

**AN EVALUATION OF CHANGE MANAGEMENT
COMPETENCIES OF BASIC EDUCATION SCHOOL ADMINISTRATORS
(THE CASE OF AKDENİZ DISTRICT, MERSİN)**

Mehmet YOKUŞ¹

Erdal BULUT²

Halil KÜÇÜKUSTA³

Zülfikar TEKİN⁴

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ABSTRACT

This research aims to determine the competency levels of school administrators serving in public basic education schools in change management in terms of determining the need for change in school, preparing the school for the change process, implementing change in school, and evaluating the change, according to the perceptions of school administrators and teachers. In addition, the study aims to determine whether the perceptions of participants in each dimension differ by gender, age, and seniority variables. The research population consists of teachers and administrators working in basic education schools affiliated with the Ministry of National Education in the Akdeniz District of Mersin Province. The study population includes 90 basic education schools (primary and secondary schools). In these basic education schools, there are 1280 teachers and 195 school administrators (principals and vice principals). The number of teachers included in the sample representing them was 222, and the number of administrators was 101. A Scale for Evaluating School Administrators' Change Management Competencies, developed by the researcher, was administered to the research participants. The collected were analyzed using the SPSS program. To determine whether the competency levels of school administrators in change management differed by position and gender based on the participants' perceptions, t-tests were applied, and to determine whether they differed by seniority and age, ANOVA tests were employed. The research findings indicated that according to the perceptions of public basic education school administrators, the administrators demonstrated high competencies in change management in the dimensions of determining the need for change in school, preparing the school for the change process, implementing the change in school, and evaluating the

¹ Öğretmen, Mersin İl Milli Eğitim Müdürlüğü, mehmetyokus84@hotmail.com, Turkey, ORCID:0009-0008-3953-4372

² Öğretmen, Mersin İl Milli Eğitim Müdürlüğü, erdalbulut.3380@gmail.com, Turkey, ORCID:0009-0009-3970-0817

³ Öğretmen, Mersin İl Milli Eğitim Müdürlüğü, hkucukusta@gmail.com, Turkey, ORCID:0009-0007-7375-1744

⁴ Öğretmen, Mersin İl Milli Eğitim Müdürlüğü, z.tekin3363@gmail.com, Turkey, ORCID:0009-0000-1524-2916

change. According to teachers' perceptions, the administrators had high competency in all dimensions of change management.

Keywords: Change; change management; organizational change; transformational leadership; competency

TEMEL EĞİTİM OKULU YÖNETİCİLERİNİN DEĞİŞİMİ YÖNETME YETERLİKLERİ (MERSİN İLİ AKDENİZ İLÇE ÖRNEĞİ)

ÖZET

Bu araştırma, resmi ilköğretim okullarında görev yapan okul yöneticilerinin değişim yönetiminin; okulda değişim ihtiyacını belirleme; okulu değişim sürecine hazırlama, okulda değişimi uygulama ve değişimi değerlendirme boyutlarında ne derecede yeterli olduklarını okul yöneticilerinin ve öğretmenlerin algılarına göre saptamayı amaçlamaktadır. Ayrıca, katılımcıların her bir boyuttaki algılarının cinsiyet, yaş, kıdem değişkenine göre farklılaşıp farklılaşmadığı saptanmak istenmiştir. Araştırma evreni Mersin İli Akdeniz İlçesi sınırları içerisinde bulunan Milli Eğitim Bakanlığı'na bağlı temel eğitim okullarında görev yapan öğretmenler ve yöneticilerden oluşmaktadır. Araştırmanın evreninde 90 resmi temel eğitim (ilkokul, ortaokul) okulu bulunmaktadır. Bu resmi temel eğitim okullarında, 1280 öğretmen ve 195 okul yöneticisi (müdür ve müdür yardımcısı) görev yapmaktadır. Bunları temsilen örnekleme giren öğretmen sayısı 222; örnekleme giren yönetici sayısı 101 belirlenmiştir. Örneklemi oluşturan katılımcılara, araştırmacı tarafından geliştirilen "Okul Yöneticilerinin Değişimi Yönetme Yeterliklerini Değerlendirme Anketi" uygulanmıştır. Elde edilen veriler SPSS paket programında çözümlenmiştir. Katılımcıların algılarına göre okul yöneticilerinin değişimi yönetme boyutlarındaki yeterlik düzeylerinin; görev değişkeni ve cinsiyete göre farklılaşıp farklılaşmadığının belirlenmesi için t-testi, kıdem ve yaş değişkenine göre farklılaşıp farklılaşmadığını tespit etmek için Anova testi uygulanmıştır. Araştırma bulguları, resmi temel eğitim okul yöneticilerinin algılarına göre yöneticilerin, değişimi yönetme "okulda değişim ihtiyacını belirleme", "okulu değişim sürecine hazırlama", "okulda değişimi uygulama" ve "değişimi değerlendirme" boyutlarına ilişkin yeterliklerinin ise "çok" düzeyinde olduğunu göstermiştir. Öğretmenlerin algılarına göre ise yöneticilerin, değişim yönetiminin tüm boyutlarına ilişkin yeterlik düzeyleri "çok" düzeyindedir.

Anahtar Kelimeler: Değişim; değişim yönetimi; örgütsel değişim; dönüşümcü liderlik; yeterlik.

1. INTRODUCTION

The concept of change is one of the most frequently mentioned concepts nowadays. This concept, which grabs our attention in almost every field, has become an inevitable and indispensable phenomenon for individuals, societies, and organizations. While change has always been an important phenomenon in past years, it has become more prominent and even a slogan since the 1980s. The knowledge that dominates our current era is doubling every four years. Advanced societies that fulfill the requirements of this era are defined as information/post-modern societies. Especially with the advancements in computer and communication technology, and with the parallel developments enabling people to access information quickly and easily, knowledge has become a very powerful force. Knowledge has become the fundamental capital and most important resource of the economy today (Drucker, 1996: 87). Educational institutions that are important parts of sociocultural and economic

reform and development also undergo changes in their goals, structure, and content. In order to adapt to current conditions, it has become a responsibility and even a necessity for schools to change themselves by adjusting their goals and structures (Balci, 2000: 495; Taymaz, 1997: 28; Cafaolu, 1996: 39). In today's world, raising standards in education, finding new resources for education, and making some changes are no longer sufficient. New organizational and management approaches are also being tested in schools. Approaches such as "Total Quality Management", "Zero Defect Management", and "Total Learning" are emphasized. It is argued that societies that cannot adapt their education systems to this process would be left out of all these developments (Özdemir, 2000: 8).

In the face of rapid developments, countries around the world have started to make significant changes in their education systems with initiatives such as "school improvement", "effective schools", "restructuring", and "reform" to help their people adapt to the conditions of the current age (Balci, 2000: 495). In Turkey, after the 1980s, various change activities have been observed in the education system under the efforts of "restructuring", "education reform", "reorganization", or "development" in order to reach the standards required by contemporary life and improve the quality of education. Some of these reform initiatives, such as the transformation of two-year teacher training institutes into faculties, transition to passing grades and credit system, the VEHSG (vocational education for high school graduates) project, extension of basic education to eight years, restructuring of education faculties under the National Education Development Project, activities aimed at improving the primary and secondary education system under this project, reconsideration of university entrance exam system, restructuring of central and regional organizations (such as adding or removing some units from the organization), amendment of the Law on the Organization and Duties of the Ministry of National Education, changes in school curricula, activities regarding the Total Quality Management, initiation of computer usage in schools, and changes in teaching profession titles (teacher, expert teacher, head teacher) have realized or desire to realize some structural, technological, human, and goal-oriented initiatives that may cause some changes (Kaptan, 2001: 298; Toklucu, 2001: 70; Toptan, 2001: 388; Türk, 1998: 253; Hesapçioğlu, 2003: 155).

It appears that the change or innovation initiatives mentioned above are implemented in Turkey without being investigated whether they will be accepted or rejected by the school or the system. It is argued that instead of difficult or effective change or innovation, easy and dashy ones are chosen, and consequently, change initiatives cannot solve the problems or achieve the purpose of the change, and a lot of effort, time, and money are wasted (Bursalioğlu, 2000: 54; Özdemir, 1995: 84; Cafaolu, 1996: 39). One of the most important reasons behind this is the failure to adhere to the principles of "change management" and the lack of knowledge and experience on how change efforts can be managed effectively (Tanrıöğen, 1995: 10; Özden, 2000: 49; Erdoğan, 2002: 63). While there is a certain amount of knowledge accumulation on planned change in education in developed countries, especially in the USA, the number of studies conducted in this field in Turkey is limited. In a period where many innovations are foreseen in education, it is necessary to identify the factors that enable change practices

to be successful or cause their failure (Karip, 1997: 63). Unsuccessful reform or change initiatives in education may lead to expectations that new reform efforts will also fail. Such negative expectations can hinder the success of reforms even in organizations where there is no resistance to change (as cited in Karip, 1996: 87).

Reform, school improvement, or restructuring initiatives emerging in education today are placing more responsibility on those who make decisions for schools. Expectations from schools and the role of school principals are also changing. It is considered a shared view that the role and responsibilities of school principals will undergo continuous change and will never remain as unchanging principle (Helvacı, 2005: 9). School administrators who want to make successful changes and innovations in education need to understand the change processes and school organizations from an organizational perspective, the forces that drive schools to change, which elements of the organizations are affected by these forces and require change, and how to understand the employees during the change process, why and how they resist change, and how to strategically approach this resistance. They also need to have sufficient knowledge and skills in change models, change programs, and practices. These knowledge and skills constitute the scope of managing change, and school administrators are expected to be change managers, transformational leaders, change leaders, or change experts (Alıç, 1990: 12; Çalık, 1997: 53; Karip, 1996: 245). In this respect, there is a need for knowledge and experience on how to manage change in education. Therefore, the way change is managed in the education system or schools is an important issue that needs to be explored and shaped. This is because change is a process that has a certain systematics (Erdoğan, 2002: 124; Özdemir, 1995:159; Tanrıöğen, 1995:13; Çelikten, 2000: 14; Alkan, 1992: 76; Alıç, 1990: 65).

The purpose of this research is to examine the competencies that school administrators working in public basic education schools affiliated with the Ministry of National Education in Akdeniz district of Mersin Province have in managing change according to the perceptions of school administrators and teachers. Education, which is the most important component of economic and social development today, is undergoing rapid and continuous change worldwide. Education is no longer perceived solely as a constitutional right and a duty of a social law state, but is also considered as one of the most efficient production areas of educated manpower from an economic perspective. Furthermore, education is one of the most effective tools in managing political, social, and cultural integration and changes. As the importance of knowledge is rapidly increasing in the world, the concept of “knowledge” and the understanding of “science” are also rapidly changing. The concept of management is diversifying, technology is advancing rapidly, and parallel to all of these, there are difficulties in transitioning from the globalization and industrial society to an information society. The process of globalization, which is becoming dominant with the said rapid change and development, has not only become determinant in the economic field but also began to be effective in education, culture, and management. These developments have also initiated the process of forming an information society. The effective implementation of change is not a process that can be carried out based on personal experiences.

Effective changes in the Turkish education system and in schools, which are the most important component of this system, could be largely achieved through school principals' necessary and sufficient knowledge and skills in change management.

This study aims to determine the level of competence of basic education school principals working in the Akdeniz district of Mersin province and examine their current situation in change management. The findings obtained from the study are expected to:

- Provide more realistic information about the current competencies of school administrators and contribute to more effective implementation of change initiatives in schools.
- Provide a theoretical contribution to the importance of change management in education, how change can be realized, and change processes and models.
- Provide insight into school administrators' training programs as part of in-service training.
- Create opportunities for reflection, discussion, and new research on change management in educational organizations.

Research Questions and Sub-Research Questions

What are the competency levels of basic education school administrators in change management according to the perceptions of school administrators and teachers?

Sub-research questions

1. What are the basic education school administrators' competency levels in determining the schools' need for change?
2. What are their competency levels in preparing the school for the change process?
 - a) What are their competency levels according to their own perceptions?
 - b) What are their competency levels according to teachers' perceptions?
 - c) Do their competency levels differ by gender, age, and seniority variables?

2. METHOD

This section provides information regarding the research model, population and sample, development of the measurement tool, and data collection and analysis.

2.1. Research Model

This research employs a comparative survey model to examine the change management competencies of public basic education school administrators affiliated with the Ministry of National Education. The survey model is a research approach that aims to describe the current and past situations as they are (Karasar, 2004). The comparative (causal-comparative) type of survey model aims to find possible causes of a behavioral pattern by comparing those with and without this pattern (Balci, 2004).

The study examined the differences between the perceptions of basic education school administrators consisting of a group of resource persons regarding their change management competencies according to certain variables (position, seniority, school type) using a comparative survey model.

2.2. Participants

The research participants consisted of teachers and school administrators working in 90 basic education schools affiliated with the Ministry of National Education in the Akdeniz district of Mersin Province during the 2020-2021 school year.

2.3. Data Collection Tools

The data collection tools employed in this research were determined according to the variables intended to be measured. This tool consisted of two sections, where the first section included a Personal Information Form asking about the personal information of school administrators and teachers. The second section included a 5-point Likert-type scale of 65 items and four sub-dimensions for evaluating the change management competencies of school administrators, developed by Helvacı et al. (2006). The scale consists of 67 items and four sub-dimensions, where 9 items are on determining the need for change in school, 32 on preparing the schools for the change process, 22 on implementing the change in school, and 5 on evaluating the change in school, respectively. This study includes only findings regarding the first two sub-dimensions of the scale, *determining the need for change in school* and *preparing the school for the change process*.

Regarding the change management competencies of school administrators, Helvacı et al. (2006) reported Cronbach reliability values of 0.93 and 0.98 for the sub-dimensions of determining the need for change in school and preparing the schools for the change process, respectively. In this study, the Cronbach reliability value was 0.95 for the sub-dimension of determining the need for change in school and 0.95 for the sub-dimension of preparing the schools for the change process.

2.4. Data Collection

The School Administrators' Change Management Competency Evaluation scale developed by Helvacı et al (2006) was used in the study using a Google Doc form online due to the Covid-19 pandemic. It was sent to teachers and school administrators serving in public primary and secondary schools affiliated with the Ministry of National Education in central districts of Mersin Province through SMS and various social communication networks. The participants were informed that they could contact the scale administrator via their contact number and email address in case of any issues that they may encounter regarding the scale. However, no inquiries were made regarding any issues related

to the scale administration. As the participation of participants in the survey was online and voluntary, time and cost were significantly saved in the research.

2.5. Data Analysis

The SPSS (Statistical Program for Social Sciences) program was used in data analysis. In order to evaluate the change management competencies of public school administrators, the arithmetic means and standard deviations of the responses provided by each study group (teachers and administrators) to the items related to school administrators' change management competencies in each dimension were calculated. In order to calculate the scale average scores in the subscales and to compare and interpret the positions of teachers and administrators in the subscales according to these scores, first the scores obtained from the items in each subscale were summed, and thus the change management competency levels of administrators' were determined for each study group. Later, these scores were reduced to the score limits to be taken from the five-point rating scale by dividing them by the number of items in each subscale. These scores were used in the analyses.

A t-test was applied to determine whether there was a significant difference between evaluations regarding the levels of change management competencies of basic education school administrators by position and gender. Herein, a significance level of 0.05 was used to test the differences between group mean scores.

In order to determine whether there were significant differences between the basic education school administrators' change management competencies by age and seniority variables, comparisons were made using ANOVA. The significance level of 0.05 was used as the basis for testing the differences between group mean scores.

3. FINDINGS

This section includes the socio-demographic characteristics of the participants in the survey, their opinions on school administrators' level of concern for using authority, normality tests, findings, and interpretations of the findings. When presenting the findings, the dimensions are separately addressed and provided according to the order of the sub-research questions.

3.1. Demographic distribution of survey participants

In this section, socio-demographic information, including the position, gender, age, and years of service (seniority) of school administrators and teachers is provided. Basic statistical concepts such as frequency, percentage distribution, and total percentage distribution are used for the presentation of demographic information for each variable.

Table 1. Demographic Information Of Research Participants

		f	%	Total %
Position	School Administrator	101	31.3	31.3
	Teacher	222	68.7	100.0
	Total	323	100.0	
Gender	Female	172	53.3	53.3
	Male	151	46.7	100.0
	Total	323	100.0	
Age	25-30	35	10.8	10.8
	31-35	38	11.8	22.6
	36-40	99	30.7	53.3
	41-45	77	23.8	77.1
	46-50	48	14.9	92.0
	51 and older	26	8.0	100.0
	Total	323	100.0	
Seniority	1-5 Years	41	12.7	12.7
	6-10 Years	42	13.0	25.7
	11-15 Years	80	24.8	50.5
	16-20 Years	73	22.6	73.1
	21+ Years	87	26.9	100.0
	Total	323	100.0	

Considering the distribution of the participants' positions in Table 1, out of 323 participants, 31.3% ($n = 101$) were school administrators and 68.7% ($n = 222$) were teachers. Considering their gender distribution, 53.3% ($n = 172$) were females and 46.7% ($n = 151$) were males. Most participants were females.

According to Table 1, 35 (10.8%) participants represented the 25-30 age group, 38 (11.8%) the 31-35, 99 (30.7%) the 36-40, 77 (23.8%) the 41-45, 48 (14.9%) the 46-50, and 26 (8%) the 51+. Considering the percentage of the survey participants, the 36-40 age group with 99 participants constituted the highest percentage by 30.7%.

As seen in Table 1, 41 (12.7%) participants had 1-5 years of seniority, 42 (22.6%) had 6-10, 80 (24.8%) had 11-15, 73 (22.6%) had 16-20, and 87 (26.9%) had 21+ years of seniority. Accordingly, the survey participants with 21+ years of seniority constituted the majority by 26.9% with 87 participants.

3.2. Findings Regarding the Change Management Competencies of Basic Education School Administrators

The research findings are presented as follows: The arithmetic means and standard deviations related to the perceptions of school administrators and teachers regarding the basic dimensions of change management and the competencies clustered under the dimensions are given in tables. In order to determine whether there was a significant difference in participants' perceptions of total competencies for each dimension of change management in terms of position, gender, age, and seniority, t-tests were performed for the variables of position and gender, and ANOVA tests were performed for the variables of age and seniority, and the results were presented in tables.

3.2.1. Findings and Interpretations on Participants' Perceptions of "Determining the Need for Change in School" Dimension and Their Competencies

Statistical measures are provided regarding the perceptions of teachers and administrators about the nine items included in this dimension of the change management competencies scale. The arithmetic mean (\bar{X}) was used to reveal the participation competency levels. The t-test results for position and gender and ANOVA test results for the age and seniority variables of participants were presented.

Table 2. Descriptive Statistics Regarding The Participants' Perceptions Of "Determining The Need For Change In School" Dimension

	Position								
	School Administrator			Teacher			Total		
	\bar{X}	<i>N</i>	<i>SD</i>	\bar{X}	<i>N</i>	<i>SD</i>	\bar{X}	<i>N</i>	<i>SD</i>
1. Redefines the duties and functions of the school in view of developments in the world.	4.18	101	.740	3.85	222	.872	3.95	323	.846
2. Continuously evaluates society's expectations of the school.	4.28	101	.723	4.01	222	.832	4.10	323	.808
3. Determines the expectations and demands of society, students, and parents by holding regular meetings.	3.66	101	.828	3.90	222	.877	3.83	323	.867
4. Determines how technological and socio-economic developments in the world would affect education.	3.87	101	.868	3.79	222	.948	3.82	323	.923
5. Constantly monitors the school operation and tries to identify any problems that exist.	4.30	101	.769	4.17	222	.842	4.21	323	.821
6. Holds regular meetings with school members (students, parents, and other staff) to obtain their views on making education effective.	3.95	101	.841	3.95	222	.938	3.95	323	.908
7. Clearly explains the importance and necessity of change for schools to all school members (students, parents, and other staff).	4.18	101	.754	3.99	222	.970	4.05	323	.911
8. Ensures that school members become sensitive to the pressures of change.	3.89	101	.786	3.95	222	.896	3.93	323	.863
9. Clearly explains the developments in education to school members.	4.13	101	.856	4.03	222	.929	4.06	323	.907
Grand Total	4.05	101	.635	3.96	222	.798	3.99	323	.751

According to the position distribution of the participants in Table 2 related to the dimension of determining the need for change in school, the perception levels of school administrators ($\bar{X} = 4.05$, $SD = 0.635$) and teachers ($\bar{X} = 3.96$, $SD = 0.798$) were high per their grand mean scores and also per their overall total mean ($\bar{X} = 3.98$, $SD = 0.751$). Considering the item means in Table 2, we could say that school administrators ($\bar{X} = 4.30$, $SD = 0.769$) and teachers ($\bar{X} = 4.17$, $SD = 0.842$) had the highest mean in item 5. However, school administrators ($\bar{X} = 3.66$, $SD = 0.828$) and teachers ($\bar{X} = 3.79$, $SD = 0.948$) had the lowest level of perception in item 4.

Table 3. T-Test Table By Participants' Position Regarding The Dimension Of "Determining The Need For Change In School"

Dimension	Variables	<i>N</i>	\bar{X}	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Determining the Need for Change in School	School Administrator	101	4.05	.635	.964	321	.336
	Teacher	222	3.96	.798			
	Total	323	3.99	.751			

According to Table 3, there was no significant difference between the participants ($p > 0.05$) in the dimension of school administrators' determining the need for change in school ($t = 0.964, p = 0.336$) considering the variable of position.

Table 4. T-Test Table By Participants' Gender Regarding The Dimension Of "Identifying The Need For Change At School"

Dimension	Variables	<i>N</i>	\bar{X}	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Determining the need for change in school	Female	172	3.84	.714	-3.619	321	.000
	Male	151	4.14	.763			
	Total	323	3.99	.751			

As seen in Table 4, there was a significant gender difference between the participants in determining the need for change in school ($t = -3.619, p = 0.000$). Accordingly, male participants ($\bar{X} = 4.14, SD = 0.763$) demonstrated a higher level of perception in the dimension of determining the need for change in school than female participants ($\bar{X} = 3.84, SD = 0.714$).

Table 5. ANOVA Table By Participants' Age Regarding The Dimension Of "Determining The Need For Change In School"

Age Groups	<i>N</i>	\bar{X}	<i>SD</i>
1. 25-30	35	4.13	.882
2. 31-35	38	3.91	.958
3. 36-40	99	4.05	.692
4. 41-45	77	3.88	.766
5. 46-50	48	3.95	.497
6. 51+	26	4.06	.795
Total	323	3.99	.751

ANOVA						
Source of Variance	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>	Significant difference
Between groups	2.377	5	.475	.840	.522	None
Within groups	179.371	317	.566			
Total	181.748	322				

As shown in Table 5, when the dimension of determining the need for change in school was examined according to age, the one-way variance analysis indicated no significant difference between the mean scores of the groups ($p = 0.522 > 0.05$). Considering their perception levels, the 25-30 age group had the highest mean score ($\bar{X} = 4.13$).

Table 6. ANOVA Table By Participants' Seniority Regarding The Dimension Of "Determining The Need For Change In School"

Groups	<i>N</i>	\bar{X}	<i>SD</i>			
1. 1-5 Years	41	4.27	.626			
2. 6-10 Years	42	3.94	.928			
3. 11-15 Years	80	3.83	.791			
4. 16-20 Years	73	4.03	.737			
5. 21+ Years	87	3.99	.653			
Total	323	3.99	.751			

ANOVA						
Source of Variance	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>	Significant difference
Between groups	5.588	4	1.397	2.522	.041	1-3
Within groups	176.160	318	.554			
Total	181.748	322				

When the ANOVA results related to the dimension of determining the need for change in school were examined by seniority in Table 6, there was a statistically significant difference between the mean scores of the groups ($p = 0.41 < 0.05$). Since the significance value was $p = 0.041 < 0.05$, there was a need for the test of homogeneity of variances.

Table 7. Test Of Homogeneity Of Variances By Seniority Regarding The Dimension Of "Determining The Need For Change In School"

Levene's Statistic	<i>df1</i>	<i>df2</i>	Sig.
2.428	4	318	0.048

According to Table 7, since the significance value related to the dimension of determining the need for change in school was $0.048 < 0.05$ considering the seniority variable, the variances of the groups were non-homogeneous. As the variances of the groups were non-homogeneous, the results of Tamhane's T2 Post Hoc test for Multiple Comparisons (Equal Variances Not Assumed) were examined to determine which groups differed by seniority in the dimension of determining the need for change in school.

Table 8. Table Of Tamhane’s T2 By Seniority For The Dimension Of “Determining The Need For Change In School”

(I) Years of Seniority	(J) Years of Seniority	Mean Difference	Sig. (p)
1. 1-5	2. 6-10	.335	.447
	3. 11-15	.445*	.011
	4. 16-20	.245	.481
	5. 21+	.283	.192
2. 6-10	1. 1-5	-.335	.447
	3. 11-15	.110	.999
	4. 16-20	-.090	1.000
	5. 21+	-.052	1.000
3. 11-15	1. 1-5	-.445*	.011
	2. 6-10	-.110	.999
	4. 16-20	-.200	.681
	5. 21+	-.162	.811
4. 16-20	1. 1-5	-.245	.481
	2. 6-10	.090	1.000
	3. 11-15	.200	.681
	5. 21+	.038	1.000
5. 21+	1. 1-5	-.283	.192
	2. 6-10	.052	1.000
	3. 11-15	.162	.811
	4. 16-20	-.038	1.000

A pairwise comparison of each group was made and the mean differences of these compared groups are given in Table 8. Asterisks (*) given next to these values indicate the presence of a significant difference between these pairs of mean scores. Values of $p < 0.05$ in pairwise comparisons indicate significant differences between the seniority groups. Considering the pairwise comparison of the mean differences in Table 8, there were significant differences between the participants having 1-5 and 11-15 years of seniority (MD = 0.445*, $p = 0.011$). The mean score of participants with 1-5 years of seniority was $\bar{X} = 4.27$, whereas the mean score of participants with 11-15 years of seniority was $\bar{X} = 3.83$.

3.2.2. Findings and Interpretations on Participants’ Perceptions of “Preparing the School for the Change Process” Dimension and Their Competencies

Statistical measures related to 31 items on teachers’ and administrators’ perceptions in this dimension of the change management competencies scale were provided. In order to reveal their level of agreement with these items, arithmetic means (\bar{X}) were used. The t-test results for position and gender and ANOVA test results for the age and seniority variables of participants were presented.

Table 9. Descriptive Statistics Regarding The Participants' Perceptions Of "Preparing The School For The Change Process"

Dimension	Position									
	School Administrator			Teacher			Total			
	\bar{X}	<i>N</i>	<i>SD</i>	\bar{X}	<i>N</i>	<i>SD</i>	\bar{X}	<i>N</i>	<i>SD</i>	
10	Able to put forward the essentiality of change for all members in the school environment with justifications.	4.18	101	.817	3.98	222	.956	4.04	323	.918
11	Able to create a sense of need for change in all school members	4.04	101	.720	3.97	222	.937	3.99	323	.874
12	Able to determine the aims and objectives of change together with school members.	3.87	101	.868	3.94	222	.954	3.92	323	.927
13	Able to clearly define the point intended to be reached through change.	4.11	101	.760	4.01	222	.932	4.04	323	.882
14	Able to develop a vision for change that can guide change efforts.	3.93	101	.803	3.93	222	.975	3.93	323	.923
15	Able to develop a feasible change model (project) together with school members.	3.93	101	.765	3.77	222	1.013	3.82	323	.944
16	Able to determine when and how to initiate the transition to change.	3.91	101	.736	3.81	222	.995	3.84	323	.922
17	Able to determine in which areas (technological, physical, program, teaching process, etc.) the change will occur in school.	4.09	101	.873	3.89	222	.898	3.95	323	.894
18	Able to decide together with school members what level of change (a fundamental or partial change?) is needed in the school.	4.04	101	.916	3.82	222	1.041	3.89	323	1.007
19	Able to ensure that everyone understands the benefits of change	4.05	101	.740	3.93	222	.927	3.97	323	.874
20	Able to identify people who will take on authority and responsibilities for change.	4.07	101	.897	3.99	222	.951	4.02	323	.934
21	Able to give confidence and support to all members involved in the change process at school.	4.37	101	.845	4.02	222	.958	4.13	323	.937
22	Able to effectively communicate to school members how the change will take place.	4.07	101	.828	3.95	222	.973	3.98	323	.931
23	Able to receive the school members' support for change.	4.22	101	.844	4.05	222	.945	4.11	323	.916
24	Able to communicate effectively with all school members to develop a shared sense of need for change.	4.24	101	.896	3.94	222	1.034	4.03	323	1.001
25	Able to try preparing school members for change emotionally.	4.26	101	.833	3.92	222	1.028	4.03	323	.982
26	Able to foresee what effects the change will have on school members.	4.06	101	.822	3.89	222	1.072	3.94	323	1.003
27	Able to consider that human beings are always at the core of the phenomenon of change.	4.14	101	.788	4.18	222	.869	4.17	323	.843
28	Able to look at the desired changes not only from their own perspectives but also from others' perspectives.	4.14	101	.825	4.12	222	.931	4.13	323	.898
29	Able to evaluate whether the change will meet the expectations and needs of society.	4.07	101	.816	4.03	222	.917	4.04	323	.885
30	Able to equip the school members with the necessary knowledge, attitude, and skills for change.	4.17	101	.788	3.99	222	.925	4.04	323	.887
31	Able to provide educational opportunities for school members to ensure that the change takes place in a healthy manner.	3.91	101	1.059	3.93	222	.963	3.92	323	.992
32	Able to evaluate whether school members are ready for change.	4.03	101	.830	3.88	222	.946	3.93	323	.913
33	Able to identify the new knowledge, skills, and attitudes that school members should have at the end of the change process.	4.05	101	.910	3.98	222	.917	4.00	323	.914

34	Able to prepare the necessary budget for change.	3.69	101	1.075	3.75	222	1.100	3.73	323	1.091
35	Able to prepare resources (e.g., tools, money, etc.) that support change.	3.81	101	1.017	3.81	222	1.065	3.81	323	1.049
36	Able to provide support for the school change process from central or local government and other social institutions.	4.04	101	.836	3.99	222	.949	4.00	323	.914
37	Able to identify possible factors that hinder change.	4.16	101	.674	3.97	222	.907	4.03	323	.845
38	Able to identify possible factors that facilitate change.	4.02	101	.735	4.01	222	.890	4.02	323	.843
39	Able to identify the causes of resistance to change.	4.07	101	.752	3.88	222	.855	3.94	323	.828
40	Able to determine strategies to eliminate resistance.	4.07	101	.840	3.81	222	.943	3.89	323	.919
Grand Total		4.06	101	.665	3.94	222	.861	3.98	323	.806

As seen in Table 9, when the dimension of preparing the school for the change process was examined according to the position distribution of the participants, the school administrators ($\bar{X} = 4.06$, $SD = 0.665$) and teachers ($\bar{X} = 3.94$, $SD = 0.861$) demonstrated high levels of perceptions, as also reflected by their overall mean score ($\bar{X} = 3.98$, $SD = 0.806$). According to the item mean scores in Table 9, in the dimension of preparing the school for the change process, school administrators had the highest mean score in item 21 ($\bar{X} = 4.37$, $SD = 0.845$), and teachers in item 27 ($\bar{X} = 4.18$, $SD = 0.869$). According to the mean scores, the item indicating the lowest perception level in school administrators ($\bar{X} = 3.69$, $SD = 1.075$) and teachers ($\bar{X} = 3.75$, $SD = 1.100$) was item 34.

Table 10. T-Test Table By Participants' Position Regarding The Dimension Of "Preparing The School For The Change Process"

Dimension	Variables	<i>N</i>	\bar{X}	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Preparing the School for the Change Process	School Administrator	101	4.06	.665	1.221	321	.223
	Teacher	222	3.94	.861			
	Total	323	3.98	.806			

According to Table 10, there was no significant difference ($p > 0.05$) between the participants in the dimension of school administrators' preparing the school for the change process ($t = 1.221$, $p = 0.223$) considering the variable of position.

Table 11. T-Test Table By Participants' Gender Regarding The Dimension Of "Preparing The School For The Change Process"

Dimension	Variables	<i>N</i>	\bar{X}	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Preparing the School for the Change Process	Female	172	3.85	.760	-3.025	321	.003
	Male	151	4.12	.834			
	Total	323	3.98	.806			

According to Table 11, there was a significant gender difference between the participants in preparing the school for the change process ($t = -3.025$, $p = 0.003$). Accordingly, male participants ($\bar{X} = 4.12$, $SD = 0.834$) demonstrated higher levels of perceptions in the dimension of preparing the school for the change process than female participants ($\bar{X} = 3.85$, $SD = 0.760$).

Table 12. ANOVA Table By Participants' Age Considering The Dimension Of "Preparing The School For The Change Process"

Age Groups	<i>N</i>	\bar{X}	<i>SD</i>			
1. 25-30	35	4.21	.841			
2. 31-35	38	3.85	.976			
3. 36-40	99	4.06	.720			
4. 41-45	77	3.80	.892			
5. 46-50	48	3.97	.554			
6. 51+	26	4.04	.853			
Total	323	3.98	.806			

ANOVA						
Source of Variance	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>	Significant difference
Between Groups	5.729	5	1.146			
Within Groups	203.221	317	.641	1.787	.115	None
Total	208.950	322				

As seen in Table 12, when the ANOVA table related to the dimension of preparing the school for the change process was examined, there was no significant differences ($p = 0.115 > 0.05$) between the participants. Considering their perception levels, participants aged 25-30 ($\bar{X} = 4.21$) had the highest mean score.

Table 13. ANOVA Table By Participants' Seniority Considering The Dimension Of "Preparing The School For The Change Process"

Groups	<i>N</i>	\bar{X}	<i>SD</i>			
1. 1-5 Years	41	4.32	.679			
2. 6-10 Years	42	3.93	.977			
3. 11-15 Years	80	3.84	.875			
4. 16-20 Years	73	3.97	.739			
5. 21+ Years	87	3.97	.723			
Total	323	3.98	.806			

ANOVA						
Source of Variance	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>	Significant difference
Between Groups	6.631	4	1.658			
Within Groups	202.319	318	.636	2.605	.036	1-3
Total	208.950	322				

As illustrated in Table 13, when the one-way variance analysis result was examined, there was a statistically significant difference between the mean scores of the groups ($p = 0.036 < 0.05$) in the dimension of preparing the school for the change process. As the significance value was $p = 0.036 < 0.05$, there was a need for the test of homogeneity of variances.

Table 14. Test Of Homogeneity Of Variances By Seniority Considering The Dimension Of “Preparing The School For The Change Process”

Levene’s Statistic	<i>df1</i>	<i>df2</i>	Sig.
3.145	4	318	0.015

According to Table 14, the homogeneity test indicated that the variances of the groups were non-homogeneous ($p = 0.015 < 0.05$). As the variances of the groups were not homogeneous, the results of Tamhane's T2 Post Hoc test for Multiple Comparisons (Equal Variances Not Assumed) were examined to determine which groups differed by seniority in the dimension of preparing the school for the change process.

Table 15. Table of Tamhane’s T2 By Seniority For The Dimension Of “Preparing The School For The Change Process”

(I) Years of Seniority	(J) Years of Seniority	Mean Difference	Sig. (p)
1. 1-5	2. 6-10	.397	.296
	3. 11-15	.487*	.010
	4. 16-20	.353	.110
	5. 21+	.357	.077
2. 6-10	1. 1-5	-.397	.296
	3. 11-15	.090	1.000
	4. 16-20	-.044	1.000
	5. 21+	-.040	1.000
3. 11-15	1. 1-5	-.487*	.010
	2. 6-10	-.090	1.000
	4. 16-20	-.135	.973
	5. 21+	-.131	.970
4. 16-20	1. 1-5	-.353	.110
	2. 6-10	.044	1.000
	3. 11-15	.135	.973
	5. 21+	.004	1.000
5. 21+	1. 1-5	-.357	.077
	2. 6-10	.040	1.000
	3. 11-15	.131	.970
	4. 16-20	-.004	1.000

A pairwise comparison of groups was made, and the mean differences between these compared groups are provided in Table 15. Asterisks (*) given next to these values indicate the presence of a significant difference between these pairs of mean scores. Values of $p < 0.05$ in pairwise comparisons indicate significant differences between the seniority groups. Considering the pairwise comparison of the mean differences in Table 8, there were significant differences between the participants having 1-5 and 11-15 years of seniority (MD = 0.487*, $p = 0.010$). Participants with 1-5 years of seniority had a mean score of $\bar{X} = 4.32$, whereas those with 11-15 years of seniority had a mean of $\bar{X} = 3.84$.

4. DISCUSSION AND CONCLUSION

According to the perceptions of public basic education school administrators, the competency level of school administrators was high within the scale limits. As such, the basic education school teachers demonstrated a high level of perception per their score from the scale regarding this dimension.

Studies in the literature report similar findings (Argon & Özçelik, 2008; Yıldız, 2012; Ak, 2006; Helvacı, 2004). However, Sayracı and Gündüz (2018) found that according to the perceptions of school administrators, the sub-dimension indicating the school administrators' lowest competency level was the ability to determine the need for change in school.

There was no significant difference between the perceptions of the participants regarding the basic education school administrators' levels of competency in the dimension of "determining the need for change in school" by position.

However, there was a significant gender difference between the perceptions of the participants regarding the basic education school administrators' levels of competency in the dimension of "determining the need for change in school". In this study, male participants demonstrated higher perceptions of determining the need for change in school than female participants.

There was no significant difference between the perceptions of the participants regarding the competency levels of basic education school administrators in the dimension of "determining the need for change in school" according to their age. The study showed that participants aged 25-30 had higher perceptions of determining the need for change in school than those in other age groups.

According to the variable of seniority, there was a significant difference between the perceptions of the participants regarding the competency levels of basic education school administrators in the dimension of "determining the need for change in school". Further, there was a significant difference in perception levels between the participants with 1-5 and 11-15 years of seniority in this study.

According to the perceptions of public basic education school administrators, the competency level related to this dimension was high within the scale limits. As per the perceptions of teachers working in public basic education schools, their administrators' competency levels related to this dimension were high within the scale limits. Some studies in the literature have obtained similar findings (Yıldız, 2012; Yürek & Cömert 2021).

There was no significant difference in the perceptions of the participants regarding the competency level of basic education school administrators in the dimension of "preparing the school for the change process" per variable of position.

There was a significant gender difference in the perceptions of participants regarding the competency levels of basic education school administrators in the dimension of "preparing the school for the change process". Accordingly, male participants had higher perceptions of determining the need for change in school than female participants.

The participants' perceptions of the competency level of basic education school administrators in the dimension of "preparing the school for the change process" did not significantly differ by age. Within the research boundaries, the perceptions of participants aged 25-30 were higher in determining the need for change in school than those in other age groups.

There was a significant difference in the perceptions of participants regarding the competency levels of basic education school administrators in the dimension of “preparing the school for the change process” by the years of seniority. The study showed a significant difference in perception levels between participants with 1-5 and 11-15 years of seniority.

5. RECOMMENDATIONS

Based on the research findings, the following recommendations could be made:

In the appointment of administrators to basic education schools, knowledge and skills that can effectively bring about change in schools and manage change should be considered as an important criterion.

All employees, student parents, and school association members working in basic education schools should be made aware of helping school administrators in their efforts toward change and innovation.

School administrators in Turkey should be provided with the conditions to make changes or innovations, and their roles and responsibilities in this regard should be redefined.

The competencies of high school, preschool, and special education school administrators in change management should be evaluated, and their similarities or differences with basic education school administrators should be uncovered.

Qualitative and quantitative research should be conducted to determine the level of school administrators in change management, according to the teachers who were not included in the study due to the limitations of the research.

The economic, cultural, political, psychological, and sociological reasons for the success of school administrators working in developed countries that are successful in change management should be reviewed, and education and management policies should be produced in our country in this context.

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GENİŞLETİLMİŞ TÜRKÇE ÖZET

TEMEL EĞİTİM OKULU YÖNETİCİLERİNİN DEĞİŞİMİ YÖNETME YETERLİKLERİ (MERSİN İLİ AKDENİZ İLÇE ÖRNEĞİ)

GİRİŞ

Türkiye’de de özellikle 1980’li yıllardan sonra çağdaş yaşamın gerektirdiği ölçülere ulaşmak ve eğitimin niteliğini artırmak amacıyla eğitim sisteminde, “yeniden yapılanma”, “eğitim reformu”, “yeniden düzenleme” ya da “geliştirme” çabaları altında çeşitli değişim faaliyetleri içine girildiği gözlemlenmektedir. Milli Eğitim Bakanlığı’nın Teşkilat ve Görevleri Hakkında Kanun değişikliği çalışmaları; okul müfredatlarındaki değişimler; Toplam Kalite Yönetimine yönelik çalışmalar; okullarda bilgisayar kullanımının başlatılması, öğretmenlik ünvanlarında yapılmak istenen birtakım değişiklikler (öğretmen, uzman öğretmen, başöğretmen) gibi yapısal, teknolojik, insan ve amaçlar hedefler boyutunda birtakım değişikliğe neden olabilecek bazı girişimler gerçekleştirilmiş ya da gerçekleştirilmek istenmektedir (Kaptan, 2001: 298; Toklucu, 2001: 70; Toptan, 2001: 388; Türk, 1998: 253; Hesapçioğlu, 2003: 155).

Bugün eğitim alanında ortaya çıkan reform, okul geliştirme ya da yeniden yapılanma girişimleri, okullar üzerinde karar veren kişilere daha çok sorumluluk yüklemektedir. Okullardan beklentiler ve bununla birlikte okul müdürünün rolü de değişmektedir. Okul müdürünün rol ve sorumluluklarının sürekli değişime uğrayacağı ve asla değişmez bir prensip olarak kalmayacağı ortak bir görüş olarak değerlendirilmektedir (Helvacı, 2005: 9). Eğitimde başarılı bir biçimde değişme ve yenilik yapmak isteyen okul yöneticilerinin, değişim süreçlerini, okul örgütlerini örgütsel yönden tanımaları, okulları değiştirmeye yönelten güçleri, bu güçlerin örgütlerin hangi öğelerini etkileyip onları değişme gereksinimiyle karşı karşıya getirdiğini, değişim sürecinde işgörenleri anlamayı, değişime karşı neden ve nasıl direndiklerini ve bu direnmelere karşı nasıl stratejik bir yaklaşım sergileyecekleri, değişim modelleri, değişim programları ve uygulamaları konularında yeterli bilgi ve beceriye sahip olmaları gerekmektedir. Bu bilgi ve beceriler değişimi yönetme kapsamını oluşturmaktadır ve okul yöneticilerinin birer değişim yöneticisi, dönüşümcü lider, değişim lideri ya da değişim uzmanı olması beklenmektedir (Alıç,1990: 12; Çalık, 1997: 53; Karip, 1996: 245). Bu açıdan eğitimde değişimin nasıl yönetileceği hakkında bilgi ve deneyim birikimine gereksinim duyulmaktadır. Bu nedenle, değişimin, eğitim sisteminde ya da okullarda nasıl yönetileceği, araştırılması ve biçimlendirilmesi gereken önemli bir konudur. Çünkü değişim belli bir sistematiği olan bir süreçtir (Erdoğan, 2002: 124; Özdemir, 1995:159; Tanrıoğen, 1995:138; Çelikten, 2000: 14; Alkan, 1992: 76; Alıç, 1990: 65). Bu araştırmanın amacı Mersin İli

Akdeniz İlçesi'nde Milli Eğitim Bakanlığına bağlı resmi temel eğitim okullarında görev yapan okul yöneticilerinin değişimi yönetme kapsamında sahip oldukları yeterlikleri, okul yöneticilerinin ve öğretmenlerin algılarına göre değerlendirmektedir.

Bu doğrultuda araştırmanın Problem cümlesi ve alt problemler şu şekildedir:

Temel eğitim okullarında görev yapan okul yöneticilerinin değişimi yönetme kapsamında sahip oldukları yeterlikleri, okul yöneticilerinin ve öğretmenlerin algılarına göre düzeyleri nasıldır?

Alt problemler

Temel Eğitim Okulu Yöneticilerinin;

1. “Okulun Değişim İhtiyacını Belirleme” boyutuna ilişkin yeterlikleri ve
2. “Okulu Değişim Sürecine Hazırlama” boyutuna ilişkin yeterlikleri ne düzeydedir?

YÖNTEM

Bu bölümde araştırmanın modeline, evren ve örnekleme, ölçme aracının geliştirilmesine, verilerin toplanması ve çözümlenmesine ilişkin bilgilere yer verilmiştir.

Araştırmanın Modeli

Milli Eğitim Bakanlığına bağlı resmi temel eğitim okulu yöneticilerinin “değişimi yönetme yeterlikleri” bakımından değerlendirilmesini amaçlayan bu araştırma karşılaştırmalı türden tarama modelindedir.

Çalışma Grubu

Araştırmanın çalışma grubunu; Mersin İli Akdeniz İlçesi'nde Millî Eğitim Bakanlığı'na bağlı 90 temel eğitim okulunda, 2020-2021 öğretim yılında görev yapan 101 öğretmen ve 222 okul yöneticisi olmak üzere toplam 323 kişi oluşturmaktadır.

Veri Toplama Aracı

Araştırmada kullanılan veri toplama araçları, ölçülmek istenen değişkenlere göre belirlenmiştir. Araştırmada veri toplamak amacıyla kullanılan form, iki bölümden oluşmaktadır. Birinci bölümde, okul yöneticisi ve öğretmenlere ait kişisel bilgilerin sorulduğu Kişisel Bilgi Formu yer almaktadır. İkinci bölümde, toplam 67 maddeden ve 4 alt boyuttan oluşan 5’li likert tipi okul yöneticilerin değişimi yönetme yeterliliklerini değerlendirme anketi yer almaktadır.

Verilerin toplanması

Mersin İli Merkez İlçesi sınırları içerisinde Milli Eğitim Bakanlığı'na bağlı resmi temel eğitim okullarına (ilkokul-ortaokul) covid-19 salgın hastalık nedeniyle ölçek google.doc. formlarda online

olarak hazırlanarak çeşitli sosyal haberleşme ve sms yoluyla anket formları okul yöneticilerine ve öğretmenlere ulaştırılmıştır.

Verilerin analizi

Temel eğitim okul yöneticilerinin değişimi yönetme yeterlikleri düzeylerine ilişkin değerlendirmeler arasında görev ve cinsiyet değişkenine bağlı olarak anlamlı bir farklılığın olup olmadığını belirlemek amacıyla t-testi uygulanmıştır. Grup ortalama puanları arasındaki farkların test edilmesinde 0.05 anlamlılık düzeyi esas alınmıştır. Temel eğitim okul yöneticilerinin değişimi yönetme yeterlikleri düzeylerine ilişkin değerlendirmeler arasında yaş ve kıdem değişkenine bağlı olarak anlamlı bir farklılığın olup olmadığını belirlemek amacıyla Anova uygulanarak tablolar arasında karşılaştırma yapılmıştır.

BULGULAR

Katılımcıların “Okulda Değişim İhtiyacını Belirleme” Boyutuna ve Yeterliklerine İlişkin Algılamaları ile İlgili, Bulgular ve Yorumları

Genel toplam ortalamasına göre okul yöneticilerin algı düzeyleri (\bar{X} :4,05 - SS: 0,635), öğretmenlerin algı düzeyleri (\bar{X} :3,96 - SS: 0,798) ile birlikte genel toplam katılımcı düzeylerinin (\bar{X} :3,98 - SS: 0,751) “çok” düzey aralığındadır. Öğretmen ve okul yöneticilerinin okulda değişim ihtiyacını belirleme boyutu ile ilgili görev değişkenine göre sig ($p>0,050$) değerine bakıldığında aralarında anlamlı bir fark bulunmamıştır ($t=0,964$ - $p=0,336$).

Katılımcıların “Okulu Değişim Sürecine Hazırlama” Boyutuna ve Yeterliklerine İlişkin Algılamaları ile İlgili, Bulgular ve Yorumları

Katılımcıların görev dağılımına göre okulu değişim sürecine hazırlama boyutunda genel toplam ortalamasına göre okul yöneticilerin algı düzeyleri (\bar{X} :4,06 - SS: 0,665), öğretmenlerin algı düzeyleri (\bar{X} :3,94 - SS: 0,861) ile birlikte genel toplam katılımcı düzeylerinin (\bar{X} :3,98 - SS: 0,806) “çok” düzey aralığındadır. Öğretmen ve okul yöneticilerinin okulu değişim sürecine hazırlama boyutu ile ilgili görev değişkenine göre sig ($p>0,050$) değerine bakıldığında aralarında anlamlı bir fark bulunmamıştır ($t=1,221$ - $p=0,223$).

TARTIŞMA VE SONUÇ

Resmi temel eğitim okul yöneticilerinin algılarına göre okul yöneticilerinin yeterlik düzeyi ölçek sınırları içerisinde “çok” düzeyine denk gelmektedir. Resmi temel eğitim okullarında görev yapan öğretmenlerin algılarına göre ise, yöneticilerinin bu boyuta ilişkin yeterlik düzeyi, ölçek sınırları içerisinde “çok” düzeyine denk gelmektedir. Alan yazında benzer bulgulara ulaşan çalışmalar bulunmaktadır. (Argon ve Özçelik, 2008; Yıldız, 2012; Ak, 2006; Helvacı, 2004). Buna karşın Sayracı ve Gündüz’ün (2018) çalışmalarında okul yöneticilerinin algılarına göre okul yöneticilerinin yeterlik düzeyinin en az olduğu alt boyutun okulda değişiklik gerekliliğini

belirleme yeterliđi olduđu bulunmuřtur. Katılımcıların, görev deđiřkenine gre temel eđitim okulu yneticilerinin “okulda deđiřim ihtiyaını belirleme” boyutundaki yeterlik dzeyine iliřkin algıları arasında anlamlı bir fark yoktur. Katılımcıların, görev deđiřkenine gre temel eđitim okulu yneticilerinin “okulu deđiřim srecine hazırlama” boyutundaki yeterlik dzeyine iliřkin algıları arasında anlamlı bir fark yoktur. Katılımcıların, cinsiyet deđiřkenine gre temel eđitim okulu yneticilerinin “okulu deđiřim srecine hazırlama” boyutundaki yeterlik dzeyine iliřkin algıları arasında anlamlı bir fark vardır. Arařtırma sınırları ierisinde erkek katılımcıların kadın katılımcılara gre okulda deđiřim ihtiyaını belirlemeye ynelik algıları daha yksektir.