



School Principals' Levels of Administrative Competences based on the Perceptions of Principals and Teachers

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Abstract: This study aims to determine school principals' level of administrative competencies according to the perceptions of teachers and principals. The study group consists of 134 teachers and 35 principals. The data of the research, which was designed in the survey model, were collected with the "School Administrators' Competences Inventory". The results revealed that school principals and teachers exhibited high levels of administrative Competencies as expected from the school principals. The opinions of the teachers and principals did not differ significantly in the comparisons according to gender, seniority, school type, and duties (teacher vs. principal). Likewise, the correlation coefficients between the administrative competence subscales were estimated above a moderate level. As a result of the research, it can be said that teachers and principals have positive views about the competencies of the school administrators. However, though the Ministry of National Education and the academic community put great emphasis on it and a significant deal of knowledge and database has been accumulated about it, it is an important problem that school administration has not been defined as a profession in Turkey and no sustainable policy in this aspect has been developed yet.

Keywords: *Administrator, competence, effectiveness, school administration, teacher.*

Introduction

Industrial societies are characterized by the production of goods (Bell, 1989). In the post-industrial society, the production of goods has been replaced by service production, i.e., human services such as education, health, social services, and professional services such as computer and system analysis, and scientific research and development. The strategic resource in agricultural societies is land and labor. The strategic resource in industrial society, on the other hand, is capital. In today's society, i.e. the post-industrial society, the strategic resource is knowledge (Sadler, 1988). Therefore, it is inevitable that societies that cannot produce knowledge in the present age will become the backyard, manufacturing sites, and cheap markets of those information-producing societies. Looking at the problem in this sense, the importance of schools with knowledge production sub-systems (Akçay and Başar, 2004) has increased and will increase.

Education is an open system, and the school is its principal subsystem responsible for the production (Başaran, 1982). The school was established to achieve universal educational goals, especially those at the national level. In this process, the main duty of the school principal is to fulfill the duties and responsibilities under the purpose of the foundation, vision, and mission of the school. In the school system, the principal is the person authorized at the highest level. Stronge (1993) points out that principals have not only administrative but also other important responsibilities such as teaching leadership. School principals of the twenty-first century are expected to be instructional leaders who are quite capable to learn and teach, as well as to maintain their professional development, make data-based decisions, and have a responsibility (Yavuz, 2006). In other words, the school principals have the primary duty and responsibility of achieving the school goals. Compared to other school staff, they require to have some additional capabilities or competencies. These are teaching leadership, community leadership, teaching, and visionary leadership, school principal as a guide, motivator, social worker,

supervisor, economist, time manager, lawyer, vision and mission developer... etc. (Başaran, 1996; Brown, 1993; Hale & Moorman, 2003; Seyyar, 2000; Trail, 2000; Williams, 1988).

Competence is a trait that gives a person the power to play a certain role (Bursalioglu, 1981). In other words, competence is the power and capacity to fulfill a task (Şişman, 2000). Professional competence, on the other hand, is a system in which national professional standards are established, vocational and technical education programs are prepared according to these standards, and the workforce is certified after training (URL: <https://www.Avrasyam.com.tr/blog/mesleki-yeterlilik-tanimi-ve-avantajlari/-21.08.2020>) Competence is not static but refers to a dynamic process. Professional qualifications are revised, developed, and amended according to changing conditions, manufacturers' demands, socio-economic, and cultural changes. Defining the professions and setting their standards lies at the heart of the ideal professional qualification system. To perform a profession in the best way, essential "knowledge, skills, attitudes, and attitudes" should be defined within the scope of professional competencies. Competence is the knowledge, skills, attitudes, and values that an individual should have to perform his / her duty as per the predetermined goals (Başaran, 2000; Kaya, 1993; Töremen & Kolay, 2003). Various past studies have tried to determine the aims of the school and the administrative competencies of the school principals who are authorized to achieve these goals. As a matter of fact, in studies examining the competencies of educational administrators and school principals (Açıkalin, 1977; Açıkalin, 1995; Açıköz, 1994; Aydın, 1994; Başar, 1995; Başaran, 1996; Binbaşioğlu, 1983; Bursalioglu, 1991a; Bursalioglu, 1991b; Cemal, 2003; Kaya, 1991a; Kaya, 1993b; Tanrıoğlu, 1988) it is emphasized that it is vital for the school to have the predetermined administrative competences to be possessed by the school principals. The duties to be fulfilled by the school principals are also their professional competencies, which have been specified by YÖK / World Bank. As can be seen, when these competencies are examined, school principals should have many competencies defined in technical, conceptual and humanitarian dimensions (Başar, 1993; Bursalioglu, 1991a; Şişman & Taşdemir, 2008; Töremen, 2003; Yıldırım, 2007). These competencies are also included in the 2023 vision document of the Ministry of National Education (MEB, 2018, p. 42, URL: meb.gov.tr). In this study, 75 competencies under five dimensions for school principals were taken as a basis. These dimensions and competences (Ağaoğlu, 2012) are given below:

1. Communicating with people and working effectively (16 competencies)
2. Preparing an adequate school building and its surroundings (16 competencies)
3. Serving the profession (11 competencies)
4. Effective organizational management (19 competencies) and
5. Developing Training Programs (13 competencies).

There are many books, articles, master's and doctoral dissertations published at the national and international level on the competences of school administrators and their level of fulfillment (Ağaoğlu et al., 2012; Aksüt, 1997; Artul, 2004, 2012; Baran, 2015; Dönmez, 2002; Bursalioglu, 1981; Erçetin & Eriçok, 2016; Güngör, 2001; McCleary & Thomas, 1973; Nural, Arslan & Ada, 2013; Önder & Küpeli, 2017; Sacır, 1978; Sevinç, 2017; Şener, 2004; Terci, 2008; Töremen & Kolay, 2003; Yavuz, 2006; Yıldırım & Aslan, 2008). In addition to these, the problem was discussed in almost all aspects, reported and recorded in the Ministry's education councils and specialized boards. As a matter of fact, in their review study on 45 full-text articles found in the

database of the National Academic Network and Information Center (ULAKBİM) regarding the administrative competences of school administrators, Erçetin and Eriçok (2016) sorted out the prominent competences as "Leadership, Communication, Change Management, Technological Competences, Human Resources Management, Emotional-social Competences, and Conflict Management". According to the findings of the research, it was suggested that "school principals should be required to have a degree from the graduate programs of the Department of Educational Sciences for appointment purposes. What is quite interesting about this issue is that school administration or, more properly, educational administration, which is a well-studied and overrated issue in Turkey, has not become a profession and a well-established school/educational administration strategy has not been developed yet.

Research Questions

Schools have recently restrained from traditionalism in every sense and preferred professionalism in management instead. This situation, which has been imposed by post-industrial societies, causes an important problem in terms of school management in our Turkish national education system. The principal, who is the legal administrator and also the leader of the school must be trained well both in theory and practice. Thus, there is a need for a flexible, self-renewable, auditable, participatory, etc. management strategy. The competence areas of school management, which are discussed and well-informed the most, have been determined and presented in a very clear and understandable way. However, the opinions of the principals and the teachers of the school should be taken as the best source of information to determine the competencies that the school administrators should have.

In this sense, this study aims to answer the main research question of "What are the levels of school administrators to perform their executive competences according to the perceptions of teachers and administrators?" Follow-up research questions are stated below:

1. What is the administrative competence level of school principals according to the perceptions of teachers and principals?
2. Is there a significant difference between the perceptions of principals and teachers regarding the administrative competence levels of school principals?
3. Are there significantly significant differences between the perceptions of school principals regarding the administrative competence levels of school principals according to variables of gender, seniority, and school type?
4. Are there significantly significant differences between the perceptions of teachers regarding the administrative competence levels of school principals according to variables of gender, seniority, and school type?
5. Are there statistically significant correlations between the subscales of administrator competencies inventory?

Method

This research, which aims to determine school principals' level of performing administrative competencies as perceived by teachers and principals, is a quantitative study designed in a survey model. In quantitative studies conducted designed in the survey model, researchers can test the views of many individuals who answer the same questions, many variables, and several hypotheses (Karasar, 2013). The survey model aims to describe and explain events, objects, entities, institutions, groups, and various areas. In this way, it is possible to understand them well, to group them, and discover the relationships between them (Neuman, 2007).

Population and Sampling

The population of the study comprises 518 teachers working at 37 schools of all stages affiliated to the Directorate of National Education in the central district of Tunceli during the 2019-2020 academic year, and the sample comprises 34 administrators and 145 teachers selected using simple random sampling method (Büyüköztürk et al., 2018).

Table 1

Demographic Characteristics of The Research Group

<i>Variables</i>	<i>Options</i>	<i>All</i>		<i>Principal</i>		<i>Teacher</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
1 Gender	Woman	75	41,9	15	42,9	60	41,7
	Man	104	58,1	20	57,1	84	58,3
2 Marital status	Married	105	58,7	24	68,6	122	68,2
	Single	70	39,1	11	31,4	53	29,6
	Other	4	2,2	-	-	4	2,2
3 Age (years)	Between 21-24	7	3,9	6	17,1	23	16,0
	Between 25-29	20	11,2	8	22,9	31	21,5
	Between 30-34	72	40,2	8	22,9	33	22,9
	Between 35-39	44	24,6	8	22,9	17	11,8
	Between 40-44	21	11,7	2	5,7	27	18,8
	Between 45-49	7	3,9	3	8,6	13	9,0
4 Graduation	50 and above	8	4,5	-	-	-	-
	Associate degree	9	5,0	1	2,9	11	6,1
	Undergraduate	117	65,4	34	97,1	166	92,7
	Master's	52	29,1	-	-	2	1,1
5 Professional seniority (years)	PhD	1	0,6	-	-	-	-
	Between 1-4	26	14,5	3	8,6	3	8,6
	Between 5-9	43	24,0	12	34,3	12	34,3
	Between 10-14	39	21,8	6	17,1	6	17,1
	Between 15-19	24	13,4	7	20,0	7	20,0
	Between 20-24	32	17,9	5	14,3	5	14,3
6 Years of working at the current school (years)	25 and above	15	8,4	2	5,7	2	5,7
	Between 5-9	88	62,9	28	80,0	56	38,9
	Between 10-14	37	26,4	7	20,0	45	31,3
	Between 15-19	11	7,9	-	-	12	8,3
	Between 20-24	4	2,9	-	-	22	15,3
7 Major	25 and above	-	-	-	-	9	6,3
	Pre-school teacher	21	11,7	6	17,1	15	10,4
	Classroom teacher	65	36,3	11	31,4	54	37,5

	Subject teacher	90	50,3	18	51,4	72	50,0	
	Other	3	1,7	-	-	3	2,1	
8	Previous experience as a school principal	Yes	26	18,6	28	80,0	-	-
		No	114	81,4	7	20,0	-	-
9	School Type	Pre-school	18	10,1	6	17,1	18	10,1
		Primary school	28	15,6	7	20,0	28	15,6
		Secondary school	30	16,8	13	37,1	30	16,8
		General high school	71	39,7	1	2,9	47	26,3
		Anatolian high School	13	7,3	6	17,1	37	20,7
		Vocational High School	12	6,7	1	2,9	12	6,7
		Imam Hatip high school	7	3,9	1	2,9	7	3,9

After granting necessary permissions, the questionnaire form was sent to teachers and administrators in all schools through the Provincial Directorate of National Education. However, only 179 questionnaire forms among those returned were found to be eligible for statistical analyses.

Among 34 school principals who participated in the study, 42,9% were women, while 57,1% were men. Regarding their professional seniority, 8,6% were experienced for 1-4 years old, 34,3% were experienced for 5-9 years, 17,1% were experienced for 10-14 years, 20% were experienced for 15-19 years, 14,3% were experienced for 20-24 years, and 5,7% of them were experienced for 25 years or more. Regarding the years of working at the current school, 80% of the principals have been working at their current school for 5-9 years, while only 20% have been working at their current school for 10-14 years. Regarding their majors, 17,1% of the principals were preschool teachers, 3,4% were classroom teachers, and 51,4% were subject teachers. According to their graduation, 2,9% of school administrators had an associate degree and 97,1% had an undergraduate degree. No principal with a master's or doctorate degree participated in the study. In terms of the distribution of age, it was observed that school administrators were aged between 30-45.

Among 145 teachers who participated in the study, 41,7% were men, while 58,3% were women. Regarding their professional seniority, 16% were experienced for 1-4 years old, 21,5% were experienced for 5-9 years, 22,9% were experienced for 10-14 years, 11,9% were experienced for 15-19 years, 18,8% were experienced for 20-24 years, and 9% of them were experienced for 25 years or more. Regarding the years of working at the current school, 6,3% of the teachers have been working at their current school for 1-4 years, 38% have been working for 5-9 years, 31,3% have been working for 10-14 years, 8,3% have been working for 15-19 years, while only 15,3% have been working at their current school for 20-24 years. Regarding their subjects, 10,4% of the teachers were preschool teachers, 37,5% were classroom teachers, 50% were subject teachers, and the remaining 2,1% were from other subjects. According to their graduation, 6,1% of the teachers had an associate degree, 92,7% had an undergraduate degree, 1,1% had a master's degree. In terms of the distribution of age, it was observed that school administrators were aged between 30-45. According to the type of school they work, 10,1% of the teachers worked at a preschool, 15,6% worked at a primary school, 16,8% worked at a secondary school, 26,3% worked at a general high school, 20,7% worked at an Anatolian high school, while 6,7% worked at a vocational high school and 3,7% worked at an Imam Hatip high school. Regarding their marital status,

68,2% of the teachers stated that they are married and 29,6% were single, while 2,2% stated another status. Regarding the distribution of their age, 3,9% of the teachers were aged between 21-24, 11,2% were between 25-29, 40,2% were between 30-34, 24,6% were between 35-39, 11,7% were between 40-44, 3,9% were between 45-49, and 4,5% were aged 50 or above.

Data Collection Tool

The data of the study were collected through the "School Administrators' Competences Inventory", the first version of which was developed by Ağaoğlu, Gültekin, and Çubukçu (2002) based on Aydın's (1988) classification of duties and responsibilities expected from school principals, which was updated later by Ağaoğlu et. al, (2005) and used in similar studies (Avcı, 2015). The administrative competencies represented by 75 items in the questionnaire are grouped under five subscales including "1. Communicating with people and working effectively" (16 Items), "2. Preparing an adequate school building and its surrounding" (16 Items), "3. Serving the profession" (11 Items), "4. Effective organizational management" (19 Items) and "5. Management of the Education Programs and the environment" (13 Items).

According to the results of the previous factor analysis for the school administrators' Competencies inventory prepared separately for teachers and administrators, item loadings for the scale were found between 0.68 and 0.90, while item-total correlation coefficients ranged between 0.66 and 0.87. Similarly, the variance explanation rates for each factor were estimated between 62% to 74%; and Cronbach's alpha reliability coefficients were calculated between 0.94 and 0.97 (Ağaoğlu et al., 2012). In this study, the factor analysis results obtained from previous construct validity studies were regarded as sufficient based on expert opinion. Besides, the scale was rearranged without changing the original dimensions and administered to the participants. Cronbach Alpha reliability coefficients calculated for the entire inventory and its subscales are given as in Table 2.

Table 2

Cronbach's Alpha Reliability Coefficients (A) for School Administrators' Competencies Inventory and Its Subscales.

	<i>School administrators' Competences inventory and its subscales</i>	<i>Number of items</i>	<i>Cronbach's Alpha reliability coefficients (α)</i>		
			<i>Ağaoğlu (2012)</i>	<i>Avcı (2015)</i>	<i>Present Study</i>
1	Communicating with people and working effectively	16	.90	.92	.93
2	Preparing an adequate school building and its surrounding	16	.96	.91	.95
3	Serving the profession	11	.94	.90	.92
4	Effective organizational management	19	.97	.92	.95
5	Management of the Education Programs and the environment	13	.97	.91	.93
	Total scale	75	-	.96	.98

As seen in Table 2, the coefficients obtained for the entire "School Administrators' Competences Inventory" and its sub-scales are quite high: $\alpha=.98$ for the whole inventory, $\alpha=.93$ for "1. Communicating with people and working effectively" sub-scale, $\alpha=.95$ for "2. Preparing an adequate school building and its surroundings" sub-

scale, $\alpha=.92$ for “3. Serving the profession” sub-scale, $\alpha=.95$ for the “4. Effective organizational management” sub-scale, $\alpha=.93$ for “5. Management of the Education Programs and the environment”. The reliability coefficient (α) takes a value between 0 and 1, and the closer it is to 1, the higher the reliability of the scale (Büyüköztürk, 2010; Özdamar, 2002).

Data Analysis

Before the analysis, the Kolmogorov-Smirnov test was performed to test the normal distribution of the data set, the results of which are given in Table 3.

As seen in Table 3, p values (sig.= ,000) of all variables are less than $p < 0.05$. Accordingly, when the p-value is less than $\alpha = .05$, the data significantly deviates from a normal distribution. In other words, it cannot be said that the data comes from a normally distributed population. For this reason, Mann Whitney U-Test was used to test whether there was a statistically significant difference between two independent groups by comparing the mean scores, and the Kruskal Wallis H-Test was used when there were more than two groups of the independent variable.

In evaluating the items in the inventory, answers for each item were scored as 1-Not competent at all, 2-Not competent, 3-Partially competent, 4- Competent, and 5-Very competent. As per the five-point rating of the Likert scale, the range of "1,00-1,80" was interpreted as not competent at all, the range of "1,81-2,60" was interpreted as not competent, the range of 2.61- 3,40 was interpreted as partially competent, the range of "3,41-4.20" was interpreted as competent, and the range of "4,21-5.00" was interpreted as very competent. In all analysis significance level was set to $p < .05$.

Table 3

Kolmogorov-Smirnov Test Results

<i>Variables</i>	<i>Kolmogorov-Smirnov^a</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
Communicating with people and working effectively	,120	179	,000
Preparing an adequate school building and its surrounding	,170	179	,000
Serving the profession	,106	179	,000
Effective organizational management	,146	179	,000
Management of the education programs and the environment	,105	179	,000

Results

In this section, the findings of the analysis related to the research problems of the study are presented.

Findings Regarding the First Research Problem

The first research question was “What is the administrative competence level of school principals according to the perceptions of teachers and administrators?” The findings for this research question is given in Table 4.

The mean scores and standard deviations calculated for administrative competencies exhibited by the principals according to the perceptions of the teachers and principals are given in Table 4. These results suggest that teachers found their school principals "Competent" in the dimensions of "Communicating with people and working effectively" (\bar{x} =4.20) and "Preparing an adequate school building and its surrounding" (\bar{x} =4.16); and they found the principals "Very competent" in the dimensions of “Serving the profession” (\bar{x} =4.23), "Effective organizational management" (\bar{x} =4.22), and "Management of the education programs and the environment" (\bar{x} =4.31). On the other hand, it is understood that principals perceive themselves very competent i.e. above \bar{x} = 4.29 in all administrative dimensions.

Table 4

Teachers' and Principals' Views On Administrative Competences

Variables	Teacher			Principal		
	N	\bar{x}	s	N	\bar{x}	s
Communicating with people and working effectively	144	4,1926	,42779	35	4,6152	,45300
Preparing an adequate school building and its surrounding	144	4,1567	,49323	35	4,5964	,58105
Serving the profession	144	4,2342	,47190	35	4,2909	,66615
Effective organizational management	144	4,2299	,40999	35	4,4120	,75157
Management of the education programs and the environment	144	4,3141	,48262	35	4,6088	,51378
Total scale	144	4,2788	,36358	35	4,5111	,55527

Findings Regarding the Second Research Problem

The second research question was “Is there a significant difference between perceptions of principals and teachers regarding the administrative competence levels of school principals?” The findings for this research question is given in Table 5.

Mann Whitney U-Test results of the scores from the total and sub-scales of the administrative competencies inventory representing the perceptions of teachers and principals are shown in Table 5. Accordingly, statistically significant differences were found between the mean ranks of the principals and teachers in favor of the former regarding their perceptions in the sub-scales of “Communicating with people and working effectively” (U=1157,000, $p<.05$), “Preparing an adequate school building and its surrounding” (U=1222,000, $p<.05$); “Effective organizational management” (U=1739,000, $p<.05$); “Management of the education programs and the environment” (U=1643,000, $p<.05$), and in overall scale scores (U=1315,000, $p<.05$). However, no statistically significant difference was found between teachers' and principals' perceptions in the dimension of “Serving the

profession" ($U=2184,500$, $p>.05$). In other words, it can be said that there is no difference between the perceptions of teachers and principals regarding school principals' competencies of serving the profession.

Table 5

Comparison of Principals' and Teachers' Opinions on Administrative Competences

Subscales	Duty	N	Mean rank	Sum of ranks	U	p
1 Communicating with people and working effectively	Principal	35	128,94	4513,00	1157,000	,000*
	Teacher	144	80,53	11597,00		
2 Preparing an adequate school building and its surrounding	Principal	35	127,09	4448,00	1222,000	,000*
	Teacher	144	80,99	11662,00		
3 Serving the profession	Principal	35	99,59	3485,50	2184,500	,219
	Teacher	144	87,67	12624,50		
4 Effective organizational management	Principal	35	112,31	3931,00	1739,000	,004*
	Teacher	144	84,58	12179,00		
5 Management of the education programs and the environment	Principal	35	115,06	4027,00	1643,000	,001*
	Teacher	144	83,91	12083,00		
Total scale	Principal	35	124,43	4355,00	1315,000	,000*
	Teacher	144	81,63	11755,00		

* $p < .05$

Findings Regarding the Third Research Problem

The third research question was "Are there significantly significant differences between the perceptions of school principals regarding the administrative competence levels of school principals according to variables of gender, seniority, and school type?" The findings for this research question is given in Table 6.

Table 6

Comparison of Teachers' Opinions on Administrative Competences by Gender

Sub-scales	Gender	N	Mean rank	Sum of ranks	U	p
1 Communicating with people and working effectively	Woman	60	78,68	4721,00	2149,000	,130
	Man	84	68,08	5719,00		
2 Preparing an adequate school building and its surrounding	Woman	60	68,13	4088,00	2258,000	,286
	Man	84	75,62	6352,00		
3 Serving the profession	Woman	60	70,08	4204,50	2404,500	,637
	Man	84	74,23	6235,50		
4 Effective organizational management	Woman	35	81,29	6096,50	2374,500	,054
	Man	144	96,28	10013,50		
5 Management of the education programs and the environment	Woman	60	74,57	4474,00	2156,000	,139
	Man	84	71,02	5966,00		
Total scale	Woman	35	85,63	6422,50	2396,000	,615
	Man	144	93,15	9687,50		

As it can be seen in Table 6, as a result of the Mann Whitney U-Test comparing the teachers' opinions about the principals' administrative competences on a gender basis, it was observed that there was no significant difference in all sub-dimensions and the total of the scale ($p < .05$). In other words, there is no difference between the scores according to gender. This finding suggests that there is no gender-based effect on teachers' opinions about administrative competencies.

Comparison of Teachers' Opinions on Administrative Competences by Professional Seniority

Kruskal Wallis H-Test results for the significance of the difference between teachers' views according to their professional seniority are given in Table 7.

Kruskal Wallis test results comparing teachers' scores from the administrative competencies scale according to seniority are shown in Table 7. Analysis results show that teachers' scores from administrative Competences scale do not differ significantly according to their professional seniority, Chi-Square (df = 5, n = 144) = .479, $p > .005$). This finding shows that seniority does not affect teachers' views on the administrative competencies of school principals.

Table 7

Comparison of Teachers' Opinions on Administrative Competences by Professional Seniority

<i>Professional seniority (year)</i>	<i>N</i>	<i>Mean rank</i>	<i>Chi-Square</i>	<i>p</i>	<i>Significant Difference</i>
Between 1-4	23	71,74			
Between 5-9	31	82,44			
Between 10-14	33	67,80	4,509	.479	-
Between 15-19	17	82,06			
Between 20-24	27	63,26			
25 and above	13	68,77			

Comparison of Teachers' Opinions on Administrative Competences by School Type

Kruskal Wallis H-Test results for the significance of the difference between teachers' views according to the school type they work are given in Table 8.

Kruskal Wallis test results comparing teachers' scores from administrative competences scale according to school type are shown in Table 8. Analysis results show that teachers' scores from the administrative competencies scale do not differ significantly according to their professional seniority, Chi-Square (df=6, n=144) = .251, $p > .005$). This finding shows that the school type does not affect teachers' views on the administrative competencies of school principals.

Table 8*Comparison of Teachers' Opinions On Administrative Competences by School Type*

<i>School type</i>	<i>N</i>	<i>Mean Rank</i>	<i>Chi-Square</i>	<i>P</i>	<i>Significant difference</i>
Pre-school	12	91,08			
Primary school	21	65,14			
Secondary school	17	79,82			
General High school	70	72,26	7,831	.251	-
Anatolian High School	7	69,00			
Vocational High School	11	49,73			
Imam Hatip High school	6	89,00			

Findings Regarding the Fourth Research Problem

Accordingly, the fourth research question was “Are there significantly significant differences between the perceptions of teachers regarding the administrative competence levels of school principals according to variables of gender, seniority, and school type?” Before school principals’ data were analyzed, the normality of the distribution was tested with the Shapiro-Wilks test considering that the group size was below 50, which revealed that the data set was not normally distributed. In this case, non-parametric tests were used in the analysis. The findings for this research question is given in Table 9-11.

Comparison of Principals' Opinions on Administrative Competences by Gender

Table 9 shows the results of the Mann Whitney U-Test for the comparison of the principals’ perceptions regarding the administrative competencies in terms of gender. According to the results of the analysis, while there was a significant difference in favor of male school principals in the dimensions of "Communicating with people and working effectively", ($U = 69,500$, $p < .05$), “Effective organizational management” ($U = 83,500$, $p < .05$), "Management of the education programs and the environment" ($U = 78,000$, $p < .05$), and in the overall scale ($U = 77,000$, $p < .05$), there were no significant differences between principals’ scores in the dimensions of "Preparing an adequate school building and its surrounding" ($U = 78.000$, $p > .05$), and "serving the profession” ($U = 109.500$, $p > .05$). That means compared to female school principals, male principals perceive school administrators more competent in communicating with people and working effectively, managing the organization effectively, and managing the education programs and the environment. However, both female and male principals perceive school administrative competent in preparing an adequate school building and its surrounding and serving the profession alike.

Table 9*Comparison of Principals' Opinions on Administrative Competences by Gender*

<i>Sub-scales</i>	<i>Gender</i>	<i>N</i>	<i>Mean rank</i>	<i>Sum of U ranks</i>	<i>U</i>	<i>p</i>
1 Communicating with people and working effectively	Woman	15	12,63	189,50	69,500	,006*
	Man	20	22,03	440,50		
2 Preparing an adequate school building and its surrounding	Woman	15	15,23	228,50	108,500	,141
	Man	20	20,08	401,50		
3 Serving the profession	Woman	15	15,30	229,50	109,500	,174
	Man	20	20,03	400,50		
4 Effective organizational management	Woman	15	13,57	203,50	83,500	,024*
	Man	20	21,33	426,50		
5 Management of the education programs and the environment	Woman	15	13,20	198,00	78,000	,012*
	Man	20	21,60	432,00		
6 Total scale	Woman	15	13,13	197,00	77,000	,015*
	Man	20	21,65	433,00		

* $p < 0.5$ **Comparison of Principals' Opinions on Administrative Competencies by Professional Seniority**

Kruskal Wallis H-Test results for the significance of the difference between principals' views according to their professional seniority are given in Table 10.

Table 10*Comparison of Principals' Opinions on Administrative Competencies by Professional Seniority*

Professional seniority (year)	N	Mean rank	Chi-Square	p	Significant Difference
Between 1-4	3	79,50	5	7.372	.194
Between 5-9	12	105,00			
Between 10-14	6	84,60			
Between 15-19	7	83,46			
Between 20-24	5	94,73			
25 and above	2	79,60			

Kruskal Wallis test results comparing principals' scores from administrative competences inventory according to seniority are shown in Table 10. Analysis results show that principals' scores do not differ significantly according to their professional seniority, Chi-Square ($df = 5, n = 35$) = 79.50, $p > .005$). This finding shows that professional seniority does not affect principals' views on administrative competencies.

Comparison of principals' opinions on administrative competencies by school type

Kruskal Wallis H-Test results for the significance of the difference between principals' views according to the school type they work are given in Table 11.

Table 11*Comparison of Principals' Opinions on Administrative Competencies by School Type*

<i>School type</i>	<i>N</i>	<i>Mean rank</i>	<i>df</i>	<i>Chi-Square</i>	<i>p</i>
Pre-school	6	11,33	6	7,344	,290
Primary school	7	15,00			
Secondary school	13	20,00			
General High school	1	8,00			
Anatolian High School	6	23,83			
Vocational High School	1	19,00			
Imam Hatip High school	1	27,00			

Kruskal Wallis test results comparing principals' scores from the administrative competencies scale according to school type are shown in Table 11. Analysis results show that principals' scores from the administrative competencies scale do not differ significantly according to their professional seniority, Chi-Square ($df=6$, $n=35$) = 7.344, $p>.005$). This finding shows that the school type does not affect principals' views on administrative competencies.

Findings Regarding the Fifth Research Problem

The fifth research question was "Are there statistically significant correlations between the subscales of administrator competencies inventory?" Findings regarding correlations between the subscales of administrator competencies inventory are given in Table 12.

When Table 12 is examined, it is seen that there are at least moderately positive significant relationships ($r = .453$, $p < .001$ minimum and $r = .8001$, $p < .001$ maximum) between school principals' and teachers' scores from the subscales of administrative competencies inventory. Accordingly, a change in one of the subscales can be interpreted as a change in the other in the same direction. However, this change does not refer to a cause or effect.

Table 12*Results of Pearson Correlation Test for The Subscales of Administrative Competences Inventory*

		Communicating with people and working effectively	Preparing an adequate school building and its surrounding	Serving the profession	Effective organizational management	Management of the education programs and the environment
Communicating with people and working effectively	Pearson Correlation	1	,659**	,483**	,553**	,552**
	Sig. (2-tailed)		,000	,000	,000	,000
Preparing an adequate school building and its surrounding	N	179	179	179	179	179
	Pearson Correlation	,659**	1	,617**	,634**	,453**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	179	179	179	179	179

Serving the profession	Pearson Correlation	,483**	,617**	1	,801**	,710**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	179	179	179	179	179
Effective organizational management	Pearson Correlation	,553**	,634**	,801**	1	,734**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	179	179	179	179	179
Management of the education programs and the environment	Pearson Correlation	,552**	,453**	,710**	,734**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	179	179	179	179	179

***. Correlation is significant at the 0.01 level (2-tailed).*

Discussion and Conclusion

This research aimed to determine how competent school principals are in showing the administrative competencies according to the perceptions of teachers and principals. According to the findings, it was observed that principals were “very sufficient” in exhibiting the administrative competencies in the scale according to the perceptions of principals ($X = 4.51$, $sd = .56$) and teachers ($4, 28$, $sd = , 36$).

The findings of the study showed that school principals exhibit their administrative competencies to a great extent in all competency areas. This finding shows that school principals display administrative skills gradually more and more when compared to the past. Results of similar previous studies conducted in different regions of Turkey reveal not extremely negative results in terms of competency on the part of school principals. Similar studies (Aksüt, 1997; Dönmez, 2002; Demircan, 2001; Emre, 2006; Görgülü, 2016; Günay, 2001; Güven, 2002; Kombıçak, 2008; Sevinç, 2017; Şener, 2004; Töremen, 2003; Yakut, 2006; Yıldırım & Arslan 2008) have found similar results with the findings of the present study. For example, in Demircan's (2001) study to determine the level of administrative competencies of primary school principals, school principals were found to be more than moderately competent (very much and perfect). In his master's thesis where private school principals were evaluated based on teachers' views, Görgülü (2016) found that principals are sufficiently competent in managing the school. On the other hand, in a study on the competencies of special education school principals, Aksüt (1997) found that the competency areas that school principals should show were higher than the level of competence scale scores. In another study on principals' level of administrative competencies specified in the relevant legislation, Yakut (2006) found that school principals generally have competencies regarding their job descriptions at a moderate level. In a study by Yıldırım and Arslan (2008), it was found that principals of primary schools generally exhibit sufficient administrative competencies, whereas significant differences were found between the views of teachers, school principals, and vice-principals, and inspectors. In the same study, no significant difference was found in the within-group and between-group comparisons made in terms of teachers' and school administrators' views according to gender, duty, professional seniority, and school type. Similarly, significant correlations between the questionnaire subscales were found above the moderate level. These findings show that teachers and school administrators have a similarly favorable and positive consensus about the administrative competencies displayed by school administrators.

As a result, it is seen that the high levels administrative executive competencies attributed to the school principals in this study is the result of principals' personal efforts. Because for the last 18 years, the government of the Republic of Turkey has described the actions taken regarding education in the government program in almost every year, and school administrators have always been mentioned in those documents. As a matter of fact, in the 100-day action of the government in 2018, it was stated that "professional education management system will be launched" in the 4th article of the actions to be done as in the previous years (T.C. C, 2018). However, no concrete steps have been taken in this direction to date.

Accordingly, another important result of this research is that, although valued, overrated, and studied pretty well, school management has not been defined as a profession in Turkey, no sustainable policy in this aspect has been developed, and most importantly frequent amendments have been made in the relevant legislation. These are regarded as critical problems waiting to be resolved.

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