

A Study on Policies and Practices of Ministry of National Education in Turkey about Assigning and Training Educational Administrators

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Abstract

The study aimed at describing policies and practices of Ministry of National Education in Turkey about assigning and training of educational administrators in accordance with opinions of principals, vice-principals and teachers. Qualitative method, case study and convenient sampling were used in the research. The sample consisted of 8 teachers, 6 vice-principals and 6 principals working at schools in Kirsehir. The data were collected through a semi-structured interview form. After the analyses, there emerged three categories as (a) assigning educational administrators, (b) training educational administrators and (c) performance expectations from educational administrators in practice. The three categories consisted of 13, 14 and 11 themes, respectively. Participants declared that policies and practices of Ministry of National Education about assigning and training educational administrators are inadequate.

Keywords: Educational administrator, assigning, training, policy, practice.

1. Introduction

21st century is an era in which knowledge, technology and communication are extensively shared via internet. Thanks to spread of technology in all parts of the society and speedy communication, administration at educational institutions has become more important. While Çelik (2002) defined educational administration as a process of operating materials and manpower in order to provide desired behavioral change, Taymaz (2003) described it as a special field of public administration which helps educational organizations provide and use materials and manpower effectively. Educational administrators in Turkey are responsible for managing their organizations in scope of general purposes and main principles of Turkish National Education and special objectives of the organizations.

Although schools come to mind when educational organizations are mentioned, “Central and Provincial Institutions of Ministry of National Education” is the main subject of the study. Because educational and managerial decisions are made and educational policies and practices are shaped at Central and Provincial Institutions of Ministry of National Education. Top executive officers (general managers, group presidents, national education managers, national education assistant managers and department managers) at Ministry of National Education are called educational administrators. Therefore, educational administrators are in a crucial position and have a significant authority in Turkey.

It is worthy to determine policies and practices for educating and training educational administrators. In addition, standards should be determined in order to educate and train educational administrators. Since standards are among the most important issues for a country to bring up strong generations (Turan and Şişman, 2000, 83). Several decisions about the subject were made at 18th National Education Council in 2010; however, they have not been applied yet.

One of the most important decisions made at 18th National Education Council was “Educational administrators should gain competencies to take and carry out responsibilities in all conditions, they should be aware of different societies and cultures, they should be trained to be able to work in multicultural environments, and they should develop their foreign language skills” (www.meb.gov.tr). One of the ways of solving problems about national education is to assign and train qualified educational administrators. Educational administrators should also have some essential properties as the following (www.meb.gov.tr):

- They should develop projects integrating society and environment when determining objectives and policies.
- They should have some managerial skills (such as, communication, problem-solving and using technology).
- They should be leaders about developing policies and strategies in order to achieve organizational objectives.
- They should be pragmatic.
- They should know all regulations of Ministry of National Education well.
- They should manage fairly, transparently and democratically.
- They should know Turkish society’s own social values and integrate them with global ones.
- They should improve themselves cognitively, affectively and socially.
- They should know history and culture well.
- They should be able to write and speak Turkish well.
- They should be role models not only with their knowledge and skills but also with their behaviors.

1. 1. Problem

When the literature is reviewed, it is clearly seen that educational administration is not regarded as a profession in Turkey. Educational administrators do not get pre-service or in-service training; moreover, they are not assigned and trained in terms of the properties of listed above. On the contrary, in the United States, most states require certificates of completion in order for school districts to employ administrators. The certificates are awarded upon completion of a set of courses and sometimes an internship. Parenthetically, the internships are often experiences in “what is” rather than “what should be.” They reinforce the status quo rather than probe avenues for real school improvement. Further, in most states, administrators must accumulate additional course credits to maintain the certificates (Duvall, 2011,9).

Literature review also shows that there are some studies about models for assigning, promoting and training principals for schools; about policies for training educational administrators in Turkey from republican period to 2009; and about properties and competencies of educational administrators. However, no study is found about assigning and training of educational administrators. Similarly, Smylie et al (2005) stated that the majority of the literature on school leader development focuses on the principals. There is little research on the development of assistant principals, teacher and parent leaders, superintendents, midlevel system administrators, union leaders, or school board members, not to mention municipal, state, or federal policymakers and education officials, which is a serious shortcoming (Smylie et Al, 2005).

One of the authors of the study as the result of his observations during his principal ship thought that assigning and training of educational administrators and expectations from them would be the subject of a study. Accordingly, the study aims at describing policies and practices of Ministry of National Education in Turkey about assigning and training educational administrators in accordance with opinions of principals, vice-principals and teachers. The study will provide an insight into further studies about assigning and training educational administrators and will help current and prospective educational administrators. Thus, principals, vice-principals and teachers are asked the following research questions of the study: a) “What are the policies and practices of Ministry of National Education about assigning and training educational administrators (general managers, group presidents, national education managers, national education assistant managers and department managers)? b) In your opinion, how educational administrators should be assigned and trained?”

2. Methodology

The study, the aim of which was to describe policies and practices of Ministry of National Education in Turkey about assigning and training of educational administrators (general managers, group presidents, national education managers, national education assistant managers and department managers) in accordance with opinions of educators (principals, vice-principals and teachers) was designed as a qualitative study.

Case study design was used to analyze the case in its limits holistically and thoroughly. Descriptive approach was used to determine the case.

2. 1. Sample

One of the authors of the study interviewed 11 teachers, 7 vice principals and 8 principals but 20 of these educators wanted to participate in the study, and thus, the sample of the study included 8 teachers, 6 vice principals and 6 principals working in Kırşehir, a province in Turkey. Purposive sampling method and maximum variation sampling were used in the research. The aim of using maximum variation sampling is to create a small sample and to reflect diverse opinions of the sample (Yıldırım and Şimşek, 2008, 108). For this purpose, educator and school diversity were used. In other words, sample of the study was designed to vary educators (teachers, vice principals and principals) and schools (primary, secondary, and science and art center). The study was carried out at 2011-2012 spring semester. Some data about sample of the research were shown on Table 1 and 2.

Table 1: Data about School Types of Educators

Schools	Principal	Vice Principal	Teacher	Total
Preschool	1	-	1	2
Primary School	4	3	3	10
Secondary School	-	1	1	2
Science and Arts Centre	1	2	3	6
Total	6	6	8	20

It is seen in Table 1 that 1 of the 6 principals works in a preschool, 4 of them work in a primary school and 1 of them works in a science and art center. 3 of the 6 vice principals work in a primary school, 1 of them works in a secondary school and 2 of them work in a science and art center. 1 of the teachers works in a preschool, 3 of them work in a primary school, 1 of them works in a secondary school and 3 of them work in a science and art center.

Table 2: Data about Genders of Educators

		Principal	Vice Principal	Teacher	Total
Gender	Female	1	2	5	8
	Male	5	4	3	12
	Total	6	6	8	20

In terms of gender (Table 2), 1 of the 6 principals is female and 5 of them are male; 2 of the vice principals are female and 4 of them are male; and 5 of the teachers are female and 3 of them are male.

2. 2. Instrument and Procedure

Semi-structured interview technique was used in the study. According to Karasar (2007), the technique is not as strict as structured interviews and not as flexible as unstructured ones. Before preparing the research questions, literature about the subject was reviewed. During the literature review, there found some studies about (a) comparison about training school principals between Turkey and other countries and applicability of the systems in Turkey, (b) analyses of administrators and teachers' opinions about assigning, training and promotion of school principals, (c) current situation of, expectations from and suggestions about training and promotion of school principals. After the literature review, some questions are pre-determined. 3 lecturers, 1 instructor, 3 principals and 2 teachers are interviewed to check them in terms of purpose, content and scope of the study. After the pre-application, the interview form was finalized.

As stated before, 20 educators were interviewed for the study. The interviews took place in February-June 2012 at the participants' schools after the necessary permissions were got from school principals. In order to prevent data loss, a recorder was used. All the voiced - interviews were transcribed verbatim by the researchers and sent to the participants to obtain their consent and to eliminate any possible misunderstandings. Following formal confirmation, interview transcripts were put in a standard format for data analysis.

2. 3. Data Analysis

Data collected in face-to-face meetings were analyzed employing traditional descriptive analysis technique. The aim of using the technique was to present the findings of the research to the readers systematically. First, data were described systematically and explicitly. Then, descriptions were analyzed and considered in terms of causality. Finally, some conclusions were drawn (Yıldırım and Şimşek, 2008).

The answers of participants were grouped in terms of similarity. In the explanations of the answers, direct quotations were used. In order to ensure confidentiality, a code was given to each participant. In the coding system, P1 represented Participant 1 and P2 represented Participant 2, and so on. Frequencies of the data were used. Themes were created according to the groups. In order to ensure internal validity, procedures about preparing data collection tool, application and analyses used in the study were explained in details.

3. Results

When opinions of participants in the study were examined, there occurred three groups for policies and practices of Ministry of National Education about assigning and training of educational administrators: (a) opinions about “assigning” educational administrators, (b) opinions about “training” educational administrators, and (c) opinions about “expectations” from current educational administrators. The themes are displayed in Table 3, 4 and 5, respectively.

Table 3: Opinions about Assigning Educational Administrators

Opinions about Assigning Educational Administrators	f
1. The practice of Ministry of National Education about selection of educational administrators is inadequate.	18
2. Selection of educational administrators is held in accordance with political issues.	15
3. Central examination system should be applied.	12
4. Educational administrators should have leadership traits.	11
5. They should have teaching experience.	10
6. They should have administration experience.	9
7. They should be charismatic.	8
8. Global practices should be considered.	7
9. Opinions of the administrators in the field should be taken into consideration.	6
10. Some qualifying areas should be determined.	4
11. Examination alone is inadequate.	2
12. There is sufficient capacity for educational administrators in Turkey but it may not be utilized.	1
13. Interviews should be conducted fairly.	1

Opinions about assigning educational administrators include 13 themes (Table 3). 18 participants thought that policies and practices of Ministry of National Education about assigning educational administrators were inadequate. Most of the participants (15) declared that assigning was generally affected by political issues, some of them (12) expressed that central examination system should be applied, some of them (11) said that educational administrators should have leadership traits, half of them (10) thought that they should have experience in teaching and some of them (9) voiced that they should have experience in administration. Among other factors about assigning educational administrators, participants pronounced that they should be charismatic (8), global practices should be considered (7), opinions of the administrators in the field should be taken into consideration (6), some qualifying areas should be determined (4).

In general, participants mentioned that policies and practices of Ministry of National Education about assigning educational administrators fall behind the practices in the global world. Some of the opinions of participants were directly quoted below:

- *I don't think that there is an assigning practice. I think prospective educational administrators should be trained at universities in accordance with their tasks in the positions (P2).*
- *Domestic and foreign practices should be considered. Political promotions should be abandoned in this era (P4).*
- *Political issues are taken into consideration and promotions are held accordingly. I think current practices are wrong (P6).*
- *I think the people close to the government or having a friend in bureaucracy are promoted as educational administrators (P9).*
- *The practices of our ministry about assigning and training educational administrators are inadequate. An educational administrator should have experience in both teaching and administration for a period of time. In addition, it should be necessary for them to have worked in their former position for a while in order to be promoted to a senior position (P16).*

- *The ministry does not have a scientific or institutional policy about training educational administrators. Educational administrators should be assigned from the institution they have worked; and in the assigning process, competence, academic level, examination mark, fair interview, professional ethics and success in the profession should be taken into consideration. An internship for 3 and 6 months long with an expert administrator who knows positive and negative aspects of the system should be compulsory for them to observe and practice (P18).*

Table 4: Opinions about Training Educational Administrators

Opinions about Training Educational Administrators	f
1. The policy of Ministry of National Education about training educational administrators is inadequate.	18
2. Education about training educational administrators should be necessary.	12
3. Post graduate education should be required.	11
4. A long-term unit should be set up to direct training educational administrators.	10
5. Academic education and merit system should be considered.	10
6. Pedagogical formation about educational administration should be provided at universities.	10
7. Some qualifying areas should be determined; education and training should be provided accordingly.	10
8. Leadership training should be provided.	9
9. Training about problem-solving skills should be provided.	9
10. Training about communication skills should be provided.	8
11. Foreign practices should be considered.	7
12. Training about administrative skills should be provided.	6
13. Internship for a while should be necessary.	6
14. Academy of Administrators should be founded.	5

Opinions about training educational administrators included 14 themes (Table 4). 18 participants expressed that the policy of Ministry of National Education about training educational administrators was inadequate. About training educational administrators, some participants (12) told that education about training educational administrators should be compulsory, some of them (11) mentioned that post graduate education should be required. 10 participants stated that academic education and merit system should be considered; a long-term unit should be set up to direct training educational administrators; pedagogical formation about educational administration should be provided at universities; and some qualifying areas should be determined, education and training should be provided accordingly. 9 participants declared that training about problem-solving skills and leadership should be provided. Some of them (8) worded that training about communication skills should be provided; 7 of them shared that foreign practices should be considered; 6 them asserted that training about administrative skills should be provided and internship for a while should be compulsory; and few of them (5) uttered that Academy of Administrators should be founded. Some of the opinions were directly quoted below:

- *Ministry of National Education does not have a practice about training educational administrators. In our country, a long-term unit should be set up to direct training educational administrators via post graduate studies (P1).*
- *Needless to say that Ministry of National Education has a policy about educational administrators. However, it does not have a policy to train them. The policy, so far, is to select preferred person from the current system. Nevertheless, the ministry should train the candidates academically (P7).*
- *The ministry does not have a practice about training educational administrators. Academy of Administrators can be founded. Other professions have an academy but somehow education does not (P11).*
- *I think there is not a policy because there is not such an educational process. It is determined in accordance with political decisions. Each educational administrator should be trained. However, training alone is not enough. They should have charisma about administrative skills (P12).*
- *There is not such a policy or practice. Candidates of educational administrators should be examined first, and then successful ones should be trained. In the training process, there should be some specific educational areas. Especially, training about communication skills, leadership skills, problem-solving skills should be provided (P13).*
- *In order to be promoted to a position of educational administrator, 3-year- experience in principalship and 5-year-experience in teaching should be compulsory (P17).*

Table 5: Opinions about Expectations from Current Educational Administrators

Opinions about Expectations from Current Educational Administrators	f
1. Educational administrators should be knowledgeable and capable.	14
2. Performance should be considered in the promotion of administrators.	13
3. Success at work should be taken into consideration.	12
4. Knowledge of laws and regulations is not adequate.	11
5. They should have leadership traits.	10
6. Professional ethics should be considered.	10
7. They should be charismatic.	9
8. Professionalism is necessary in educational administration.	8
9. They should know the issues of their positions and take the responsibilities.	7
10. Qualifying areas about administration should be determined.	6
11. Immediate reactions against instant events are important.	5

Opinions about expectations from current educational administrators included 11 themes (Table 5). Most of the participants (14) said that educational administrators should be knowledgeable and capable; some of them (13) declared that performance should be considered in their promotion; some of them (12) mentioned that their success at work should be taken into consideration; some of them (11) voiced that knowledge of laws and regulations is not adequate; half of them (10) reported that professional ethics should be considered; and they should have leadership traits; some of them (9) expressed that they should be charismatic; some of them (8) stated that professionalism is necessary in educational administration. 7 of them spoke that they should know the issues of their positions and take the responsibilities; 6 of them said that qualifying areas about administration should be determined; and 5 of them mentioned that immediate reactions against instant events are important. Some opinions were directly quoted below:

- *A specific competence should be compulsory and some qualifying areas about administration should be determined (P9).*
- *Administration is a very important professional area. Administrators, personally, may be well-informed but they may not have leadership traits. Thus, it is important for administrators to develop leadership skills in their training process (P10).*
- *Administrators are best assessed by their immediate reactions against instant events. In other words, if knowledge of laws and regulations alone was enough to be an administrator, internet would be the best administrator (P15).*
- *Administrators should be promoted in accordance with their performances. An administrator without enthusiasm in the prior position (such as, vice-principal, principal) should not be promoted to a senior position (P17).*
- *Educational administrators should be selected according to their success at work (P18).*
- *They should be aware of the issues and responsibilities of their positions (P19).*

4. Discussion

When the opinions of participants in the study were analyzed, it was seen that there were three sections for policies and practices of Ministry of National Education about assigning and training educational administrators: (a) opinions about “assigning” educational administrators, (b) opinions about “training” educational administrators, and (c) opinions about “expectations” from educational administrators. The first section, “assigning” educational administrators, included 13 themes; and participants claimed that policies and practices of Ministry of National Education about assigning educational administrators were inadequate. In the laws and regulations, there is no obligation for educational administrators or school principals to be trained in administration, and thus there are not any programs for them to have training (Celikkol, 2010, 140). Therefore, it is normal for participants to think likewise.

Most of the participants asserted that educational administrators were selected in accordance with political issues. Most of the educational administrators had been selected among graduates of pedagogy till 1970s. Since then, it has been observed that political issues have been preferred to success, experience and competence (Balci, 2008). In addition, participants stated that educational administrators should have had teaching and administrative experience, which may result from the mentality of “cornerstone in the profession is teaching”.

It is still a common concept in education and administration that educational administration is not considered as a profession (Balyer and Gunduz, 2011). Similarly, in a study about the subject included questions about how to recruit more top-notch leaders to high-need schools and where to find good candidates, nearly all of the principals and superintendents interviewed believed that the best source was young teachers or vice principals already in the schools. Many of them voiced doubts about whether they would be effective educational leaders without experience in education (Public Agenda, 2008). In France, candidates of educational administrators are trained as vice-principals for two years. However, in Finland, a diploma of principalship is necessary but teaching experience is not needed. Most of the universities in Finland have programs to train educational administrators lasting one year or one and a half years. Teachers and school principals can attend the programs. The part-time programs consist of individual studies, projects and 8 or 12 communication seminars. Some programs include courses on instructional leadership, educational policy, decision making, educational administration, law and finance, individual and organizational communication, and educational assessment (Tarvainen, 2007; Varri and Alava, 2005).

Participants asserted that an examination system should be necessary but examination alone cannot be adequate; some qualifying fields about administration should be determined; administrators should have charisma and leadership traits. They also claimed that global trends and practices should be considered. In the United States, in order to be educational administrators, candidates should have teaching certificates, master degrees in educational administration and they should be successful in teaching (Bayraktar, 2013). In Canada, it is necessary for candidates of educational administrators to have teaching experience of at least 2 years. Besides, while in some universities training educational administrators, being a graduate of a four-year educational faculty is one of the prerequisites, in some universities being a graduate of a four-year faculty is enough (Celep, Ay and Gögüs, 2010). In Slovenia, it is legally obligatory for educational administrators to have certificates after training programs (Trnavcevic and Vapout, 2009).

The second section, "training" educational administrators, included 14 themes; and participants expressed that policies and practices of Ministry of National Education about training educational administrators were inadequate. In 2002, Çelik claimed that the policy of training educational administrators in Turkey did not base a scientific foundation and that universities and the ministry did not have effective coordination about the matter. Unfortunately, there has not been a change or improvement so far. In addition, the Project of National Education Academy developed by the Ministry of National Education in Turkey has not been functional since 1990s (Çelikkol, 2010). However, in the United States, the preparation of school district leaders is the responsibility of state departments of education that recommend content and competencies of preparation programs and endorse individuals who successfully complete the programs and pass certifying exams (Hyle, Ivory and McClellan, 2010).

The reports of veteran academicians about educational administration in well-attended educational councils, where malfunctions are determined and some suggestions are made, have not been adequately applied and sustainable policies about educational administration have not been developed (Aykut, 2006, 131). The first thing to be done is to set up centers at universities after the preparation of curricula to train educational administrators. The current administrators (especially the newly appointed ones) should have in-service training about school and educational administration in the centers (Okcu, 2011). If educational administrators are trained in terms of professional ethics and if they gain necessary knowledge and skills about administration, it will contribute to organizational efficiency and effectiveness (Sezgin, 2007).

Participants suggested that global practices should be considered. While educational facilities are arranged and managed just by the government in Turkey, there are various institutions and foundations among which there is coordination to guide educational policies in the United States (Aykut, 2006,131). In this respect, academic education should be considered and post graduates from departments of educational administration at universities should be the prospective educational administrators. According to Balyer and Gunduz (2011) and Isik (2002), training programs for school principals should be arranged and coordination between universities and the ministry should be ensured. The ministry should be responsible for ensuring the coordination. Thus, educational administrators should have pre-service training because in-service training is not an alternative for pre-service training. However, at the pre-service level, it is obviously impossible to provide real-life experiences in the classroom. In the United States, University Council of Educational Administration (UCEA) devoted substantial efforts toward creating simulated training exercises.

The simulations provide candidates with an experience-based perspective (Duvall, 2011, 10). On the one hand, in Russia, educational administrators do not have pre-service training (Zagoumenov, 2011). On the other hand, California requires that candidates to be certified as a principal enter a Tier I program, which certifies that a graduate may apply for entering administrative positions, such as assistant principal (Marcos, et Al., 2011).

Participants recommended that candidates of educational administrators should have internship working with current successful administrators. Among some countries; in Canada, programs for training educational administrators have “internship” applications. The aim of the application is to develop and improve personal and professional competence of prospective administrators in terms of experience and career. Meanwhile, the candidates must have internship in an institution aside from the one they are working (<https://www.mun.ca/educ/grad>). Similarly, in France and Australia, training programs have internship applications. In Australia, internship programs include didactic instruction, simulations, oral communication, direct practice, direct experience, designing models and visualization (Carter, 1994). Moreover, in the United States, Connecticut University considers internship compulsory for active school principals to experience with expert educational administrators (Yee, 1997).

Participants mentioned about some characteristics (leadership, communication and problem-solving skills) that educational administrators should have. They also recommended that a long-term institution should be set up to direct policies and practices of training educational administrators. To meet this need, an institution called “Academy of Educational Administration” may be founded. In the framework of “program of training educational administrators”, candidates may be trained and examined, and then, successful ones may be appointed. In addition, some qualifying fields should be determined; and education and training should be provided accordingly. For example, in the United States, national organizations, such as the Educational Leadership Constituent Council, the American Association of School Administrators, and the Interstate School Leaders Licensure Consortium (ISLLC), have developed and refined competency requirements and standards for school leaders (Hyle, Ivory and McClellan, 2010). According to Larson (2011), many leadership preparation programs cling to business-oriented and managerial models have, historically, ignored issues of teaching and learning in their curricula. The programs emphasize finance and budget, organizational theory, personnel management, and change theory. She believes that the curriculum still has a place in effective preparation of leaders for schools in a democratic society; however, they are not sufficient for preparing leaders who are capable of grappling with the shifting political and moral terrain of education today. On the other hand, Yee (1997) and Peterson, (2002) claim that most of the programs of training school principals at universities in the United States move away classical contents and instruction methods in their curricula. They include simulations, case studies, problem-based instruction, and clinical practice at schools, participative leadership, communication skills and participative decision-making process.

The last section, “expectations” from educational administrators, included 11 themes. Participants expressed that current educational administrators should be knowledgeable and capable. They also emphasized that knowledge of laws and regulations alone was not adequate. Likewise, Smylie et al. (2005) not only distinguished between declarative, procedural knowledge and conditional or craft knowledge but they also identified differences between learning associated with reflection, creativity, innovation and learning associated with task-specific, routine, instrumental knowledge. According to Çelikkol (2010), post-graduation is just a cause of choice for candidates of educational administrators but no more. Bayraktar (2013) claims that practical knowledge has not been respected in post-graduation and in-service training so far, which results in lack of educational administrators in problem-based thinking, decision-making, team work and chaotic situations.

Participants pointed out that performance and professional ethics should be considered. According to Can and Celikten (2000), educational administration should be kept away from political influences, specialization should be the basis, and merit should be taken into consideration in promotion. In Turkey, educational administration is not viewed as a profession that needs specialization; however, educational administration is now valued as an occupation of professionalism in the world. Participants expected that educational administrators should quit their positions if they cannot carry out successfully; that they should take the responsibilities of their positions; and that they can react immediately against instant events. Smylie et al (2005) indicated that a more comprehensive perspective might help people understand the development of school leader knowledge, skills, and dispositions to a larger system of issues including but not limited to supply and demand; recruitment, assigning, and retention; entry, exit, and mobility; and effective job performance.

According to the participants, educational administrators should have leadership features and charismatic personalities. They should also know the issues of their positions and take necessary responsibilities. Littrell and Foster (1995) claimed that administrators accomplished not because of their scientific training and their judicious use of principles of management, but because of their personal and moral presence, their sense of “what’s right,” and their attention to people’s needs. This is an expertise that comes from experience, not theory (cited in Hyle, Ivory and McClellan, 2010). In the United States, some universities and states have tried to determine specific standards to train educational administrators. For instance, Chicago Leadership Academy determined seven standards: (a) school leadership, (b) parent participation and society partnership, (c) developing student-centered teaching climate, (d) professional development and human resources management, (e) instructional leadership-teaching and learning improvement, (f) school management and daily routine and (g) effectiveness in interpersonal relations (Şişman ve Turan, 2002).

Some suggestions depending on the results were listed below:

“Assigning” educational administrators should be handled thoroughly and a system should be developed parallel with practices in developed countries. Political issues should not affect assigning educational administrators. Central examination should be necessary but it is not adequate. It is important for educational administrators to have leadership features, experience in both teaching and administration. In addition, some competency requirements should be determined and opinions of expert educational administrators should be taken into consideration.

Ministry of National Education should do the tasks to “train” educational administrators and should cooperate with universities. In the cooperation, pre-service training should be necessary via graduate and post graduate education. The ministry should provide in-service training for current educational administrators. Training programs for administrators should include administrative skills such as, leadership, problem-solving and communication. The candidates should “observe” “successful” educational administrators and it may be useful for them to have practical “internship” training.

In the promotion of current educational administrators, success and performance should be taken into consideration. It is not adequate for educational administrators to be knowledgeable and capable personally and professionally; they should also have professional ethics, charisma and leadership traits along with problem-solving and communication skills.

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