

## Metaphorical Perceptions of Primary School Administrators About The Research In The Field Of Educational Administration

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### İlkokul Yöneticilerinin Eğitim Yönetimi Alanındaki Araştırmalara Yönelik Metaforik Algıları

#### Özet

Eğitim yönetimi hem bir bilim hem de uygulama alanı olarak tanımlanmaktadır. Eğitim yönetimi

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alanının bilimsel işlevleri “(1) bilgi üretimi, (2) bilginin yayılması, (3) eğitim-öğretim ve (4) topluma hizmet” olmak üzere dört başlıkta toplanmaktadır. Bilgi üretme işlevi “betimleme, açıklama, yordama ve kontrol” olmak üzere dört ardışık basamaktan oluşmaktadır. Kontrol aşamasının amacı bilimsel bilgidir, uygulamayı etkileyecek çıkarımlar yapılmasıdır. Bilimsel bilginin kullanılması ise o alanda yapılan araştırmalara ilişkin algılarla ilişkilidir. Bu kapsamda yürütülen bu araştırmanın amacı, ilkokullarda çalışmakta olan müdür ve müdür yardımcılarının eğitim yönetimi alanında yapılan araştırmalara ilişkin algılarını metaforlar aracılığıyla açığa çıkarmaktır. Çalışmanın alt amaçlarından birisi ilkokul müdür ve müdür yardımcılarının eğitim yönetimi araştırmalarını kavramlaştırma en sık kullandıkları metaforları ve bu metaforları seçme nedenlerini belirlemektir. Diğer alt amaç ise kavramsal kategorilerin katılımcıların görev ve eğitim durumlarına göre dağılımını belirlemektir. Bu araştırma, nitel araştırma yöntemlerinden birisi olan fenomenolojik desene göre tasarlanmıştır. Araştırmanın çalışma grubunu Niğde ilinin merkez ilkokullarında Kasım 2021 ile Nisan 2022 tarihleri arasında çalışmakta olan 128 müdür ve müdür yardımcısı oluşturmaktadır. Veri toplamak için iki kısımdan oluşan bir form kullanılmıştır. Formun ilk kısmı demografik bilgilerden; ikinci kısmı ise “Eğitim yönetimi araştırmaları... gibidir. Çünkü...” cümlesinden oluşmuştur ve katılımcıların bu kısmı doldurmaları istenmiştir. Veri, Saban (2008) tarafından önerilen aşamalara dayalı olarak analiz edilmiştir. Bu aşamalar, “kodlama ve ayıklama aşaması, örnek metafor imgesi derleme aşaması, kategori geliştirme aşaması, geçerlik ve güvenilirliği sağlama aşaması”dır. Katılımcılar, eğitim yönetimi araştırmalarını sırasıyla “rehbere, faydalı bir şeye, problem tanımlama aracına, diğer şeylere, değerli şeylere, hayati bir ihtiyaca, boş bir çabaya” benzetmişlerdir. Tüm bu kategoriler değerlendirildiğinde katılımcıların eğitim yönetimi çalışmalarına karşı olumlu tutumlarının olduğu söylenebilir. Ayrıca okul müdürü ve müdür yardımcılarının; lisansüstü eğitim almış ve almamış katılımcıların eğitim yönetimi araştırmaları ile ilgili olarak “rehber ve faydalı bir şey” kategorilerine odaklandıkları söylenebilir. Katılımcı okul müdürü ve müdür yardımcılarının eğitim yönetimi araştırmalarına ilişkin sahip oldukları bu olumlu tutumun, oluşturulacak politikalarla desteklenebilmesi kuram ve uygulama ilişkisinin daha yüksek seviyelerde kurulabilmesi için önerilmektedir.

**Anahtar kelimeler:** eğitim yönetimi alanı, eğitim yönetimi araştırmaları, okul yöneticileri, metaforik algı.

#### Abstract

Educational administration is described as both a scientific and a practical field. When the scientific

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functions of educational administration are evaluated, these functions are “(1) producing knowledge, (2) disseminating knowledge, (3) education-training and (4) service to society”. There are four consecutive steps (description, explanation, prediction and control) of producing knowledge. The aim of control is to reach practical inferences from scientific knowledge. Using scientific knowledge is related to the perceptions about the research. The aim of this study was to reveal the perceptions of primary school principals and vice-principals about educational administration research through metaphors. One of the sub-aims of the research was deciding the most frequently used metaphors to conceptualize educational administration research by primary school principals and vice-principals and the reasons to choose these metaphors. The other one was determining how conceptual categories distribute according to tasks and education level. This research was designed as a phenomenological study which is one of the qualitative research methods. The study group of this research consists of 128 primary school principals and vice-principals who work in

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center of Niğde from November 2021 to April 2022. In this research, a form with two parts used as the data collection tool. The first part consists of demographic knowledge, and in second part there were “Educational administration researches are like...Because...” sentence and participants completed it. Data were analyzed according to stages suggested by Saban (2008). These stages were “the coding and eliminating stage, sample metaphor compilation stage, categorizing stage, validity and reliability stage”. Participants resembled education administration researches to “guide, a useful thing, provider of development, a problem identification tool, other, a valuable thing, a vital need, a futile effort” in order. When these categories are investigated it can be said: participants have positive attitudes toward educational administration research. Also it can be said; both principals and vice-principals; the participants who attended and didn’t attend to graduate school used metaphors related with “guide and a useful thing” from categories. In this study supporting positive perception of the principals and vice-principals with the politics is suggested to established wider theory-practice relevance.

**Keywords:** educational administration field, educational administration research, school administrators, metaphorical perception.

## Introduction

Educational administration is described as both a scientific and a practical field (Can & Himmetoğlu, 2021; Özdemir, 2018). Educational administration is “a process of acquiring and allocating resources for the achievement of predetermined educational goals” as a practical field (Ali & Abdalla, 2017) and it is “a scientific discipline that focuses on understanding and describing administrative phenomena in terms of education organizations” as a scientific field (Özdemir, 2018: 5). When the scientific functions of educational administration are evaluated, they are “producing knowledge, disseminating knowledge, education-training and service to society”. There are four consecutive steps (description, explanation, prediction and control) of producing knowledge. The aim of control -as the last stage of the producing knowledge- is to reach practical inferences from scientific knowledge (Özdemir, 2018: 10-11). This stage of knowledge production creates a debate area that questions the applicability of education research.

As stated by Ubogu (2015, 96) educational research involves the systematic application of scientific data to the study of the educational problems. Some examples of these problems are like evaluation of instructional outcomes, administration of educational programmes, curriculum materials, and test construction techniques (Ifeakor & Anekwe, 2012). When the literature is reviewed, several studies can be reached in which the applicability of the education research is investigated through the eye of education stakeholders (like teachers, principals). In some studies conducted with teachers from a different branch and teaching levels they declared that education researches are valuable (Akçöltekin, 2020a; Akçöltekin, 2020b; Uçgun & Ünal, 2015) and their attitudes toward the researches are positive (Baş, 2017; Beycioğlu, Özer & Uğurlu, 2010; Erdamar & Akpunar, 2017, Kahraman & Köleli, 2017). On the other hand, they stated that they think education studies can’t be applied (Akçöltekin, 2020a; Uçgun & Ünal, 2015) or they can’t reflect them into their applications (Ateş & Yıldırım, 2015; Yıldırım, İlhan, Şekerci & Sözbilir, 2014). On the contrary, in some researches teachers declared that they think the research can be applied (Akçöltekin, 2020b) and there are also studies in which they said they use the studies to their practice (Ekinci & Ekinci, 2022; Jimoh & Sheu, 2020). There are some studies conducted with administrators, too. Principals who participated in Kısa’s (2016) study evaluated education researches as valuable (Kısa, 2016). In Armağan & Yıldırım’s (2015) study though principals said researches are necessary for practice and problems, they declared they don’t apply them into practice much. Ödemiş Keleş & Cemaloğlu’s (2022) research was conducted with both teachers and principals, most participants said they benefit from educational administration research. Based on this literature review, it can be said: educational research topic was studied with teachers more and there are few studies with principals. Indeed, managers’ perceptions about researches are really important as they might be the driving force for the use of research in schools.

Because as stated by Albiladi, Lasater & Bengston (2020), school leaders can effectively coach teachers to use data.

As mentioned above, the existence of practitioners (teachers and principals) who find the research both applicable and non-applicable creates another question to answer: “what are the barriers to implementing the research in the field?” As the first factor, topics’ importance about the implementation of the research can be interpreted in the light of literature. Practitioners refer to results’ applicability as a necessary feature of a research (Şahin & Arcagök, 2013). But as Röbbken & Rürup (2011) stated, education researches are criticized for ignoring practitioners’ needs. It is similar to educational administration research and in addition to this they are criticized for studying the same topics as repeating themselves (Aydın & Uysal, 2014; İşçi, 2013; Karataş, Kyzy & Topuz, 2015; Özkök, 2016; Takmak, 2019; Yılmaz, 2018). That is why working, based on the needs of practitioners matters. In some studies the topics that practitioners utilized from are revealed (Armağan, 2012; Armağan & Yıldırım, 2015; Everton, Galton & Pell, 2000; Shkedi, 1998; Yavuz, 2009). Addition to topics, some researches focus on the applicability of the results of the studies. For example, in Ergün’s (1999) study, managers evaluated the applicability of suggestions inside educational administration research and they said its level was middle.

Being able to reflect studies’ findings into practice is an important issue as it is related to professionalization, too. In terms of education field, its importance reflects to studies’ finding for both pre-service and in-service process. In Küçüköğlü, Taşgım & Çelik’s (2013) study prospective teachers stated that their knowledge and experience about research will affect positively their occupation life. Kıldan & Ahi’s (2015) study participant pre-school teachers said they are reading research to develop their competencies about their job. This is similar for principals, too. There are studies that stress the importance of professionalism in being a principal (Aktepe, 2014; Şahin, 2009). Using scientific knowledge in practice (Onural, 2005; Turan & Şişman, 2000) and training principals about scientific knowledge (Altunay & Tunalı, 2019; Çelikten et al., 2019; Gezer, 2021) are evaluated as a part of occupational professionalism of school administration. According to Bailey (2014), principals as scholar-practitioners should have sufficient theoretical knowledge about topics like organizations, the roles of individuals in organizations. In Demski & Kathrin Racherbäumer’s (2017) research professional development was reported as a fostering factor for data use for teachers and principals. In this context, consumption of knowledge gains importance once again for education administration field.

When the literature is examined, while there are studies refer that education administrators follow the research mostly (Balcı & Kavak, 2014; Kasalak, 2020; Polat, Uğurlu & Bilgin Aksu); there are also studies show that they do not follow the research enough (Aksoy, 2013; Armağan & Yıldırım, 2015; Ergün, 1999; Karataş et al., 2015), too. These two different sides of research consumption can be related to how school administrators perceive the research. Because as Kahraman & Kaleli (2017) stated positive attitudes toward education research can increase the possibility to follow and use the research in practice and this is important in terms of the effectiveness of the profession. As Demski (2014) said data usage of practitioners influenced by individual beliefs. In this context, evaluating how school administrators perceive educational administration research becomes an important issue to focus on and it was chosen as a problem for this study. The aim of this study was to reveal the perceptions of primary school principals and vice-principals about educational administration researches through metaphors. The sub-aims can be seen below;

- Deciding the most frequently used metaphors to conceptualize educational administration research by primary school principals and vice-principals and the reasons to choose these metaphors.
- Determining how conceptual categories distribute according to;
  - tasks (school principals and vice-principals).
  - education level (attendance to graduate education or not).

Based on these aims the basic research question of the study was “What are the perceptions of primary school principals and vice-principals about educational administration researches through metaphors?” The sub- questions were;

- What are the most frequently used metaphors to conceptualize educational administration research by primary school principals and vice-principals and what are the reasons to choose these metaphors?
- How the conceptual categories distribute according to;
  - tasks (school principals and vice-principals)?
  - education level (attendance to graduate education or not)?

## Method

### Research Model

This research was designed as a phenomenological study which is one of the qualitative research methods. The phenomenology design focuses on phenomena which we are aware of but do not have an in-depth and detailed understanding of (Yıldırım & Şimşek, 2013). The phenomenon in this study was the views of administrators on educational administration research.

### Study Group

According to Yıldırım & Şimşek (2013) data for a phenomenological study should be collected from the people who experience the phenomenon that the research focuses on and can reflect this phenomenon and they were school administrators for this research. The study group of this research consists of 128 primary school principals and vice-principals who work in center of Niğde. %53 (f=68) of the participants was principal and %47 (f=60) of them were vice-principal. %39 (f=50) of the participants had attended graduation education and %61 (f=78) of them did not. %7 (f=9) of the participants were women and %93 (f=119) of them were men. All school administrators tried to be reached who work in primary schools take place in the center of Niğde. The study group consisted of those administrators who were volunteer to participate the research. This study was limited with primary school managers' perceptions who work in the center of Niğde, from November 2021 to April 2022. Each participant coded as p1, p2, p3... etc. and the quotes presented with these codes.

### Data Collection Tools

In this research a form with two parts used as the data collection tool. In the first part, there were questions about demographic information (attendance at graduate school, tasks, and gender) of the participants. In the second part of the form, participants were asked for completing “Educational administration researches are like... because ...” sentence. Data were collected through metaphors

because they provide a more concrete explanation of the features of a phenomenon (Yıldırım & Şimşek, 2013).

Ethical permission is taken from Niğde Ömer Halisdemir University Ethical Committee's 16th meeting's 02 numbered decision at 16.10.2021. Data were collected face to face mostly (if the participant asked for an online form then, it was supplied for that person). While conducting the form, participants were informed about what is expected from them. Forms were applied to 140 school administrators and 12 of the data were ignored as they were not appropriate. 128 forms were included in the analysis process.

### **Analysis of Data**

Data were analyzed according to stages suggested by Saban (2008). These stages were “(1) coding and eliminating, (2) sample metaphor compilation, (3) categorizing, (4) validity and reliability” stage. The last stage to transfer the data to the SPSS package program for quantitative data analysis (Saban, 2008: 464) is not used in this study. Because the frequency and percentage distributions are calculated on an Excel page. The details for each phase can be seen below about this research.

1. Coding and Eliminating Stage: At this stage the metaphors produced were listed in alphabetical order (Saban, 2008) in an Excel page. Also, the papers were eliminated that have not got metaphors, only replied in demographic part or the metaphors are not explained. After this, twelve papers were eliminated. 128 answers were included in this research. Within these answers there were 107 valid metaphors.

2. Sample Metaphor Compilation Stage: At this phase, for each metaphor “sample metaphor explanations” were selected and a “sample metaphor list” was created by compiling the participant metaphor images that best reflect the metaphor as proposed by Saban (2008). Though some participants used the same word as a metaphor if the explanation were different, samples were selected more than once to cover each meaning of that metaphor. For example, “the sun” was used as a useful think that helps plants to grow by a participant, while it was chosen as a guide, too that helps to find way with its light by another participant.

3. Categorizing Stage: In this part, metaphors were analyzed according to their common features. “A sample metaphor list” was used to decide how each metaphor conceptualized the educational administration research. Each metaphor was analyzed according to “the topic, the source and the relationship between topic and source” (Saban, 2008). In this study, metaphors were gathered within these eight conceptual categories: “guide, a useful thing, provider of development, a problem identification tool, other, a valuable thing, a vital need, a futile effort.”

4. Validity and Reliability Stage: As Miles & Huberman (2016: 64) offered, some parts of the data were coded separately by two experts. Two experts were the academicians who have doctoral degrees in educational administration and educational curriculum and instruction. After they decided on conceptual categories separately for the first twenty data, they discussed the conceptual categories to decide the final names. 116 metaphors were coded in the same categories by the experts and the data were coded with 0.90% agreement level. It is calculated based on Miles & Huberman's (2016: 64) formula: “reliability = consensus / consensus + disagreement”.

### **Findings**

Findings related to “Deciding the most frequently used metaphors to conceptualize educational administration research by primary school principals and vice-principals and the reasons to choose these metaphors.” sub-aim can be seen in Table 1 and the explanations.

Table 1. *Distribution of Metaphors According to Conceptual Categories*

Conceptual Categories	Metaphors	f
<b>Guide</b>	compass (f=6), a lighthouse (f=5), pole star (f=3), the sun (f=3), guide (f=2), map (f=2), vehicle headlight, school, ray line, making a plan, shedding light on managers, a mirror of our future, shedding light on people, life, sunflower, conductor, traffic sign, hostess, light, spark, pilot, unnoticed treasure, window overlooking a crowded street, human head (f=1 for each).	39
<b>A useful thing</b>	star (f=3), sun (f=2), key (f=2), moonlight, counsellor, workbench, lighthouse, book, knowledge, reflection on the mirror, building a civilization, directing country’s feature, recognizing the importance of manager, street light, constantly renewed highway road, trying to understand the unknown, six hats method, tree, wind, candle, watch, computers’ power button, fire, spring, first link in a chain, researching the brain, resurrection, being useful, medicine, flower, searching stones in the ocean, the task of education mangers (f=1 for each).	36
<b>Provider of development</b>	seed (f=4), rain (f=3), invention, snow, stream, spring, leadership, bases of education, life, water, coal, sapling, a treasure waiting to be discovered, fan, change, geography, the heart of education, renewable energy, endless trip, hunger, medicine (f=1 for each).	23
<b>A problem identification tool</b>	iceberg, solving a geometry question, a good doctor, mirror, water, lighthouse, society, doppler ultrasound, projection, hospital (f=1 for each).	10
<b>Other</b>	ear of wheat, brook, puzzle, centipede, chain, rainbow, life, making a cake (f=1 for each).	8
<b>A valuable thing</b>	pearl, train loaded with precious coals, water, my country, gold, searching for rubies in the ocean (f=1 for each).	6
<b>A vital need</b>	a living cell, news agency, the brain of the system, roots of a tree (f=1 for each).	4
<b>A futile effort</b>	beating water in a mortar, unnecessary work (f=1 for each).	2

According to Table 1 participants created metaphors related to “guide, a useful thing, provider of development, a problem identification tool, other, a valuable thing, a vital need, a futile effort”. “Compass, lighthouse, pole star, sun, guider and map” are the mostly said metaphors by the participants who evaluate the educational administration researches as guide. Some samples from the answers are like below;

- *Educational administration researches are like a compass, because they guide us on how to ensure an efficient management (p25).*
- *Educational administration researches are like a lighthouse, because if we think of education as a sea, we can liken education management research to a lighthouse that will show the best way for sailors (teachers and administrators) for moving in this sea (p44).*

- *Educational administration researches are like a pole star, because this research shows ways to managers about management (p16).*
- *Educational administration researches are like sun, because it lights our way. We can see the solutions for certain problems (p81).*

“Star, sun and key” are the mostly said metaphors related to a useful thing category. Some examples can be seen below;

- *Educational administration researches are like a star, because they bring people to the top (p92).*
- *Educational administration researches are like the sun, because sun helps plants and all assets to revive and their hidden beauty can be seen. Likewise educational administration research helps us to explore hidden knowledge (p58).*
- *Educational administration researches are like sun, because it helps us to open the closed doors (p88).*

"Seed and rain" are the metaphors used most often for the provider of the development category. Some examples can be seen below;

- *Educational administration researches are like seeds, because they should constantly give new shoots and take root in this developing and renewed world in terms of knowledge and technology (p100).*
- *Educational administration researches are like rain, because each raindrop creates sprouts from seeds (p2).*

For a problem identification tool category “iceberg, solving a geometry question, a good doctor, mirror, water, lighthouse, society, doppler ultrasound, projection, hospital” are the metaphors said once and some examples from answers can be seen below;

- *Educational administration researches are like a good doctor, because they help to diagnose the illness correctly and offer the right cure for it (p13).*
- *Educational administration researches are like a doppler ultrasound, because they help us to see bottlenecks and problems in a functioning system (p79).*

For other categories “ear of wheat, brook, puzzle, centipede, chain, rainbow, life, making a cake” metaphors said once and an example from answers is like below;

- *Educational administration researches are like rainbow, because research’s multi-dimensional feature is similar to the colors of rainbow (p87).*

“Pearl, train loaded with precious coals, water, my country, gold, searching for rubies in the ocean” are the metaphors said once for a valuable thing category and some examples can be seen below;

- *Educational administration researches are like a pearl, because they are valuable and require great effort. Though there are challenges at the process the results appreciate (p21).*
- *Educational administration researches are like gold, because a qualified management can be possible with a qualified education. Educating ourselves about research is precious (p67).*

“A living cell, news agency, brain of the system, roots of a tree” is the metaphors said once for a vital need category and some examples can be seen below;

- *Educational administration researches are like a living cell, because just as the organelles it contains in order to a cell to continue its vital activities, the educational environment should be likewise (p4).*

- *Educational administration researches are like brain of the system, because an education system that can't be managed well will live disasters. For good results education should be managed according to research (p74).*

For a futile effort category, “beating water in a mortar, unnecessary works” metaphors said once and an example from answers is like below;

- *Educational administration researches are like beating water in a mortar, because it is just like a futile effort in this system (p76).*

When all conceptual categories are evaluated just a few participants (f=2) created negative metaphors. In other words, participants have positive attitudes toward educational administration research. Findings for “Determining how conceptual categories distribute according to tasks (school principals and vice-principals).” sub-aim can be seen in Table 2.

Table 2. *Distribution of Conceptual Categories According to the Tasks of Participants*

<b>Conceptual Categories</b>	<b>Principal (f)</b>	<b>%</b>	<b>Vice- principal (f)</b>	<b>%</b>
<b>Guide</b>	20	29.41	19	31.66
<b>A useful thing</b>	19	27.94	17	28.33
<b>Provider of development</b>	13	19.11	10	16.66
<b>A problem identification tool</b>	5	7.35	5	8.33
<b>Other</b>	3	4.41	5	8.33
<b>A valuable thing</b>	4	5.88	2	3.33
<b>A vital need</b>	2	2.94	2	3.33
<b>A futile effort</b>	2	2.94	0	0
<b>Total</b>	68	100	60	100

According to Table 2, both principals and vice-principals used metaphors related to “guide and a useful thing” categories. The only category which is referred by the principals only is “a futile effort”. In other words, it can be said: the only negative category is said by principals. Findings for “Determining how conceptual categories distribute according to education level (attendance to graduate education or not).” sub-aim can be seen in Table 3.

Table 3. *Distribution of Conceptual Categories According to Education of Participants*

<b>Conceptual Categories</b>	<b>Attended to graduate education (f)</b>	<b>%</b>	<b>Not attended to graduate education (f)</b>	<b>%</b>
<b>Guide</b>	15	30	24	30.76
<b>A useful thing</b>	13	26	23	29.48
<b>Provider of development</b>	12	24	11	14.10
<b>A problem identification tool</b>	2	4	8	10.25
<b>Other</b>	4	8	4	5.12
<b>A valuable thing</b>	4	8	2	2.56
<b>A vital need</b>	0	0	4	5.12
<b>A futile effort</b>	0	0	2	2.56
<b>Total</b>	50	100	78	100



According to Table 3, both the participants who attended and didn't attend graduate school used metaphors related to the "guide and a useful thing" categories. The categories which are referred to by the ones who did not attend graduate school are "a vital need and a futile effort".

## Results and Discussion

In this study which is conducted to reveal the perceptions of primary school principals and vice-principals about educational administration researches through metaphors; participants resembled educational administration researches to "guide, a useful thing, provider of development, a problem identification tool, other, a valuable thing, a vital need, a futile effort" in order. In the study conducted by Erdamar & Akpunar's (2017) classroom teachers resembled education research to guide mostly within the positive categories. In this research except for two participants all managers created positive metaphors. In other words participants of this research have positive attitudes toward educational administration researches. Similarly, in some studies conducted with teachers they declared that education researches are valuable (Akçöltekin, 2020a; Akçöltekin, 2020b; Uçgun & Ünal, 2015) and their attitudes toward the researches are positive (Baş, 2017; Erdamar & Akpunar, 2017, Kahraman & Köleli, 2017). In Kısa's (2016) study principals evaluated education researches as valuable, too. Principals who participated in Armağan & Yıldırım's (2015) study said researches are necessary for practice and problems.

Though participants in this research declared a positive attitude toward educational administration researches, some of the existing studies revealed that principals do not follow the research enough (Aksoy, 2013; Armağan & Yıldırım, 2015; Ergün, 1999; Karataş et al., 2015). This looks like an important dilemma that worth investigating deeply within new researches. In other words, the barriers to utilize from research for principals can be investigated. If this situation is interpreted based on the current studies, it might be related to the topics studied. There are studies criticize the education administration studies as they are ignoring practitioners needs and they are repeating themselves (Aydın & Uysal, 2014; İşçi, 2013; Karataş, et al., 2015; Özkök, 2016; Takmak, 2019; Yılmaz, 2018). As stressed on Shkedi's (1998) study some teachers said they would rather read the research in which recommendations solve a problem. This reflects to the topics need to be studied. In Yavuz's (2009) study, teachers and principals declared that they utilized from the studies related to "effective teaching models, approaches and techniques, education according to different intelligence areas, effective communication techniques". Another study showed that principals took into account the research related with PISA, effect of school and family on student success, teaching and writing in Turkish, disabled people, statistics of National Education at their practice (Armağan & Yıldırım, 2015). In Everton, Galton & Pell's (2000) study participants referred to topics related with aspects of learning, management and leadership, language and literacy, social and personal relationships, gender issues and school improvement as the things they benefited from.

On contrary, there are also studies refer that education administrators follow the research mostly (Balcı & Kavak, 2014; Kasalak, 2020; Polat, Uğurlu & Bilgin Aksu). This might be related to the lack of mechanisms direct the principals to use research in practice (Kısa, 2016). As the result of this utilizing from research in the practice can be possible only with personal trials of practitioners. If the positive perception of the principals can be supported with the politics theory-practice relevance can be established wider. This idea was supported with Adedoyin's (2015) study. As stressed on this research, utilizing of findings is not mandatory in schools; most of practitioners are not interested in the utilization of educational research findings.

Another result of the study was that: the ones who evaluated education administration research as a futile effort were principals and they were the ones who have not participated in graduate school. It is important that the ones who attended graduation school did not declare something negative. This is something expected from the graduation programs. This result can be related with students' ideas about education administration programs. Because in some studies they evaluate the educational administration program as useful in terms of making their job more effectively (Arastaman et al., 2020; Kahraman & Tok, 2016; Umur & Demirtaş, 2018).

### Suggestions

According to results of the study, participants have positive perception about the educational administration research. If this positive perception of the principals and vice-principals can be supported by the politics, theory-practice relevance can be established more widely. Because if utilizing of findings is not mandatory in schools; most of the practitioners are not interested in the utilization of educational research findings. In this context related institutions like MEB and TÜBİTAK can work in cooperation to create new politics about inquiry based applications.

This study was limited to the ideas of primary school managers and it can be conducted with principals from different level of education in the future. Also, studies can be conducted to understand what should be researched to solve practical problems, and academicians can be supported by YÖK and MEB on needed topics.

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