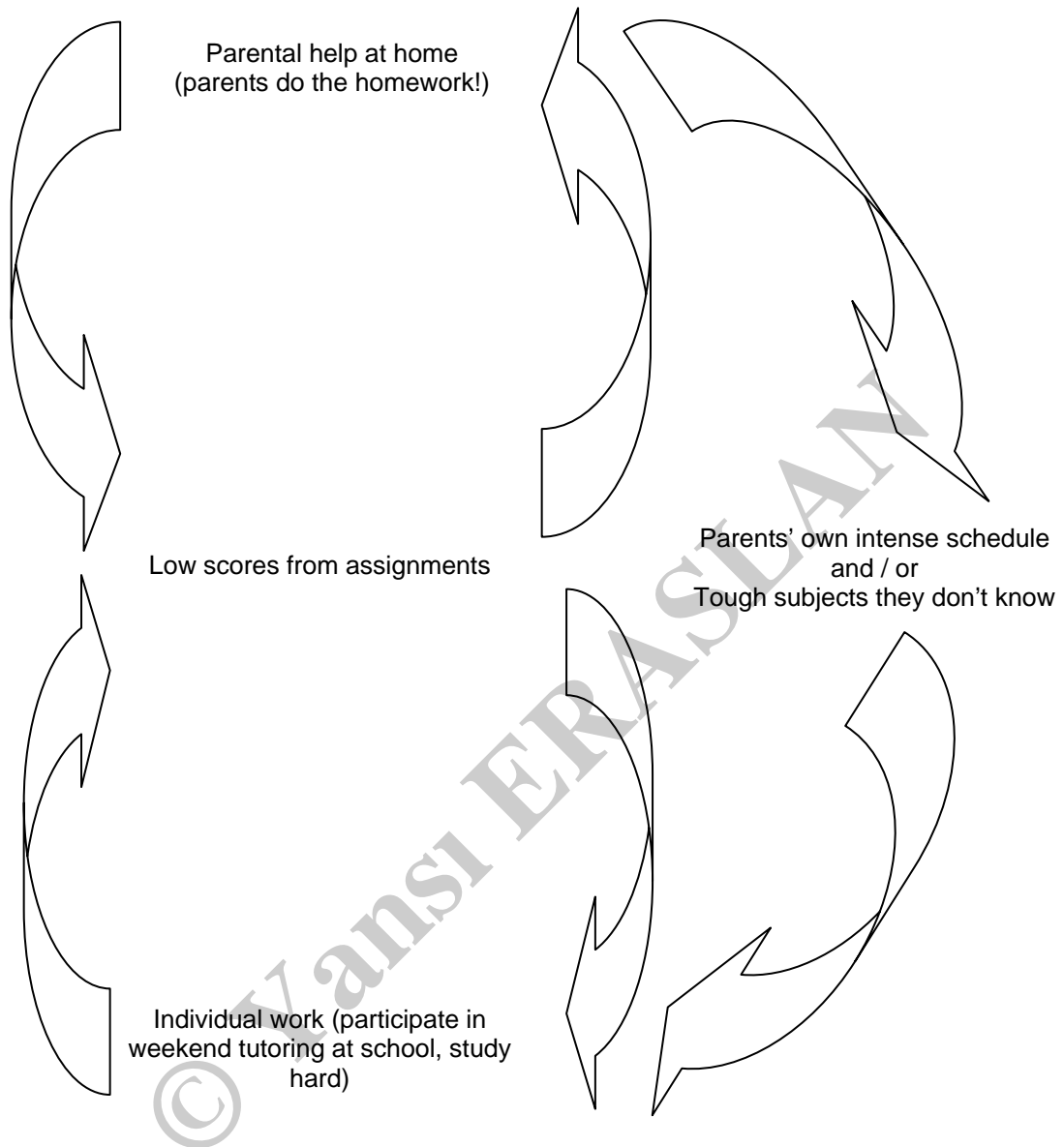
Fundamental solution: The student should participate in weekend tutoring and has to understand from the early ages that a real success comes with individual hard-work.

This is, unfortunately, a somewhat common case in Turkish families' understanding of increasing a kid's school success. No one would deny that parental effort at home is needed to raise the academic bar of a child, yet the parental involvement should stop before a line; that is doing the homework instead of the student.

Mainly passionate parents, only caring about the grades of the student rather than his/her self success and seemingly ignoring the true meaning of education, concentrate on GPA and fall into such a trap. The wrong initiative taken by the parents causes more and serious problems such as:

- Heavily protectionist education by the parents diminishes the self-confidence of the child.
- The child becomes so dependent upon his/her parents that s/he cannot handle future problems alone.
- Last but not least, accepting such an unethical help might and most probably would encourage the child to resolve future dilemmas in a similar way.

Figure 2 : “Shifting the burden”.



3. Success To The Successful

This is, again, about another common case I have observed many times in my personal experiences. In Turkish schooling system, the students in the same grade level are divided into, so-called “branches”. For instance, in a school where 8 grade students are divided into five classrooms, the branches would be 8-A, 8-B, 8-C, 8-D and 8-E. It is a very traditional way that students are known with their school registration numbers and branches in Turkey.

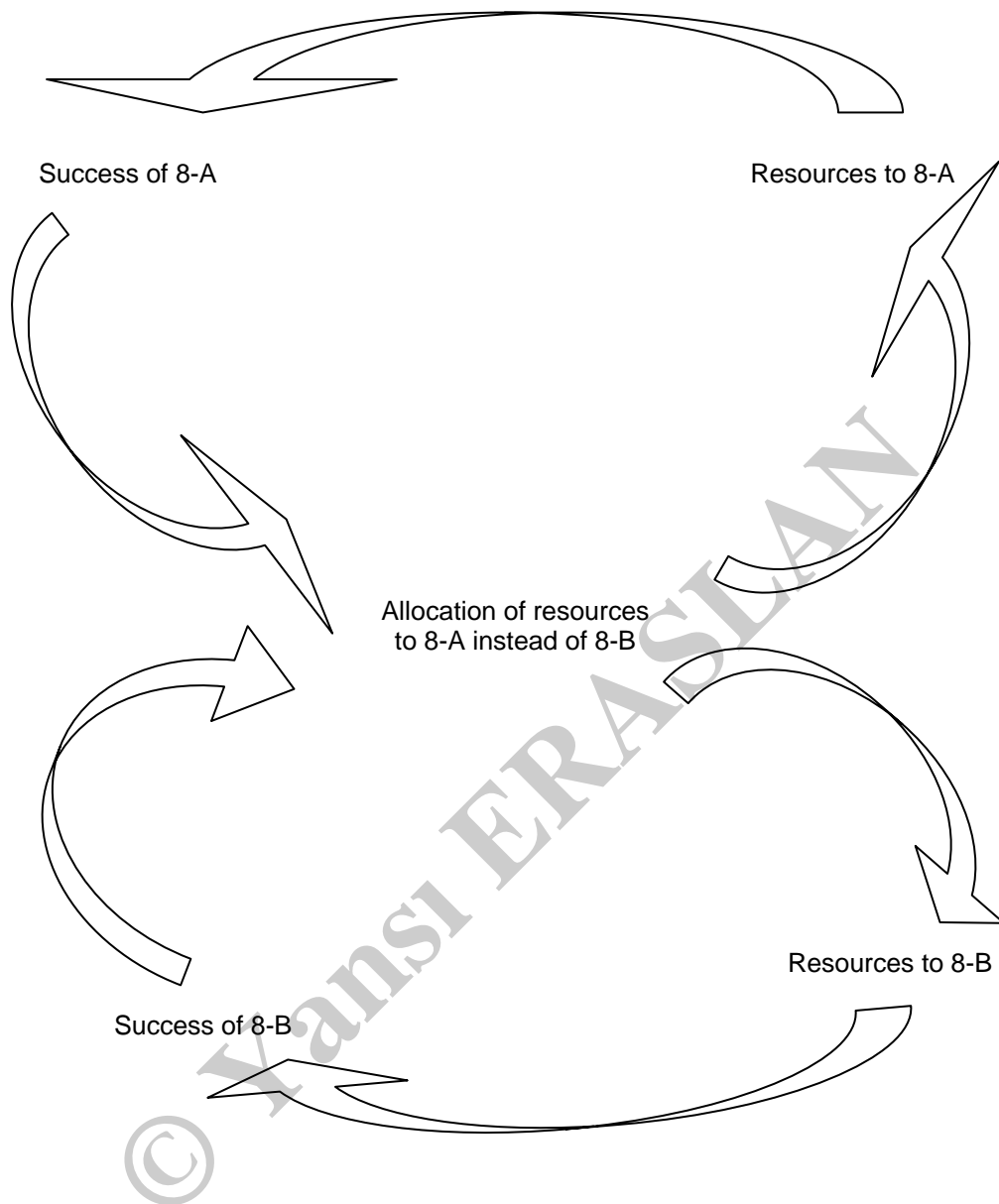
When the branches are divided, it is up to the school administration to decide, so to speak, which teacher to teach at which branch or sometimes branches in the case that, for example, when a math faculty member teaches in both 8-A and 8-C depending on his/her weekly schedule. In every branch, one teacher becomes a “branch teacher”, similar like the “advisor” in American system.

That stage, by and large, attracts the highest attention especially for beginners at first grade. Parents start to make research from their social groups, friends, current parents of the school or from inside the school if they know any faculty member or administrator to find out which teachers are the most demanded. As one can easily assume from these explanations, some teachers are most wanted by the prospective parents and right before the school year, the parents start to put pressure on the managers to guarantee that their kids will be in the branch of the most demanded teacher. In higher classes, this trend also continues but this time in the form of the most demanded, for instance, math or science teacher.

There is a tendency, while not a rule, that the more competitive kids are placed in the highly wanted teachers’ branches which in turn brings to the conclusion that “best” kids go the “best” teachers as perceived by the school community. In Turkish education system, there are nation-wide centralized entrance exams for high schools and universities. So, in the way the parents call, these “best” teachers, with their students’ further good news of being placed in a quality high school / university become more and more demanded.

Since the very first resource for a teacher would be a dedicated and highly competitive student, that example represents a unique way of “success to the successful”. Best kids are placed in classes of certain teachers; sometimes their branches benefit more from the limited lab and/or technology facilities which all make the trend continue for many years.

Figure 3 : “Success to the successful”.



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