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# Lecturers' Opinions about the Effect of Law No: 6528 on Educational Administration Field

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## Abstract

The purpose of the study is to determine the lecturers' views about effect of the law no 6528 on the field of educational administration. The study is a qualitative research. The group of the study comprise of five lecturers in Kocaeli, Marmara and Yıldız Teknik University whose the field of educational administration. The study group was formed by homogeneous sampling. Data was collected by semi-structured question form which was prepared by literature scanning and receiving experts' opinions. The study results are that the law no 6528 has reduced to uncertain cases in the field of educational administration. As well as, the results show that the law may have more negative effects than positive effects.

## Keywords

Instructor, Law No. 6528, Education Administration

Educational administration can be defined as effectively making use of the human and material resources for aims and objectives at places where the educational services are provided. Educational Administration which was recognized as a scientific field in the 1900's, aims to adapt administration science into the field of education. According to Oplatka (2018), Experts in the field of education have always sought to produce theoretical and empirical knowledge that are pertinent to multinational and multidirectional education systems by publishing articles in their respective field journals. However, as in academic structure and scientific activities, the scientific knowledge produced in the field of education is also shaped by the influence of social and political powers of the time as well. (Oplatka, 2009). The possible forces of organizational changes to educational administration can be specified as external powers, intervention of governments, the values of society, technological change and information explosion (Lunenberg and Ornstein, 2000). Legal regulations, changing

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needs and expectations of society or the conditions required by the information age can be inferred as factors that guide the evolution of educational administration.

Moreover, standing up to the change as well as guiding the change is controlled by internal and external powers. Legal modifications in education system and administration at the national level can be given as an example to the factors that hinder the transformation of educational administration theories into practice. For instance, allowing the use of processes arising from political identities in organizational environment by the government can be an example of external power factor (Newton and Riveros, 2015). The legislation made in Turkey in 2014, has brought a new change that is directly associated with the educational administrators. Furthermore, this legislation is especially important reflecting the perspective of the Ministry of National Education on the field of educational administration.

A healthy education system in schools and raising individuals following their goals play a vital role in sustaining a high prosperity level of society, being productive, and in their democratization processes. Contemporary developments in educational administration might bring regulations that contribute to the vitality of functioning and the structure of the school. Consequently, the implementation of educational administration in many countries may be due to purpose of reaching these goals. Countries such as The United states, England, Australia, and Canada have academic studies and knowledge in defining the educational administration field (Örücü ve Şimşek, 2011:170). It is a top priority for the development of the related field that science is at a higher level and practices are based on the theories. The education of a particular branch of science involves the full understanding of the specificity of the field, the difference of scientific knowledge produced in that field and in other disciplines (Özsoy, Ünal, Güngör, Özdemir, Buyruk ve Demir, 2013: 49). The specificity of the educational sciences arises by its way of questioning and problematic horizon, not from its administration or subject (Charlot, 2010).

By the nature of educational administration there are three basic dimensions: practical knowledge, professional-vocational knowledge and academic knowledge (Balcı, 2008). Beginning in the 1960's, the pioneers of the field laid the foundation for educational administration with a great deal of self-sacrifice and effort (Gursel, 2006). Educational administration, supposedly to be the subject of scientific research since the 19th century, has been influenced by the administration approaches generally described as traditional and modern (Aslanargun, 2007). The centralized approach to education in our country has extended to the long-term limitation of international educational opportunities, the traditional disconnection between theory and practice, and the development of communication and cooperation issues between universities (Simsek, 1997).

The scientific development of the field of educational administration requires acceptance of the field as an expertise and profession, the establishment of ethical codes, protection of the personal rights of scientists, establishment of relations with national and international related organizations, and organization of the field (Balcı, 2008:205-206). Despite the academic studies and education conducted in Turkey for more than 50 years, Law No. 6528 considers educational administration to be a task that can be given anytime to teachers, not as a profession. Likewise, while it gives lecture supervision as a duty to the school principals, pave way to become a supervisor after the qualification exam for individuals who have a bachelor's degree in any field such as law, political, science-literature, divinity.

Based on the content of subjects about the education, designation, and the rights of the school administrators in the 6528 law, which was enacted in 2014, the school administrator title reflects the impression of a temporary staff job that does not require expertise. On the other hand, the transfer of supervision to school administrators rather than to supervisors may be dangerous as it may lead to weakness of objectivity and loss of transparency of human relations. Hence, it is appropriate to conduct the supervision in the direction of scientific principles, such as administration, which requires expertise by those who have field experience.

Academics and practitioners in many administration areas think that administration which is better be specialized through experience is as much art or craft as a science. It is difficult for the administrator to learn soft skills (interpersonal effectiveness, communication, leadership) through structured training and to be tested in a standardized examination. Some people, especially Jeffrey Pfeffer of Stanford's School of Business, went so far as to claim that experience was the only valid teacher (Khurana and Nohria, 2008). Asking those who have been school administrators for years to switch to teaching outside of their own will creates the understanding that administration duty does not require expertise and experience. This may indicate the role of school principals is limited to school management in Turkey. Likewise, Akin (2012) determines the role of school administrators in developed countries as an instructional leadership whereas in Turkey he states that it is seen as school management.

The perspectives and assessments of the academics regarding this law, which is prepared with an understanding that ignores the scientific developments in the world and Turkey are very important. It is believed that the findings obtained in the research and the results will contribute to reveal the views of the academics on what may be the positive and negative applications of the legislation related to the field of educational administration. The recommendations that will be developed in the light of the results can be regarded as important for the future of the field and for directing the practitioners.

### **The Purpose of the Study**

To determine the opinions of the academics in the field of educational administration in relation to the reflection of the law 6528 on the respective field

- Within the scope of this purpose, answers to the following questions were queried.
- What are the effects of the law No. 6528 issued in 2014 on the educational administrators?
- What are the effects of Law No. 6528 on educational administrators?
- What are the academic implications of the Law 6528 on educational administration?
- What are the influences of the law No. 6528 issued in 2014 on the educational inspectors?
- What are the effects of the number 6528 law on the educational inspectors and their assistants?
- What is the academic impact of the Law 6528 on educational supervision?
- What are the views on the future of the field of educational administration?
- What are your predictions for the future of practitioners in the field of educational administration?

## Method

The research was carried out by interview method from qualitative study methods as a case study. The reflection of the law 6528 on education management is a research subject whose boundaries are limited. According to Birinci, Kılıçer, Ünlüer and Kabakçı (2009) a detailed description and examination of a limited subject in a real environment can be described as the case study. Purposeful sampling allows for in-depth research by selecting information-rich situations depending on the purpose of the study (Büyüköztürk et al., 2010). In 2014, faculty lecturers in the field of educational administration working in Kocaeli, Marmara, and Yıldız Teknik Universities were selected as a study group for the homogeneous sampling method which is one of the techniques of purposeful sampling. The main factor in defining the study group as a homogeneous sampling is the selection of a similar subgroup - educational administration specialists - from different groups in relation to the problem of the research (school principals, teachers, educational administration specialists, etc.).

The Study Group of the research is given in table 1.

Table 1  
*Demographic Information of the Lecturers*

University	Title	Seniority	Code
Kocaeli Univ.	Prof. Dr.	20	K1
Kocaeli Univ.	Assoc. Prof.	12	K2
Marmara Univ.	Dr.	13	M1
Yıldız Teknik Univ.	Assoc. Prof.	21	Y1
Yıldız Teknik Univ	Dr.	13	Y2

The study group consist of two lecturers from Kocaeli University, one lecturer from Marmara University and two lecturers from Yıldız Teknik University. Three lecturers among the study group have got 10-15 years of seniority while the rest of them have more than 20 years of seniority. The names of the lecturers were coded as K1, K2, M1, Y1, and Y2.

### Data Collection Tool

The data collection tool in our research is interview. In addition to the superficial meaning of what is said in the interview, real and deeper meanings can be extracted during the interview. Utilizing gestures and mimics, the probability of revealing facts can be increased through the prediction and filtering of fictitious answers (Karasar, 2006). As a means of collecting data in the survey, the interview form was used by consulting the participants and providing a consensus on the questions. For this purpose, a semi-structured interview form consisting of 5 questions was developed and interviewed with five people, in addition, this form was reviewed by two specialists in the field of educational administration and re-reviewed. The semi-structured interview form has been finalized taking into consideration the opinions and recommendations.

According to the responses to the questions in the semi-structured interview form, it was decided to ask for additional questions or to make explanatory interventions (without going beyond the scope of the research). After informing the interviewee about the purpose and content of the interview, volunteer participants were selected and recorded with an audio recorder for an accurate understanding and to ensure a healthy analysis of the interviews that lasted for 45 minutes on average.

## **Data Analysis**

The obtained data were analyzed by descriptive analysis. According to this approach, the obtained data are summarized and interpreted according to the previously determined theme. In descriptive analysis, direct citation is often given in order to reflect the views of the interviewed or observed individuals in a striking way. The purpose of this type of analysis is to present the findings to the reader in an organized and interpreted way (Yıldırım and Şimşek, 2005).

The following steps have been followed in the descriptive analysis. In the first stage, a framework was created from the sub-goals and from the dimensions included in the negotiations. In the second step, data are classified according to the thematic framework. The data set in the third stage is identified and directly quoted if necessary. In the fourth stage, findings are given and interpreted. The themes of innovation, politicization and lack of motivation about how the law 6528 will affect the education administrators have been established. The themes of non-professionalization, non-motivation and no impact on how the law 6528 affects the field of educational administration in academic terms have been established.

The opinions of the teaching members about how the Law No. 6528 will affect the educational inspectors and their helpers are gathered in a single unprincipledness theme. With regard to how the Law No. 6528 will affect educational supervision in academic terms, a non-professional and on-site practice theme has been established. The views of the teaching members regarding the future of the field of educational administration in terms of practitioners have been examined under the themes of politicization, weakening of professional loyalty, and unprincipledness.

## **Validity and Reliability**

Validity and reliability concepts can be explained by credibility, transferability and consistency with qualitative research approach (Roberts and Priest, 2006). In order to provide credibility in the investigation and to reflect the facts discussed in the interviews, the researcher was careful to be objective recorded the interviews with a voice recorder and confirmed the voice recordings of the participants. In order to ensure transferability, the investigator has been explicitly described the method and process in the research. In the case of other researchers requesting examination, the obtained data and the coding of the data are stored. In order to ensure the consistency of the research, a discussion form was prepared by taking the views of four lecturers in the field of educational administration around the theoretical framework for educational administration regarding the law numbered 6528. The interview form has been worked on until a consensus is reached. Participants' views have been confirmed that they reflect the reality in order to increase internal validity. Likewise, attention has been paid to the transfer of personal information belonging to the participant in order to increase external validity.

## **Findings**

In this section, the opinions of lecturers are presented to the questions related to the purpose and sub-purposes of the research. Within the scope of the research, direct quotations are given according to the determined theme for each purpose.

### **What are the Effects of the Law No. 6528 Issued in 2014 on the Education Administrators?**

- a) The views of faculty members on how the number 6528 law will affect the education administrators are discussed below according to the themes of innovation, politicization and lack of motivation.

*The views of one of the teaching members under the renovation theme are as follows. The possibility of those, who have completed the 4th year, to get back to the pool and return to teaching may allow some principals to retire and to have some experienced administrators withdraw from the environment and consequently, renew the institution (Y1).*

It is seen as an innovation to replace the people who have worked as a school administrator with someone else under the theme of innovation. On the other side, as the undesirable circumstance brought by the same situation, the theme of politicization emerges.

*It may lead education administrators to more political influences. Even though, it will adversely affect, the problem is not the education administration law. The decision mechanism has not been established, the problem of educating the education administrator has to be solved, based on scientific principles (Y1).*

It can lead to more political behavior of the Education administrators. However, the education administrator must always act equally and fairly in administration (M1).

It has been reported that the political influences are the number one factor in determining the person who will be the educational administrator by the opinions of the lecturers. Science and justice should be provided instead of this situation. In addition to this, the opinions of the education administrators regarding the theme of non-motivation are as follows:

I think the law will negatively affect the motivation of the education administrators. Because Turkish society is a society that does not like ambiguity. It wants to see its future (K2).

The selection and training of the education administrator has been discussed for many years. I think it will create a psychological depression (K1).

Returning to teaching again from the administration will exhaust the person (Y2).

It has been predicted that the number 6528 law may cause a loss of motivation for education administrators due to the loss of status and the inability to know where and how they will take office in the future.

- b) The views of the lecturers on how the law 6528 affects the field of education administration academically are discussed below according to the themes of non-professionalization, non-motivation and no impact.

The views of the lecturers under the theme of non-professionalization are as follows:

*The relevant law does not regard the administration as a profession. The law sees teachers as specialists and assumes that everyone who is a teacher will do well in administration. Therefore, there is a mentality that ignores the field of educational administration (K2).*

It has been argued that the law is an application that does not fit the understanding that the education administrator is a profession that requires expertise. The following

comments were made about the theme of loss of academic motivation in graduate students:

This law may reduce the motivation of teachers who want to study in master or doctorate in this department (K1).

Students who are postgraduates in the field of educational administration may have a problem of not being motivated to due to ambiguity in their field's future (Y2).

It may negatively impact the academic studies because it can reduce the teachers' work enthusiasm. In addition, the motivation of teachers who are willing and able to manage can be reduced (M1).

Non-existing effect of post-graduate education in the field of educational administration on becoming a school administrator or educational inspector was assessed as a motivation-reducing practice in Participants' views.

Besides, the opinion of one of the teaching members that the law 6528 does not affect the educational administration area academically is as follows:

There will be no change in academic terms, educators do not perceive the law as university academicians, and it is not so important for someone outside of the field to do supervision (Y1).

Law No. 6528 indicates that there will be no academic change in the field of educational administration and, on the contrary, it will rather affect practitioners.

### **What are the Influences of the Law no. 6528 Issued in 2014 on the Educational Inspectors?**

a) The opinions of the teaching members regarding the effects of the Law No. 6528 on the educational inspector and their assistants are discussed below according to the theme of unprincipledness.

The opinions of the lecturers who are gathered under the theme of unprincipledness are as follows:

*With the new law, the provincial education supervisors and ministry inspectors, which have been changing their names in recent years, have been united and organized under the single name "educational inspector". It seems that the race between the inspector of the ministry and the primary educational inspector have finished legally, but there is still a chaos in this subject related to organization, places of duty, and forms of duty. It is understood that legal changes have been made without considering the regulations (K2).*

Educational supervision should be scientific, I think that it is important that the inspector is from the field of education and training, in this respect I believe that this law will adversely affect the educational inspectors (K1).

Unless there are objective criteria in the selection and promotion of the educational inspectors in the supervision, I believe that expecting positive contributions to the increase in the quality of education is unfounded (M1, Y2).

It is seen that the views regarding the very negative effects of the Law 6528 on the inspectors and their assistants are expressed with terms of unplanned, scientific, superficial changes and non-objective criteria.

b) The views of faculty members regarding the academic impact of the Law 6528 on educational supervision are discussed below in terms of non-professionalization and on-site practice themes.

The opinions of the lecturers who are gathered under the theme of professionalism are as follows:

Supervision of schools by specialists from outside the field of education can only lead to legislative focus. Educational work demands self-sacrifice alongside procedural suitability (Y2).

Inspection by other people instead of educational inspectors shows that supervision does not require expertise! (K1)

Inspectorate in the field of education is a profession that requires specialization and the educational inspectorate should not be regarded as a profession for every teacher who passes the examinations (M1).

It is seen that the negative effect of law numbered 6528 on educational supervision academically, is expressed as that supervision is degraded into a profession that does not require expertise.

The opinions of one of the lecturers who are gathered under an on-site practice are as follows:

I do not think educational inspectors have much to contribute to the school. The training of the inspectors and their placements is not already in line with the system integrity (Y1).

It is seen that the educational inspectors are not effective, and the supervision should be replaced with another practice.

### **What are the Views on the Future of the Field of Educational Administration?**

The views of the teaching members on the predictions of the future of the field of educational administration in terms of practitioners are discussed below according to the themes of politicization, weakening of professional loyalty, and unprincipledness.

The opinion of one of the lecturers on the theme of politicization is as follows:

Turkey did not put a lot of progress academically in the field of educational administration as in the teaching field. The academics in this area are not sensitive about protecting their fields, instead, they are influenced by the political wind.

The impact of academics on the education ministry is rather small. In my opinion, academicians in the same discipline should be professionally organized and occasionally share their scientific views on the issue with the public.

Unfortunately, the politicization in society has also affected academic life; when it was necessary to give direction to the Ministry of Education and the Higher Education Council (YÖK), they were both advocates and wholesale critics of the decisions taken by these two institutions.

Since it is not an organized profession, the school administration is very influenced by the political wind to this day (K2).

An opinion has emerged with the following points; the field of educational administration must be independent, should have an effect on the ministry of education, and that it needs good organization.

One of the lecturer's views on the weakening of professional commitment is as follows:

In this area, the ministry of education has to take care of the field of educational administration. In this case, the number of trainers who want to improve themselves will decrease due to this law (K1).

An opinion has been reached that such a practice would block the future of the educators who want to be the educational administrator of the future.

The opinions of the lecturers who are gathered under the theme of unprincipledness are as follows:

*To work in School management and supervisory, graduation from the Educational Administration and Supervision (EYD) must be absolutely. The appointment of principals for four years may have some positive consequences, but, it is of utmost importance to provide concrete and objective criteria for the extension of the second four-year mandate (M1).*

I do not see the future of educational administration field well. There is no consistent system for education and placement of educational administrators (Y1, Y2).

Opinions have been reached on the lack of a sound system in the future of educational administration field.

### **Results and Discussions**

The changes brought about by Law No. 6528, which attract attention in the field of educational administration, seem to be interpreted by different viewpoints of the experts in the field. The views of how the Law No. 6528 affects the administrators of education is the innovation of the institution, the tendency of the manager to the partisan and the decrease of the motivation of the administrators of the practice.

The fact that the school administrator can choose the applications that would please the central authority that brought this relative to him instead of meeting the expectations and needs of his colleagues who work with them (Aslanargun (2007) is in line with the finding about the politicization of educational administration. The finding of the study shows that the application for school renewal meets the expectations of education and school leaders to manage different and innovative organizations (Goldring and Schuermann, 2009).

It has emerged that Law No. 6528 has academically influenced the field of educational administration in terms of non-professionalization, lack of motivation and no impact. It is one of the important consequences that the law 6528 reduces the motivation of the people directly affected by the educational administration. The motivation of principals is an important case to consider because the school principals affect the success of the system (Yıldırım, 2011).

As one of the factors that reduce motivations of school principals significantly, school principals have to work as teachers (Ekinci, 2010) out of province and overlap with the result of this law. In this context, the fact that school principals are forced to work as teachers is a motivating factor. Low motivation can decrease the likelihood of professionalism in the profession. It has emerged that there is an unprincipled practice in the implementation of the Law No. 6528 on how to affect the educational inspectors and their assistants. One of the findings of this research is that the selection and training of the supervisor has been discussed for years and this issue has been changed continuously over the last years.

Everes and Lakomski (1996) propose consistent science within the framework of consistency theory in the field of educational administration. Dual controls in the form

of ministry and education in Turkey inspectorate revealed some problems. This has led to difficulties in coordination, conflict of duty and responsibility sharing, as the supervision lacked an organic integrity and co-operation. (Memduhoğlu, 2012). The results of the study show that the educational inspectors and their assistants are not enough to train and choose according to a certain system.

It has been reached as a result of the fact that the issue of how the Law No. 6528 affects educational supervision in academic terms is not professionalized and is an appropriate practice. The remarkable result is that it cannot be professionalized. The involvement of experts in training supervision can help to make the inspection work healthier.

In the study conducted by Aslanargun and Özsoy (2013), it was found out that teachers preferred to evaluate school principals, process evaluation and performance more closely, even though they were concerned about objectivity. In the study conducted by Köybaşı, Uğurlu and Bakır (2017), it was revealed that supervision should not be carried out by supervisors and that school principals were not considered enough for supervision. Relevant research results and study findings are contradictory. This can be interpreted as the fact that practitioners and academics have different perspectives.

Besides, the professionalism of the supervisor is determined by values such as innovation, impressiveness, cooperation, patience, humorous temperament, persuasion ability, professional enthusiasm. (Oliva and Pawlas, 2004). The competencies required by the job in the supervision facilitate the professionalization of the supervision. The views of faculty members on the future of the field of educational administration are that partisanship of practitioners, weakening of professional loyalty and unprincipledness.

Concerning the dimension of politics, Danzing, Osanloo, Blankson, and Kiltz (2005) suggest that school administrators' focus on learning and teaching, rather than on governance and politics, will provide a more qualified education. The suggestion contradicts with politicization of the field of educational administration.

In order to vocationally strengthen the field of educational administration, the training and preparation policies of the school principal must be made contemporary according to the requirements of the field. In this direction, the field should first be seen as a specialty and a profession. Candidates of school principal who want to be an administrator before the service should have a management certificate (Balcı, 2011).

In recent years, it has been pointed out that educational administration needs to be put on a solid basis in the future (Aslanargun and Özsoy, 2013), which requires philosophical and structural regulations beyond the names and make-up regulations.

Based on the results of the study, the following suggestions can be presented.

- A certain system integrity must be for training and selection of educational administrator and supervisor. Regulations must be enacted concerning the granting of management certificates (both theoretical and practical) to school principal candidates by educational administration specialists with an objective, scientifically based training with objective criteria.
- The Ministry of National Education can make use of the opinions of experts by linking with the Council of Higher Education in the decisions regarding the field of educational administration.

- The academicians in the field of educational administration should be able to initiate necessary work in associations, as union members, in their own field regulations, and independently form a consensus.
- In order to avoid politicization of the field of educational administration, concrete criteria such as the training of the educational administrator and the experience of the school management besides the condition of the management certificate should be suggested.
- It may be advisable to open an undergraduate degree program for the field of educational administration, which should be accepted by the ministry for approving the training director as a profession.

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