



## Views of School Administrators Regarding the Assignment of School Principals

Atila Yildirim \*

Necmettin Erbakan University, TURKEY

*Received: June 18, 2018 • Revised: July 9, 2018 • Accepted: July 15, 2018*

**Abstract:** The aim of the study is to determine views of principals regarding assignment procedure. Data were gathered with the implementation of semi-structured interview forms from 14 administrators in the center of Konya according to 'Purposive sampling' method. The data were analyzed by content analysis and the following findings have been reached. There should be criteria such as an examination (written and verbal), developing projects related with the school, receiving academic or in-service training in administration, having experience as assistant principal, preparation of evaluation forms aiming at objectivity and improvement, election of the assistant principal by the principal without any intervention among the successful ones from the written exams, appointment of administrators instead of assignment, acceptance of school administration as a profession, regulations respecting of the objectivity, justice and equality. It is recommended that similar studies be conducted through quantitative research.

**Keywords:** *School administration, principal, regulations of administrator assignment, selecting administrator.*

**To cite this article:** Yildirim, A. (2018). Views of school administrators regarding the assignment of school principals. *European Journal of Educational Research*, 7(3), 695-705. doi: 10.12973/eu-jer.7.3.695

### Introduction

As an action which aims at individual development and acquiring social competencies, (Acikalin, 1995; Bursalioglu, 2010a; Gursel, 2008; Taymaz, 2011; Yilmaz & Yilmaz, 2012) education should be directed by qualified administrators in order to earn desired behaviors and achieve their goals (Erturk, 1972). As a social open system (Celik, 2012; Gursel, 2008; Yoruk & Akalin Akdag, 2010; Taymaz, 2011), operative and efficient administration of schools can be enabled by effective school administration (Aydin, 2006; Aslanargun, 2011; Balci, 2011; Bursalioglu, 2010b; Taymaz, 2011). Before the school is good, it will be possible to appoint administrators who take their strength from their character and competence (Baloglu, 2014).

There are many studies showing that effective school administration improves student productivity in education and training (Balci, 2011, Dimmock, 2013, Leithwood, Day, Sammons, Harris, & Hopkins, 2006, Mendels & Mitgang, 2013, Waters & Marzano, 2006). Effective school administration can be achieved through effective leadership. Effective leaders have a strong and positive influence, directly or indirectly, in improving school and school outputs, in making student learning, school more effective, improving working conditions, shaping the conditions and climate of the place where education and training are conducted, as well as providing educational qualifications and justice (Balci, 2011; OECD, 2008a; Leithwood et al., 2006; Leithwood and Riehl, 2003; Porter, Murphy, Goldring, Elliott, Polikoff & May, 2010). One of the most important elements that schools need to progress in achieving success is effective leaders who act as catalysts (Leithwood et al., 2006; Porter et al., 2010). Priority in the formation of effective school administrations is the selection and training of school leaders. Increased focus on school autonomy, education and its outputs, increasing diversity in student characteristics (such as cultural backgrounds and immigrant status), curricular characteristics, success criteria, program requirements and policy directives create complex and unpredictable conditions for schools; which in turn increases the importance of the role of school leaders in administration and necessitates reassessment (OECD, 2008b).

Initially, Fayol expressed administrative roles in 1916 as planning, organizing, coordinating and controlling (Mintzberg, 1989: 9). Mintzberg (1971: 103) refers to the basic administrative roles as interpersonal relationship, communication process and decision making. Within the basic administrative roles, school administrators should adopt the role of leadership by giving more importance to inter-personal relationships and communication. In this

---

#### \* Correspondence:

Atila Yildirim, Necmettin Erbakan University, Ahmet Kelesoglu Faculty of Education, Department of Educational Sciences, Meram, Konya-Turkey.  
Email: ayildirim@konya.edu.tr

context, leadership is the most widely accepted form of administration. It is expected that administrators who will initiate the change and development of schools should be strong school leaders. The Interstate School Leaders Licensure Consortium (ISLLC) in the United States has identified six features that school leaders must have: 1) To create a shared vision focused on learning. 2) To develop a culture and instructional program that helps students learn and develop their skills. 3) To provide effective administration of organizations and resources for a safe, efficient and effective learning environment. 4) To cooperate with teaching and community members, to respond to the various interests and needs of the society and to mobilize resources. 5) To act in honesty, justice and ethics rules. 6) To understand, to influence and respond to political, social, legal and cultural contexts (ISLLC, 1996, 2015).

Today, school administrators are expected to play a role in leadership and education, developing their team, distributing responsibilities and doing the right job (Marzano, Waters & McNulty, 2005). These administrators are responsible for promoting the social and academic learning of the teacher, promoting the professional development of the teachers, providing the students with the opportunity to participate in the school environment. It is possible to define them as fair, democratic and innovative cultural sensitive people who benefit from education experts, form a student-centered vision, support the social and academic learning of the learners, support the professional development of the teachers (Kucukali, 2011).

Educational administration has completed the vocational course since the 1950s (Murphy, 1998). The conditions for being a principal in the American education system are (ECS, 2017) 1. Having graduate or doctorate degree in the field of Education Administration, 2. Having taught for three years, 3. To certify that having training for a certain period in the field of educational administration and educational leadership, 4. Having at least one year of administration and administration internship at the schools, 5. To obtain sufficient points for evaluation of the certificate approved by the education commission of the relevant province.

In a study (US Department of Education, 2017), it was found that 98% of school principals in USA had a postgraduate degree. Concepts of leadership, transformative leadership, empowering leadership, critical leadership, etc. in England school leadership development come to the forefront. It is expected that principals in the UK will have leadership, decision-making, communication and self-improvement skills (Cinkir, 2002).

In Australia, thirteen qualification areas have been identified for school leadership. These are (Townsend, 2001; as cited in Sisman & Turan, 2002): 1. Concentration on achievement, 2. Analytical thinking, 3. Great thinking, 4. Contextual knowledge, 5. Responsibility consciousness, 6. Collecting information, 7. Influence others, 8. Leadership to the school community, 9. Managing self, 10. Maximizing school capacity, 11. Challenging learning and teaching, 12. Supporting others and 13. Being a starter.

In Turkey and in line with the view that education is an area of expertise of school leadership expertise in administration education program' was launched during 1979-1980 academic year by Turkey Middle East Public Administration Institute. In Turkey in the Central Government Organization Research Project (CGORP) report it was suggested that the educational administration should be a specialist job and open departments in universities to train them. Later on, education administration programs were opened in universities (Cemaloglu, 2005). Turkey's first Education Faculty started to train education administration experts at Ankara University in 1965-1966 academic year. In 1997, trainings programs at the undergraduate level of education administration were closed, but education administration programs in education faculties continue as postgraduate education.

In 14. National Education Council; "Specialization in educational administration, hierarchical progress and promotion will be taken as basis and the authorities will be increased. The current training administrators will be trained in business associations with the universities; training executive program, the administrators should be found in the qualifications will be taken " statements took place (MNE, 2018a). In 18. National Education Council; " It was decided that, in appointing the administrator, receiving post-graduate education in the field of education administration should be preferred, providing postgraduate education for administrators and teachers through distance or formal education, the importance of institutionalization, the establishment of school-based administration, the appointment of administrators who can assume leadership role in the formation of school culture, and to have a visionary leadership qualification for schools (MNE, 2018b). In the next council it was decided that "having a postgraduate degree for being administrator, receiving education for a certain period in the field of education administration in the accredited institutions and to participate in the National Education Administration qualification program. In addition, it has been accepted that, in the scope of reinstatement to the education directorate, a school hall based on concrete performance criteria for schools and positive discrimination for the female administrator shall be introduced every year (MNE, 2018c) When the decisions taken advisory boards in are examined, it seems that there are quests for selection, training and appointment of administrators, but the view 'teaching is the basis in the profession' is protected and nowadays the appointment of the education administrator does not require prior education or in-service training in the field of education administration.

In Turkish national education system, principals were selected from among successful teachers in the direction of the understanding that "Teaching is the basic in the profession and there is no school of administration" (Karsli, Onural & Argon, 2000, Ozdemir, Kose & Kavgaci, 2014). This view is still valid. It is also seen in applications in developed

countries that it is necessary for a administrator to be a successful teacher. Nevertheless, the fact that objective criteria can't be developed until recently in relation to appointments to education and school administration is a major drawback (Sisman & Turan, 2002).

On the selection and assignment of administrators in Turkey in last 28 years, 17 regulations issued by the Ministry of National Education (MNE, 1990, 1993, 1995, 1999, 2000, 2004, 2006, 2007, 2008, 2013a, 2013b, 2014, 2015 and 2017). As can be seen, in recent years, a number of regulations have been published, and the life expectancy of these regulations is about two years.

It is understood that regulations on the assignment and appointment of administrators are frequently changed and are in search. In one study, it was argued that the regulations, haven't satisfy concerns on impartiality and justice and that their practice was open to interventions (Konan, Cetin & Yilmaz, 2017).

Although, in principle, these regulations have emphasized career and liaison, the criteria for education in the field of educational administration are ignored (Ayril, 2016). This research has been carried out in view of the fact that school administrators will have a visible difference in their qualifications and grades (Mendels & Mitgang, 2013).

#### *Purpose and significance of study*

The purpose of this study is to determine the views of principals regarding appointment of principals. According to the results of the research, it is expected that this study can be a source and a guide for the legal texts to determine and appoint the persons who will be effective leaders as principals. Choosing the person who will carry out the administration of schools in Turkey, the appointment or assignment is performed by the regulations prepared by the Ministry of Education. It is important for the school administrators to be appointed and assigned to undertake the task of using the existing human and material resources in the most effective and efficient way in order to realize the goals of the school and the national education.

#### **Method**

In this research, phenomenological approach was used from qualitative research types. Phenomenological research is concerned with the underlying structure of a phenomenon or phenomenon, and the aim is to understand the meaning that the phenomenon and the participant have, and to establish the basic structure of the phenomenon (Kus, 2009; Merriam, 2013).

The study group was selected according to the "purposeful sampling" method. According to the criterion sampling technique, it is noted that the sample is selected from assigning administrators. The study group consisted of administrators who worked in different school types and branches at different seniority and education levels. For purposeful sampling, the size of the sample is determined according to information. When new information can not be obtained, and the researcher is satisfied, the research ends when a point of fulfillment of findings is reached (Merriam, 2013). The data were collected with interviews held with 10 principals and 4 assistant principals working in central district of Konya in 2015-2016 year. When the number of participants is determined, attention is paid to the possibility of in-depth analysis, acceptance of interviews and willingness to participate. In findings, principals are coded with "SP" and assistants with "AP". Principals constituting the working group have 8 to 20 years of administration service, 8 are male, 1 is kindergarten, 5 is primary school, 2 is middle school and 2 is in high school. All of the assistant principals are male and have administration services for 2 to 16 years. One of the assistant principals is working in a primary school and three of them are working in secondary schools.

The administrator appointment / assignment regulations in the direction of the research were examined and ten questions were prepared. 1) What is your opinion about the examinations (Verbal, Written etc.) applied in school principals' assignment? 2) What is your opinion about administrative experience to become school principal? 3) What is your opinion about evaluation form criteria applied in the scope of administrative appointment regulation? 4) What do you think about choosing the assistant principal? 5) What do you think about the assignment of school principals according to institutional types? 6) What do you think about rotation practice applied to school principals in recent years? 7) What is your opinion about the appointment procedure for school administrative procedure? 8) What do you think about increasing demand for being principal, assistant principal in recent years? 9) What is your opinion about the assignment of school principals as a second mission? 10) What are your suggestions for the preparation of school principals' assignment regulation? Questions were corrected in line with views of two academicians from department of Educational Administration in Ahmet Kelesoglu Faculty of Education. After 3 principals who did not take part in the working group replied questions and applied the necessary corrections, a form called "Assignment of Principals of Educational Institutions" was formed. The form was applied to the principals and the data were collected through individual interviews. The interviews were conducted individually by the investigator, with the permission and to record what they said with a voice recorder. They lasted between 12 and 40 minutes. Data were subjected to content analysis. The data gathered as validity study of the data analysis was presented to the source principals' confirmation and the direct citations of the source persons related to the subject were searched in the text. Reliability, concerns whether the findings obtained are reproduced and whether the results are consistent with the data (Merriam, 2013).

### Findings

In this section, the ten questions in the interview form are listed in order and the opinions of the school principals about these questions, the regulations implementations related to these opinions, the results and discussions reached are included.

#### Examinations

The majority (8) of principals stated that principals should be appointed to take written exams when the administrators are assigned but that the exams alone are not sufficient and that they are assigned according to other criteria besides the exam (project presentation, education in administration, academic education in administration area).

In addition, some (5) stated that preliminary elimination should be done with written examination and that oral examination should be conducted among those who pass this preliminary process. Most of the negative opinions about oral examinations such as subjective applications, lack of questions, lack of interest in the field, inadequacy of established commission were found. The opinion of a school principal on this subject (SP6): *"When the principal appointed, there must be an exam, but this criterion isn't enough."* According to the results of the verbal and written exams, choosing an principal is absolutely not true. Having academic knowledge and getting a good score doesn't mean you will be a good principal. *"Principalship is a really difficult job. It is necessary to be objective in verbal examinations. Questions will be asked in the verbal exam has to be related to its formation."*

#### Administratorial Experience

Majority of principals stated that those who will be principals should be selected after gaining experience by being an administrator at a lower level and that the experience should be a necessity. Here is the opinion of a school principal on this subject (SP8): *"I think sequence of experience is required here. The person will serve as assistant principal after having been teaching for a certain period of time. Certainly, you won't miss this stage. After some time of experience as assistant, then they will be appointed as principals and so on. If you assign a teacher as a District Director of National Education, you can't understand the vacancy between them. If I didn't become a teacher, as a principal I couldn't understand the teacher's condition. I couldn't find solution to their problems."*

All principals stated that they must have a certain period of experience in the assistant principal position. It appears that experience is important and necessary so that the problems encountered can be solved easily and the details of the work done can be learned. It can be said that there is no time to lose for education with approach such as *"learning administration by trial and error"*.

#### Evaluation Criteria in the Scope of Regulation

The principals stated that an evaluation form including objective criteria such as standard tests and leading to personal development is required for appointing process. While most school principals did not give an opinion on giving scores to foreign languages, a principal stated that they should be given points. Two principals expressed a negative opinion on giving foreign language points. All the participants except one stated that they should be given additional points to the founding directorate career provided that they are fairly assigned and to the researches, etc., and to the works written with the ISBN number. The majority stated that points should be given to postgraduate degrees, award as a compensation for work done on condition of equity, period of service and choosing school where the principal can work as teacher. Also it was stated that points should be taken from candidates who received penalty. Some of them indicated that they should not be given points in participation in-service training and seminars unless they are provided equally. Some principals argued that while the responsibilities taken with the signing authority and the work done are the same as the principal tasks, they should be given points for proxy and temporary mission, and some of them said it shouldn't be awarded points by stating that the elections are not objective. An opinion of a school principal on this subject (AP2): *"I am opposed to giving scores to in-service trainings given even by the Ministry. Because many teachers participate in the in-service trainings by influence or backing. Therefore, I am against the points given for in-service training. As a person who has participated in a non-thesis master's degree in educational administration, it is absolutely necessary to give a score to the higher graduation. Because I saw that this added a lot to me and the people around me."*

The principals stated that there must be an evaluation form and justice must be held in the criteria. Points should be given to scientific studies, academic education, founding principalship, awards, service periods and preferring school in the same field, in-service training and seminars provided in equal opportunity.

#### Choosing the Assistant

The majority of the principals stated that there must be a written examination at the selection of assistant principal and that principals should form their own team among those who succeeded the written examination without any intervention. A principal stated that after the written exam an oral examination (subject to objectivity) should be made and the assistant principal should be selected among the successful ones.

It is highlighted that the assistant principal should be selected among the teachers in the school, and if there is no volunteer in the school, candidates from the other schools can be selected. The two assistants stated that people who graduated from public administration may be assistant principals in schools after consulting with principals and after receiving various in-service trainings. On the other hand, one principal stated that the principal and assistant should have academic formation and that after they have selected the relevant field in the universities and the necessary training in this field, they can be administrators. The opinion of a principal is (SP4): *"The assistant principal must be selected from among the teachers by the principal. That's the only thing I appreciate in the last regulation. I think the selection should be like this; Can he/she make a relationship, can he/she produce ideas, can he/she gather people around?"*

Consequently, it is emphasized that the assistant should be chosen by the principal freely from among those who succeeded in the written examination from inside or outside the school. Principals will have more success working with their own team.

#### *Assignment of Principals According to Institution Types*

According to institution types, both positive and negative opinions appeared about the appointment of principals. Some argue that the size of the school, the number of students, gaining experience in small schools and then appointing to large ones, in other words appointment to a large school may be considered as a promotion so that principals should also be assigned according to school types. They stated that a successful principal who worked at suburb school was closed to come to a central school, some schools were trying to pass on to a higher type by showing the features that were not fully in themselves, and that the reason for unfair recruitment was wrong and that the selection of school principals was wrong. School principals who say positive and negative opinions on this issue say (SP6): *"I don't think there should be a choice of principal by school type. We have to apply the program that our ministry has implemented in a type A school in the same way in a type C village school. There is no alternative. Therefore, I don't welcome the classification of schools."* Another opinion on this (SP9): *"It should be a administrative choice according to the institution types. Administration at a suburb school is very different from administration at a central school. The person has to come up from below. This also increases the determination and enthusiasm in principalship. It should be an effort to get to the top. I think that it is encouraging the person to be superior and upwards."* It seems that there is a consensus among school principals. Some were negative and others were positive.

#### *Rotation*

Majority of the administrators stated that the rotation should be applied to the teachers. Rotation should be applied after eight and over from year to year, and that it should serve the purpose, that is, it should not distort people's life. Regarding the application area of the rotation, there are various opinions: Rotation would be more appropriate to be within the district or within the territories established in the district. In addition to this, there are opinions supporting the fact that it should be applied between central districts in provincial or metropolitan cities and be applied between other districts. The opinion of a principal (AP1): *"Rotation must be absolutely. Rotation must be applied according to period of service. In the last regulation there is an application in the form of 4 plus 4 years and according to my personal opinion this is a good application. Rotation must be applied for both teachers and administrators. It should be within the working region or district. It can also be in the education zone. If this is not the case, then other serious family problems may arise."*

All participants agreed that rotation should be applied to both administrators and teachers, while the majority stated that the eight-year should be taken as basis and that it should serve the purpose without victimizing the persons.

#### *Appointment / Assignment for School Administration*

The majority of principals stated that the assignment procedure was wrong and that the appointment procedure had to be applied. Two principals have indicated that the assignment procedure should be applied, and one stated that if the person appointed twice and proved himself in administration, he/she should be appointed to the cadre. The opinion of a principal (SP3): *"All assignment regulations are at the point of success triggering, but they have positive or negative sides as they are in every established system. If the assignment authority belongs to the right side it can trigger the success. Therefore, the greatest factor here is that authorities should select those who deserve it. If it is done according to the success of the people rather than the political opinion, it is definitely beneficial."*

Many of the interviewed expressed that principals should be appointed instead of assignment and that principals should be professionally employed. Opinions have emerged that the assessment to be made in the appointment procedure can't be objective.

#### *Demand for Being Administrator*

Eight principals stated that the salary isn't an effect on this issue. However two principals stated that branch teachers who received low additional course fee want to be administrator. In addition to this, there is a need for people with low service scores to work in a more centralized place or desire to work in a school close to their house, requesting authority positions in some people, desiring to address more people, requesting teachers with norms of higher education, also teachers who are bored in class, the desire to like to order, and finally the reasons such as the parents'

and students' increasing pressure in recent years for this reasons, teachers have stated that they view administration as an alternative. Here is the opinion of a principal (SP2): *"There is more demand for administration. If the nature of the job is really known, I don't think it will be so demanded by teachers. Because today the principal isn't an authority especially in the directorate administration, but on the contrary it has a lot of responsibility. However, authority and responsibility must be balanced in administration. I do not think it will be so demanding if I know in real sense what exactly it covers. I do not think it's fee for the increasing demand for being an administrator."*

#### *Assignment of Principals as a Second Mission*

The majority of the interviewed expressed that the administration was a job requiring specialization in the field and that it was accepted as a science and therefore the school administration should not be given a second duty besides teaching at the same time. Only one stated that the principal should be trained from the core, and the administration should be given as a second task beside teaching. It was pointed out that principals should be taken into general administrative services class instead of education teaching class. In addition, the majority of principals should be selected from those who have received training in education, even though those who indicate that graduates from school administration, public administration and business can also be selected. Here is the opinion of an administrator (SP4): *"I think administration should not be a second task besides teaching. We should choose a principal from among teachers. But we must separate it as a profession. We must determine our administrator selection criteria very clearly. We have to pick and choose among the available teachers. After we receive them, we must put them in the administrative line and we have to separate the administrators. The principal shouldn't come from the bureaucratic sector such as public administration, economics and business. The school administration should not be a second task besides the teaching."* The fact that the school administration is regarded as a second mission besides the teaching and profession is based on the principle of "Education is the basis of the profession" of the Law on the Organization of the Ministry of Education issued in 1926.

#### *Suggestions for Regulation*

The administrators interviewed stated that principals are those who are based on hard work and honesty, who are accepted by everyone, who can choose good ethical and knowledgeable people, who encourage self-improvement in the field of administration, who care about seminars and in-service training, who are consistent in themselves, , and that there should be a long-term and objectivity-based regulation that is oriented towards success and efficiency, which directs the person to work.

Some proposed that scenarios about school administration might be given to candidates and asked them to digest and find solutions, beside that they may be asked to produce the project by giving information about the school to them and the candidate who propose the best project can be appointed as the principal. In addition to this, it has been stated that they should be trained in the candidacy process and that this process should be taken by the staff of school administrators. Another principal stated that the National Education Academy should be established and that the administrators should be continuously educated here. A principal's opinion (AP4): *"It must be both appealing and challenging for the person to be chosen for the school directorate. The regulation must be challenging. A certain goal needs to be put into the administration. Besides that, the regulation need to include experience, idealism, self-confidence."*

### **Results, Discussion and Recommends**

It was stated that there should be written examination but that examinations alone aren't enough, additional criteria such as oral examinations, academic education in administration area, education in administration and production of projects related to the institution should be included too. It is also concluded that a certain period of experience must be a condition for assistant principal before becoming a principal. As a result, it is found that there should be a verbal exam beside written exam. Also additional criteria should be added such as academic education in educational administration, having education in school administration and production of projects related to the school. There are many studies showing that school administration is multifaceted and that principals must be selected and trained according to these qualifications (Arabaci, Sanli & Altun, 2015; Cemaloglu, 2005; Isik, 2003; Karip & Koksai, 1999; Turan, Yildirim & Aydogdu, 2012). On the oral examinations, it can be said that the negative opinion is expressed due to the concern that it will be favor in our country conditions. Boydak, Ozan, Gavcar, Sacakli & Sahin (2014) concluded that administrators shouldn't only be able to determine the administration characteristics with the written examination but also have additional criteria besides the examination in the study in which the principals reveal teacher opinions about the selection and appointment criteria. Also, Akbasli & Balikci (2013) found that 93% of the participants sateted that exams were eligible and that portfolio evaluation and alternative methods should be taken as basis in the selection and employment of principals. Beside findings of Akcadag (2014), Aktepe 2014, Dogan, Demir and Pinar (2014) and the findings of Turkmenoglu and Bulbul (2015) that besides the examination the other criteria should be effective when the administrator is assigned are similar to this study results. Dogan and Others (2014), Boydak Ozan et al (2014), Yolcu & Bayram (2015) coincide with the results of the study on the negative opinion and objectivity about verbal exams.

An evaluation form should be designed and the justice provided in the criteria in this form and points should be given to participation in scientific studies, academic education, founding directorate, awards, service periods, types of school preferred, in-service training and seminars. Beside points must be reduced for the penalties. Beside, points should be taken for the penalties. Konan, Bozanoglu & Cetin (2017) pointed out pressure groups, political parties or trade unions' influence on assignment process and suggested to redesign the regulation. There are also some research supporting the idea that those who will be appointed to the school director should have experience as assistant principal for a certain period of time (Cemaloglu, 2005; Demirtas & Ozer, 2014; Dogan et al., 2014; Yildirim, 2002).

Participants in the interview expressed the opinion that the principal's assistants should be selected by the principal from among those who succeeded in the written examination, either inside or outside the school, without any intervention. Akbasli & Balikci (2013) concluded that 76.3% of participants in their study suggested that principals should be able to determine their own team and Cemaloglu (2005) proposed that principals should be given the right to choose their own assistants, and that some of the central authorities should be transferred to principals. According to institution types, both positive and negative opinions appeared about the appointment of school administrators. The opinions of the researchers regarding the application of rotation are related to both teachers and administrators. In some research, like ours, it is concluded that the benefits of rotation are to recover from passivity, to innovate, to motivate and to provide new perspectives (Akbasli & Balikci, 2013; Kurtulmus, Gunda & Ardic, 2012; Kaya & Gocen, 2012; Okcu, Avci & Avci, 2015; Tonbul & Sagiroglu, 2012).

The majority of school administrators stated that the assignment procedure was wrong and that the appointment procedure had to be applied. It isn't right to be exposed to political and subjective practices. There are some researches that support the study and that principals should be appointed instead of assignment procedure (Arabaci, Sanli & Altun, 2015; Turkmenoglu & Bulbul, 2015). The interviewed administrators stated that demand to become principal has increased recently because many people have wanted to work in central places, increasing pressure of the parents and students in recent years, and that the request of authority and seeing administration an easy task.

The principals interviewed stated that it was a job that requires expertise in the field of administration and that it should be accepted as a science. They stated that administration should not be given as a second mission carried out besides teaching. Demirtas & Ozer (2014) argued that school administration should be considered as a profession and should be redesigned as a professional business. Turan et al (2012) pointed out that seeing school administration is an additional task is problematic. Aydin (2006) and Agaoglu, Altinkurt, Yilmaz and Karakose (2012) found that administrators need to be professional because they require a certain level of specialization, Isik's view (2003) that if school administration is a profession, then it should have a formation, Aktepe (2014), Altin ve Vatanartiran's (2014) suggestion that school administration should be accepted as a profession and initiating the training of practices that will open the way for professional school administrators, are all support this study. & Cemaloglu's findings that the administration isn't professional because of the false belief that a good teacher will be a good and successful principal and that principals in Turkey having no professional insurance, arbitrary interventions were made, therefore, educational administration needs professional security supports the findings of the study. In addition, the re-opening of the undergraduate programs can be brought to the agenda for the vocationalization of the school principalship and the application of theoretical knowledge to the field (Beycioglu & Donmez, 2006). Turan et al (2012) concluded that the teachers who have experience in teaching should be the administrator and Cemaloglu's (2005) finding that possible negative developments shouldn't be ignored when someone is appointed as principal from outside the institution should support the result of the study that is principals should be selected among the educators. Similar results were found by Cemaloglu (2005) Boydak Ozan et al (2014). However, Akbasli and Balikci's (2013) finding that 50% of the participants said that the administrators should attend lessons don't partially agree with the study.

The principals interviewed stated that a new regulation must consider hardworking and honesty, it should choose ethical and knowledgeable people, and should encourage self-improvement in the field of administration, and should be consistent in itself and that there should be a long-term and objectivity-based regulation that is oriented towards success and efficiency, which directs the person to work. The results of this study is similar to the result that Aktepe (2014), Demirtas & Ozer (2014), Sungu (2012) & Akcadag (2014) found that there must be candidacy in their work and that it will be useful to train on the job by experienced and successful colleagues of candidates. This is a mentoring process. In addition, the proposal of Akcadag (2014) that there should be a kind of nomination period for administrators, is in parallel with this study.

### **Recommendations**

In addition to the standardized tests for administrative appointment, project-making scoring for the school and postgraduate training in the field of educational administration should be considered. In assigning school administrators, assessment forms should be prepared which encourage the development of the person and cares about scientific works.

The school principal should have the right to choose the assistant principal without any outside intervention from among those successful in the written examination. School administration should not be seen as a second task besides

teaching and it should be accepted as a profession. It is recommended that similar studies be conducted through quantitative research.

### References

- Acikalin, A. (1995). *School administration with social, institutional and technical aspects*. Pegem A Publishing, Ankara.
- Agaoglu, E, Altinkurt, Y, Yilmaz, K., & Karakose, T. (2012). Views of the administrators and teachers on school administrators competences (Kutahya province). *Education and Science*, 37 (164), 159-175.
- Akbasli, S., & Balikci, A. (2013). According to the views of the school administrators and the teacher, evaluation of professionalism. *Mersin University Education Faculty Journal*, 9(2), 366-377.
- Aktepe, V. (2014). Teachers and administrators for school administrators' selection and training practices opinions. *Turkish Studies Academic Journal*, 9(2), 89-105.
- Altin, F., & Vatanartiran, S. (2014). School administrator training in Turkey, assignment and Continuous development model The proposal. *Ahi Evran University Kirsehir Education Faculty Journal (KEFAD)*, 15(2), 17-35.
- Arabaci, I.B., Sanli, O., & Altun, M. (2015). Evaluation of the views of trade union representatives, school inspectors and school administrators on the methods of training and appointment of school administrators. *Mustafa Kemal University Journal of Social Sciences Institute*. 12(31), 166-186.
- Aslanargun, E. (2011). School administration and assignment regulations in Turkey. *E-Journal of New World Sciences Academy*, 6(4), 2646-2659.
- Aydin, I. (2006). *Ethics in education and training* (2nd edition). Ankara: Pegem A Publishing.
- Ayral, M. (2016). 2015 in training school principal: Problems and future. *Education Administration and Educational Inspection in Turkey: Selection, Appointment and Training* (Ed. Ahmet Aypay). Pegem Academy Publications, Ankara.
- Balci, A. (2011). *Effective school development theory practice and research* (5th edition). Pegem Academy Publications, Ankara.
- Baloglu, N. (2014). A decision support system in the election of administrators for educational institutions: Analytic hierarchy process. *The Ahi Evren University Kirsehir Education Faculty Journal*, 15(2), 297-313.
- Beycioglu, K., & Donmez, B. (2006). An evaluation on the production and implementation of theoretical knowledge in educational administration an evaluation. *Educational Administration in Theory and Practice*, 47, 317-342.
- Bursalioglu, Z. (2010a). *New structure and behavior in school administration* (15th edition). Ankara: Pegem Academy Publications.
- Bursalioglu, Z. (2010b). *Theory and practice in educational administration* (9th Edition). Pegem Academy Publications, Ankara.
- Boydak Ozan, M., Gavcar, M., Farak, F., & Sahin, N. (2014). Evaluation of teacher opinions on selection and appointment of school administrators. *Turkish Journal of Educational Studies (TURK-JES)*, 1(1), 103-134.
- Cemaloglu, N. (2005). school administrator training and employment in Turkey: current situation, possible future developments and problems. *GU, Journal of Gazi Education Faculty*, 25(2), 249-274.
- Celik, V. (2012). *School culture and administration* (5th edition). Pegem Academy Publications, Ankara.
- Cinkir, S. (2002). Training of school principals in the UK: National professional standards for school principals (NPQH) program. *21st Century Training of Educational Administrations' Symposium*, 16/17 May 2002. (Ed. Cevat Elma & Sakir Cinkir). *Ankara University Faculty of Educational Sciences Publications*, 191, 293-304.
- Demirtas, H., & Ozer, N. (2014). School directorate from the point of view of school principals. *Kastamonu Education Magazine*, 22(1), 1-24.
- Dimmock, C. (2013). *School-based administration and linkage with the curriculum. School-based administration and school effectiveness*, London: Routledge, USA.
- Dogan, S., Demir, S. B., & Pinar, M. A. (2014). Meb 2013 administrator appointment and displacement regulation. *The Journal of Theoretical Education*, 7(2), 224-245.
- Durmaz, Y., & Yildirim, A. (2016). School administrators, consultant teachers and candidate Teachers opinions about the mentoring putting into practice. IIIrd International Eurasian Educational Research Congress, 31 May-03 June 2016, Mugla. *Book of Notification Abstracts*, p.2168-2169.

- Education Commission of the States, (2017, January 29). Retrieved from <http://ecs.force.com/mbdata/mbtab3NE?SID=a0i70000009vZr&Rep=ALR>.
- Erturk, S. (1972). *"Program" development in education*. Ankara: Yelkentepe Publications.
- Gursel, M. (2008). *Turkish Education System and School Administration*. Konya: Education Bookstore.
- ISLLC (Interstate School Leaders Licensure Consortium). (1996, March 2). Standards for school leaders. Council of Chief State School Officers. Washington D.C., CCSSO. Retrieved from [https://soe.unc.edu/academics/requirements/standards/ISLLC\\_Standards.pdf](https://soe.unc.edu/academics/requirements/standards/ISLLC_Standards.pdf).
- ISLLC (Interstate School Leaders Licensure Consortium). (2015, March 2). Model policy standards for educational leaders. CCSSO. Retrieved from <http://www.ccsso.org/Documents/2015/RevisedDraftISLLCStandards2015.pdf>.
- Isik, H. (2003). A new model proposal for the training of school principals. *Hacettepe University Education Faculty Magazine*, 24, 206-211.
- Karsli, M. D., Onural, H., & Argon, T. (2000). A happiness, a concern and an expectation in education administration. *Education and Science*, 25(116), 13-17.
- Kaya, A., & Gocen, A. (2012). A qualitative study on the rotation of school administrators. *Inonu University Journal of Education Faculty*, 13(3), 149-165.
- Konan, N., Bozanoglu, B., & Cetin, R.B. (2017). Principal opinions on appointing the school principal. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*, 8(3), 323-349.
- Konan, N., Cetin, R. B., & Yilmaz, S. (2017). Teacher's opinion on appointing the school principal. *Ondokuz Mayıs University Faculty of Education Journal*, 36(1), 147-160.
- Kurtulmus, M., Gunda, A., & Ardic, T. (2012). For the mandatory displacement application (rotation) views of primary school administrators. *Electronic Journal of Educational Sciences*, 1(1), 49-57.
- Kus, E. (2009). *Quantitative-qualitative research techniques: Are the research techniques in social sciences quantitative? qualitative?* (3.Printing). Ankara: Ani Publishing.
- Kucukali, R. (2011). *Administration philosophy*. Ankara: Nobel Academic Publishing.
- Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006, April 5). Seven strong claims about successful school leadership. National College of School Leadership, Nottingham, England. Retrieved from <http://dera.ioe.ac.uk/6967/1/download%3FiD%3D17387%26filename%3Dseven-claims-about-successful-school-leadership.pdf>.
- Leithwood, K., & Riehl, C. (2003, May 5). What we know about successful school leadership. Philadelphia, PA: Laboratory for Student Success, Temple University. Retrieved from [http://olms.cte.jhu.edu/olms2/data/ck/file/What\\_we\\_know\\_about\\_SchoolLeadership.pdf](http://olms.cte.jhu.edu/olms2/data/ck/file/What_we_know_about_SchoolLeadership.pdf).
- Marzano, R., Waters, T., & McNulty, B. (2005, May 6). School leadership that works: from research to results. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from <http://www.ascd.org/publications/books/105125/chapters/In-Search-of-School-Leadership.aspx>.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (1990, October 5). About the qualifications and appointments of school and institution administrators affiliated to the Ministry of National Education regulations. T. C. Official Newspaper, 20656.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (1993, June 7). The regulation of appointment of institution directors affiliated to the Ministry of National Education. T. C. Official Newspaper, 21600.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (1995, September 27). The regulation of appointment of institution directors affiliated to the Ministry of National Education. T. C. Official Newspaper, 22417.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (1998, September 23). The regulation of appointment and displacement of the administrators of the educational institutions affiliated to the Ministry of National Education. T. C. Official Newspaper, 23471.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2000, November 30). The regulation on the amendment of the regulation of appointment and displacement of the administrators of the educational institutions affiliated to the Ministry of National Education Regulation, T. C. Official Newspaper, 24246.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2004, January 11). The regulation of appointment and displacement of the administrators of the educational institutions affiliated to the Ministry of National Education. T. C. Official Newspaper, 25343.

- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2006, March 4). The regulation on the amendment of the regulation of appointment and displacement of the administrators of the educational institutions affiliated to the Ministry of National Education Regulation, T.C. Official Gazette, 26098.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2007, April 13). The regulation of The Ministry of National Education appointment of the administrators of educational institutions. T. C. Official newspaper, 26492.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2008, April 24). The regulation of The Ministry of National Education appointment of the administrators of educational institutions. T. C. Official newspaper, 26856.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2009). The regulation of The Ministry of National Education appointment of the administrators of educational institutions. T. C. Official newspaper, 27318, 13 August 2009.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2013a, February 28). The regulation of appointment and displacement of the administrators of the educational institutions affiliated to the Ministry of National Education. T. C. Official Gazette, 28573.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2013b, August 4). The regulation of appointment and displacement of the administrators of the Educational institutions affiliated to the Ministry of National Education. T.C. Official Gazette, 28728.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2014, June 10). The regulation regarding the assignment of administrators of educational institutions affiliated to the Ministry of National Education regulations. T. C. Official Gazette, 29026.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2015, October 6). The regulation regarding the assignment of administrators of educational institutions affiliated to the Ministry of National Education regulations. T. C. Official Gazette, 29494.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2017, April 22). The regulation regarding the assignment of administrators of educational institutions affiliated to the Ministry of National Education regulations. T. C. Official Gazette, 30046.
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2018a, January 3). 14. Decisions of the National Education Council. Retrieved from [http://ttkb.meb.gov.tr/meb\\_iys\\_dosyalar/2017\\_09/29165401\\_14\\_sura.pdf](http://ttkb.meb.gov.tr/meb_iys_dosyalar/2017_09/29165401_14_sura.pdf).
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2018b, January 3). 18. Decisions of the National Education Council. Retrieved from [http://ttkb.meb.gov.tr/meb\\_iys\\_dosyalar/2017\\_09/29170222\\_18\\_sura.pdf](http://ttkb.meb.gov.tr/meb_iys_dosyalar/2017_09/29170222_18_sura.pdf).
- MEB (Milli Egitim Bakanligi) [Ministry of Education]. (2018b, January 3). 19. Decisions of the National Education Council. Retrieved from [http://mebk12.meb.gov.tr/meb\\_iys\\_dosyalar/35/27/719973/dosyalar/2015\\_02/02041116\\_19.millieitimuraskarlar.pdf](http://mebk12.meb.gov.tr/meb_iys_dosyalar/35/27/719973/dosyalar/2015_02/02041116_19.millieitimuraskarlar.pdf).
- Mendels, P., & Mitgang, L.D. (2013). Creating strong principals. *Educational Leadership*, 70(7), 22-29.
- Merriam, S. B. (2013). *A guide to qualitative research design and practice*. Ankara: Nobel Academic Publishing.
- Mintzberg, H. (1989). *Mintzberg on administration*. New York: The Free Press.
- Mintzberg, H. (1971) Administrative work: Analysis from observation. *Administration Science*, 18(2), B97-B110.
- Murphy, J. (1998). Preparation for the school principalship: The united states' story, *School Leadership & Administration*, 18(3), 359-372. doi: 10.1080/13632439869556.
- OECD. (2008a). *Improving school leadership, Volume 2: Case Studies on System Leadership*. Paris: OECD.
- OECD. (2008b). *Improving school leadership, Volume 1: Policy and Practice*. Paris: OECD.
- Okcu, V., Avci, Y. E., & Avci, H. (2015). School principals' views on rotation. *Caucasian University Journal of Social Sciences Institute*, 15, 67-88.
- Ozdemir, S., Kose, M. F., & Kavgaci, H. (2014). Evaluation of master's degree programs in Educational administration in Turkey in the context of school leadership standards. *Mukaddime*, 5(1), 1-26.
- Ozmen, F., & Komurlu, F. (2010). Problems regarding electing and appointing administrators to educational organizations and solutions on the basis of opinions of administrators. *Journal of Social and Humanities*, 2(1), 25-33.
- Porter, A. C., Murphy, J., Goldring, E., Elliott, S. N., Polikoff, M. S., & May, H. (2010). Investigating the validity and reliability of the vanderbilt assessment of leadership in education. *The Elementary School Journal*, 3(2), 282-313.

- Sungu, H. (2012). Appointment and training of school principals in Turkey, Germany, France and in England. *Sakarya University Journal of Education*, 1(3), 33-48.
- Sisman, M., & Turan, S. (2002). Key trends in training education administrators worldwide and some conclusions for Turkey. 21st Century Training Administrators' Symposium, 16/17 May 2002. (Ed., Cevat Elma & Sakir Cinkir). *Ankara University Faculty of Educational Sciences Publications*, 191, 239-253.
- Tas, A., & Onder, E. (2010). Comparison of regulations published in 2004 and later regarding the appointment and displacement of the administrators of the educational institutions. *Suleyman Demirel University Journal of Social Sciences Institute*, 2(12), 171-185.
- Taymaz, H. (2011). *School administration: the school principals' work areas, tasks entering the fields, operations of the tasks, task processing steps*. (10th Edition). Ankara: Pegem Academy Publications.
- Tonbul, Y., & Sagiroglu, S. (2012). A survey of school principals on mandatory displacement. *Educational Administration: Theory and Practice*, 18(2), 313-339.
- Turan, S., Yildirim, N., & Aydogdu, E. (2012). Perspective of school principals regarding their duties. *Pegem Journal of Education and Teaching*, 2(3), 63-76.
- Turkmenoglu, G., & Bulbul, T. (2015) Reflections of the school administrators' assignment type to school culture. *Mersin University Education Faculty Journal*, 11(2), 526-549.
- U.S. Department of Education. (2017, January 29). Characteristics of Public Elementary and Secondary School Principals in the United States: Results from the 2015–16 National Teacher and Principal Survey. Retrieved from <https://nces.ed.gov/pubs2017/2017070.pdf> .
- Yeloglu, D. (2008). *Evaluation of the opinions of the school administrators on the election and appointment of administrators to educational institutions* (Unpublished master thesis). Yeditepe University, Institute of Social Sciences, Istanbul.
- Yildirim, A. (2002). Evaluation of the "education administration" courses organized by the Ministry of Education in-service training department. The Symposium on the Training of Education Administrators in the 21st Century, Notifications. Ankara University Publication No: 191
- Yilmaz, E., & Yilmaz, D. (2012). *My school*. Konya: Youth Publishing House.
- Yolcu, H., & Bayram, A. (2015). Perceptions of candidates who have experienced the process of selecting the school administrator regarding oral exam method. *Journal of Qualitative Research in Education*, 3(3), 102-126.
- Yoruk, S., & Akalin Akdag, G. (2010). Improvement of scale for effectiveness of instructional leadership behaviors of primary school principals. *Theoretical Education*, 3(1), 66-92.
- Waters, J.T., & Marzano, R.J. (2006, May 5). School district leadership that works: the effect of Superintendent leadership on student achievement. Retrieved from <http://files.eric.ed.gov/fulltext/ED494270.pdf>.