

Opinions of the Administrators and Teachers on the Mandatory Rotation of School Administrators

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Abstract

The aim of this study is to determine the views of administrators and teachers on the mandatory rotation of administrators. The research utilized the phenomenological method, which is a qualitative approach. The research group comprised ten administrators (principals and vice principals) and ten teachers working in public secondary schools in Bolu city center in the second semester of the academic year 2022-2023 and were selected through an appropriate sampling method. The research data were collected using a semi-structured interview form prepared by the researcher. The obtained data were analysed by descriptive analysis and the data were shown with frequencies according to the repetition status. The research findings revealed that administrators and teachers hold both positive and negative views regarding implementing mandatory rotation. Furthermore, administrators and teachers expressed a belief in the overall effectiveness of mandatory rotation. However, administrators do not perceive rotation as effective concerning aspects such as the administrator evaluation form (Annex-2) and time constraints, while teachers do not perceive rotation as effective regarding the duration of rotation and issues such as interviews and objectivity. In the context of these results, suggestions were made such as the continuation of the mandatory rotation applied to administrators by taking into account the opinions of administrators and teachers, and the revision of the EK-2 evaluation form in line with the opinions received.

Keywords: Administrator, mandatory rotation, school, teachers

Okul Yöneticilerinin Zorunlu Rotasyonuna İlişkin Yönetici ve Öğretmen Görüşleri

Öz

Bu araştırmanın amacı yöneticilerin zorunlu rotasyon uygulamasına yönelik yönetici ve öğretmen görüşlerini belirlemektir. Araştırmada nitel yöntemler arasında yer alan olgu bilim (fenomoloji) yöntemi kullanılmıştır. Araştırmanın çalışma grubunu 2022-2023 eğitim öğretim yılının ikinci döneminde Bolu il merkezinde kamuya bağlı ortaokullarda görev yapan ve uygun örnekleme yöntemi ile seçilen on yönetici (müdür-müdür yardımcısı) ve on öğretmen oluşturmuştur. Araştırma verileri araştırmacı tarafından oluşturulmuş yarı yapılandırılmış görüşme formu ile toplanmıştır. Elde edilen veriler betimsel analiz ile çözümlenmiş, veriler tekrar etme durumuna göre frekanslarla gösterilmiştir. Araştırma sonucunda gerek yöneticilerin gerekse de öğretmenlerin zorunlu rotasyonun uygulanmasına yönelik olumlu ve olumsuz görüşleri olduğu sonucuna ulaşılmıştır. İlaveten yönetici ve öğretmenlerin zorunlu rotasyonu büyük oranda etkili buldukları ancak yöneticilerin EK-2 yönetici değerlendirme formu, süre kısıtlaması gibi konularda, öğretmenlerin ise rotasyon süresinin yanında mülakat, objektiflik gibi konularda yöneticilere uygulanan rotasyonu etkili bulmadıkları sonucuna ulaşılmıştır. Bu sonuçlar bağlamında yöneticilere uygulanan zorunlu rotasyonun yönetici ve öğretmen görüşleri bağlamında yeniden düzenlenerek devam etmesi, EK-2 değerlendirme formunun gelen görüşler bağlamında revize edilmesi gibi önerilerde bulunulmuştur.

Anahtar kelimeler: Yönetici, zorunlu rotasyon, okul, öğretmen

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INTRODUCTION

In today's world, education is one of the most important indicators of a country's level of development (Karakütük, 2016). In this educational process, schools (Arabacı & Sağlam, 2012) and educational administrators play an important role in increasing the effectiveness of schools (Aktepe, 2014; Balcı, 1993). School administrators play an important role in the motivation and capacity of teachers working in schools, school climate, and school environment, and play an important role in the quality of school outcomes (Pont, Nusche, & Moorman, 2008). It is clear that school administrators have duties to achieve the goals of schools.

In Türkiye, regulations for the appointment and transfer of school administrators have changed over time, and they play an important role in the development of schools. The most recent of these regulations is the "*Regulation on the Selection and Assignment of Administrators to Educational Institutions Affiliated with the Ministry of National Education*" (Resmi Gazete-Official Gazette, 2021), which came into effect in February 2021 and is still in effect. The regulation addresses numerous topics, such as the requirements for selecting administrative teachers, the written examination and its topics, evaluation, continuation and termination of administration, and reassignment. It is believed that it is important to address the issue of administrative teacher reassignment (rotation) in a separate section under these titles. For principals, the regulation states:

“Principals who have completed a four-year term in the same title in the educational institution in which they serve may apply for transfer to the same or another educational institution, and principals who have completed their eight-year term in the same educational institution in the same title may apply for transfer to another educational institution.” (Resmi Gazete-Official Gazette, 2021; Chapter Five)

Similarly, for deputy and assistant principals:

“Assistant principals and head assistant principals who have completed their four-year term in the same title in the educational institution in which they serve shall be assigned to the same or another educational institution, and assistant principals and head assistant principals who have completed their eight-year term in the same educational institution in the same educational institution in which they serve may apply to be transferred as head assistant principals or assistant principal.” (Resmi Gazete-Official Gazette, 2021; Chapter Five)

and mandatory transfer (rotation) is indicated. It was decided that evaluations will be made according to certain criteria (trainings, length of service, academic and professional experience, institution development experience, school change experience, rewards and penalties, etc.) in Annex-2 "Administrator Evaluation Form". (Resmi Gazete-Official Gazette, 2021; Chapter Five).

According to Turkish Language Association the main reason for rotation defined as "*transfer*" (Turkish Language Association [TDK], 2023) is that the long-term work of administrators in the same school causes various problems (Yılmaz, Altinkurt, Karakoese & Erol, 2012), with rotation, productivity is positively increased and monotony in the school is reduced. It is seen to have an idea (Arabacı & Sağlam, 2012). However, it is clear that rotation has both negative and positive effects on administrators. For example, in the study conducted by Tonbul and Sağıroğlu (2012), it was found that rotation contributes to professional development, and creates an opportunity for change by increasing motivation, but also has negative effects such as adaptation problems, material and moral problems, and a decrease in motivation. Also, Yılmaz et al. (2012) concluded in their study on administrators and teachers that teachers and administrators have positive and negative opinions about mandatory rotation applicable to administrators. As can be seen, the obligatory transfer (rotation) of administrative employees affects not only administrative employees but also many other people, especially teachers working in schools.

When examining the relevant literature, it is clear that different studies have been conducted at different times (Aktepe, 2014; Arabacı & Sağlam, 2012; Erdoğan, 2022; Mutlusoy, 2019; Özdoğan, 2023; Üstün & Aslan, 2021; Yılmaz et al., 2012). However, it goes without saying that the studies dealing with the opinions of administrators and teachers regarding the mandatory rotation of administrators have been limited recently. For this reason, this study aims not only to contribute to the literature but also to provide suggestions to the relevant decision-makers and to make rotation more effective.

Purpose of the Study

The aim of this study is to reveal the views of administrators and teachers on the mandatory rotation of school administrators. Thus, it is aimed to draw the attention of the relevant decision makers on the more effective implementation of the mandatory rotation by revealing the views of both administrators and teachers regarding

the mandatory rotation applied to administrators. In order to achieve this aim, the following questions were asked to the participants;

For administrators;

1- How would you rate the contribution of mandatory rotation to your professional development as an administrator? What would you say about the positive and negative aspects? And from where?

2- How would you rate the contribution of mandatory rotation to the development of the schools where you work (student success, physical development of the school, professional development of teachers, etc.)? What would you say about the positive and negative aspects? And from where?

3- Do you think mandatory rotation is effective? What are your suggestions if you think it is not effective enough? Do you agree with it?

For teachers;

1- How do you evaluate the contribution of mandatory rotation to the professional development of administrators? What would you say about the positive and negative aspects? And from where?

2- How would you evaluate the contribution of mandatory rotation for administrators to school development (student success, school physical development, teacher professional development, etc.)? What would you say about the positive and negative aspects? And from where?

3- Do you think the mandatory rotation for administrators is effective? What suggestions do you have if you think it is not effective enough? Do you agree with it?

METHOD

Research Design

In this study, which aims to uncover the views of administrators and teachers regarding the mandatory rotation of school administrators, the phenomenological method, one of the qualitative research methods, was used. Özdemir (2010) defines qualitative research as one of the methods of knowledge production that people have developed in order to unravel their secrets and find out the details of the social systems they have shaped with their own efforts. The phenomenological approach, on the other hand, is an emotional, effective approach that is mostly considered appropriate for studying human experiences (Merriam, 2015). In other words, phenomenological design is defined as a design that reveals the common meanings of the lived experiences of several individuals towards a phenomenon or a specific concept. The aim of phenomenology is to understand in detail the experiences of people who have experienced a particular phenomenon in depth (Creswell, 2018). In the current study, the phenomenology method was used since it was aimed to examine the views of administrators and teachers on the mandatory rotation of administrators in depth and to reveal their real thoughts.

Study Group

In the second semester of the academic year 2022-2023, ten administrators (principals or deputy principals) working in public independent secondary schools in the central district of Bolu and ten teachers working in these schools formed the study group of the research. To achieve the objective of the study, care was taken to ensure that the administrators participating in the study had changed in the past year or were expected to change within a year. Care was also taken to ensure that faculty working in these schools tended to be in different branches so that they could more realistically represent their views on rotation. Since the number of administrators who meet these conditions is limited in the central district of Bolu, the study used the random sampling method, which is one of the non-random sampling methods. While Büyüköztürk (2011) explains the random sampling method as a method that gives time and financial advantage to those who conduct the study, Ekiz (2009) defines it as a method that facilitates the inclusion of people or groups who participate in the study by reaching them. The convenience sampling method made it easier to reach the administrators and teachers who met these conditions, thus providing both time and financial advantages for the study. The demographic characteristics of the administrators and teachers participating in the study are shown in Table 1.

Table 1. Demographic Characteristics of the Participants

Administrator						Teacher				
Participant	Gender	Mission	Total tenure in management	Total work time at school	Education level	Participant	Gender	Branch	Total term of duty	Education Level
A1	Male	Principal	17 yr	8 yr	Master's degree	T1	Male	English	22 yr	Bachelor
A2	Male	Principal	8 yr	4 yr	Master's degree	T2	Male	PE	20 yr	Bachelor
A3	Male	Principal	17 yr	1 yr	Bachelor	T3	Female	Math	29 yr	Bachelor
A4	Male	Principal	11 yr	1 yr	Master's degree	T4	Female	Science	17 yr	Bachelor
A5	Male	Assistant Principal	6 yr	1 yr	Bachelor	T5	Male	Turkish	11 yr	Bachelor
A6	Female	Assistant Principal	8 yr	8 yr	Bachelor	T6	Female	Music	16 yr	Bachelor
A7	Male	Assistant Principal	8 yr	8 yr	Bachelor	T7	Female	Technology and Design	22 yr	Bachelor
A8	Male	Assistant Principal	8 yr	8 yr	Bachelor	T8	Female	Turkish	15 yr	Bachelor
A9	Female	Assistant Principal	8 yr	8 yr	Bachelor	T9	Female	Social Sciences	16 yr	Bachelor
A10	Male	Assistant Principal	4 yr	4 yr	Bachelor	T10	Female	English	11 yr	Bachelor

Table 1 shows that 10 of the participants are administrators (principals/vice principals) and 10 are teachers. 8 of the administrators are male and 2 of them are female; 4 of them are principals and 6 of them are vice principals; In terms of total administrative service time, 2 of them had 17 years, 1 of them had 11 years, 5 of them had 8 years, 1 of them had 6 years, and 1 of them had 4 years; In terms of total school service time, 5 of them had 8 years, 2 of them had 4 years, and 3 of them had 1 year; In terms of educational level, 3 of them have a master's degree and 6 of them have a bachelor's degree. Again, Table 1 shows that 3 of the teachers were male and 7 were female; 2 of them worked as English teachers, 2 of them worked as Turkish teachers, and 1 of them worked as a teacher in other subjects (physical education, mathematics, science, social studies, music, technology, and design); 2 had 11 years, 2 had 16 years, 2 had 22 years, and the others had different lengths of service (15, 17, 20, 29 years); it was assumed that the educational level of all teachers was at the bachelor's degree level.

Data Collection Tool

For the study, a semi-structured interview form was created by the researcher to elicit the opinions of administrators and teachers about the mandatory rotation of school administrators. The first part of the form contained questions about the demographic characteristics of both administrators and teachers. The second part of the questionnaire contained three questions for administrators and teachers designed to elicit the opinions of administrators and teachers about the mandatory rotation of school administrators. In order to ensure the validity and reliability of the questions, the questions in the form were created by the researcher by reviewing the literature, and expert opinions were obtained from three experts in the field, two of whom were doctors and one of whom had the title of doctoral lecturer. It was observed that the experts generally agreed with the scope of the questions and made minor suggestions regarding the content of the questions, and the forms were finalized in line with these suggestions. In this way, internal validity was ensured. The interview questions were applied to two administrators and three teachers who were not included in the study sample and it was seen that the research questions were clear and appropriate for the purpose. In the study, the aim was to compare the obtained findings to increase credibility, and for this reason, the obtained data were interpreted by another researcher. The data obtained were

compared with each other and found to be generally compatible. The data showing differences were re-evaluated by the researchers and a consensus was reached and harmony was achieved. In this way, it was seen that the data obtained within the scope of the study were largely consistent with each other and it was understood that the data were valid and reliable. The approval of the Ethics Committee of Bolu Abant İzzet Baysal College Human Research Ethics Committee in Social Sciences dated 02/03/2023 and 2023/2 (Protocol No. 2023/98) was obtained for the collection of the data. Following the forms prepared, the data were collected by the researcher himself, taking into account the voluntary nature of the participants. The data were collected in written form by the researcher, and it was found that the average interview time was 20 minutes. The written data were read back to the participants after the interview and the data were approved by the participants.

Data Analysis

In the present study, a descriptive analysis was conducted aiming to determine the views of administrators and teachers about the mandatory rotation of school administrators. According to Yıldırım and Şimşek (2011), one-to-one quotes are often used in descriptive analysis because the views are fully revealed. The data obtained about the participants' views were presented with frequencies, and finally, the opinions of administrators and teachers were presented and interpreted in an unbiased manner. Administrators participating in the study were coded "A1, A2, A3..." and teachers were coded "T1, T2, T3..." to ensure the confidentiality of the participants and to allow them to present their views more objectively. In presenting the results, frequencies were given but not completed to 100 because a participant may have more than one thought.

FINDINGS

In this section of the study, the results are placed in the context of the data obtained and the comments are placed in the context of the results.

The first sub-problem of the study includes the positive or negative opinions of administrators and teachers regarding the contribution of the mandatory rotation for administrators to the professional development of administrators.

Table 2. Contribution of the Mandatory Rotation to Administrators' Professional Development

Opinions of the Administrators	f	Opinions of the teachers	f
I think it is positive. Because,		I think it is positive. Because,	
it provides a new energy, synergy and start. (A2, A4, A5, A7, A8, A9, A10)	7	It increases professional development and experience. (T2, T5, T6, T8, T10)	5
It allows students to get to know schools with different cultures. (A4, A7, A8)	3	It provides new energy, synergy and start. (T1, T2, T7, T8)	4
It offers the opportunity to work in different schools. (A4, A7)	2	It prevents power poisoning, mobbing and over-possession. (T1, T2, T5, T7)	4
It prevents excessive ownership of the school. (A8, A10)	2	It provides the opportunity to work with students with different opportunities. (T4, T5, T6, T9)	4
Experiences are also transferred to different schools. (A6, A8)	2	I think it is negative. Because,	
Administrators who do not do their job well are eliminated. (A7)	1	The change in habits can cause problems. (T4, T8, T10)	3
I think it is negative. Because,		The administrator may have adaptation issues. (T4, T10)	2
It creates adaptation issues. (A2, A5, A6, A9, A10)	5	It does not affect. Because,	
Change in the work environment creates problems (A2, A5, A6, A9)	4	I don't think it contributes. (T3)	1
It disrupts the established order. (A7)	1		
It reduces productivity by causing stress. (A9)	1		
It does not affect. Because,			
I don't think it contributes. (A1, A3)	2		

Table 2 shows the opinions of administrators and teachers about the professional development of administrators in the mandatory rotation for administrators. It can be seen that the opinions of both administrators and teachers are grouped into three sub-dimensions: positive, negative, and uninfluenced. The positive opinions of administrators were "It provides new energy, synergy, and a fresh start." (f=7), and the negative opinions were

"It creates an adaptation problem." (f=5); the most frequently expressed views were "It increases professional development/experience." (f=5) among teachers' positive opinions and "The change in habits may cause problems." (f=3) among negative opinions. In addition, it was found that the administrators (f=2) and teachers (f=1) in the sub-dimension that do not have an impact believed that "I do not think it contributes.". In examining Table 2, it was found that the rotation of administrators and teachers have different views on the professional development of administrators. In the table, it is considered important that administrators and teachers hold the view that mandatory rotation generally contributes positively to administrators' professional development. This result is due in part to the fact that administrators create new synergies at the school where they go and have the opportunity to share their experiences. On the other hand, it was found that administrators and teachers also believe that administrators will encounter problems such as adaptation difficulties in the school they attend. This could be because each institution has a different culture.

The following examples can be given as direct views of the participants; "... I think it will be beneficial considering that it will be a new beginning, a new enthusiasm. It can add a new energy." (A2), "Working in different schools provides the opportunity to work with students of different socioeconomic backgrounds and achievement levels... I think it develops the person professionally." (T4), "When we enter an atmosphere that is different from a familiar and familiar environment or culture, it can take a long time to decipher the environment..." (A5), "... Change is difficult. It can be difficult to get used to the new administrator, and for him to get used to us." (T10), "I don't think it contributes because I think that whatever he/she does here, he/she will do the same things at the school I go to." (T3).

The second sub-question of the survey included the positive or negative opinions of administrators and teachers regarding the contribution of the mandatory rotation for administrators to the development of schools (student success, physical development of the school, professional development of teachers, etc.).

In terms of student success;

Table 3. Contribution of Mandatory Rotation to Student Success in Terms of Student Success

Opinions of the Administrators	f	Opinions of the Teachers	f
It makes a positive contribution. Because, He/she conveys his/her experience. (A1, A3, A4, A6, A7, A9)	6	It makes a positive contribution. Because, He/she can increase success with his/her different style. (T4, T7, T9)	3
Change brings success. (A3)	1	The cultural structure has a positive effect on the student. (T7, T8)	2
It increases their motivation. (A4)	1	Innovation increases student success. (T10)	1
Positive communication can be established. (A9)	1	It makes a negative contribution. Because, It decreases success due to adaptation problems. (T2, T8)	2
It may increase social, and athletic success. (A5)	1	It makes a negative contribution. Because, His/her sense of discipline may be different. (T5)	1
It makes a negative contribution. Because, He/she may have adaptation problems with students and parents. (A1, A6, A7)	3	They may not be able to do what they want to do because the opportunities are different. (T10)	1
He/she may have incomplete knowledge and experience. (A4, A6)	2	If it is unsuccessful, it also reduces the student success of the school where it comes from. (T4)	1
He/she may not be able to transfer his/her student-oriented experience to the other school. (A6, A10)	2	It makes an indirect contribution. Because, Student success depends on the teacher. (T1, T6)	2
Change can cause stress for the administrator. (A6)	1	The administrator can contribute to the fields of his/her branch. (T3)	1
He/she may need time. (A8)	1		
He/she may not work due to the possibility of leaving the work. (A8)	1		
It does not affect. Because, It has no direct effect. (A2)	1		

Table 3 shows the principals' opinions about the success of mandatory rotation among administrators. When the table is analyzed, it is seen that administrators and teachers have different opinions about the situation. It is understood that the positive views of the administrators are "He/She transfers his/her experience" (f=6), the negative views are "He/She may have adaptation problems with students and parents." (f=3), and the negative views are "It has no direct effect." (f=1). On the other hand, it was concluded that the most frequently expressed opinions of teachers were "He/She can increase success with his/her different style" (f=3) in their positive opinions, "It decreases success due to adaptation problems" (f=2) in their negative opinions, and "The success of the student

depends on the teacher" (f=2) in their opinions that it contributes indirectly. When examining Table 3, it is clear that administrators and teachers view the situation differently and that there are differences between their views. The reason for this is that administrators and teachers view events from different perspectives.

The following examples can direct the view of the participants; "...Experience is transferred. When an administrator stays in one place for 8 years, interpersonal relationships can weaken, as I am sure you understand. This change also has a positive impact on student success..." (A3), "If the new administrator is disciplined and values social activities, this style can have a positive impact on students and increase their success." (A8), "... The administrator does not know the student or the parents. This situation can harm student achievement." (A7), "If the new administrator's sense of discipline is not the same as the outgoing administrator, it can negatively impact student success." (T5), "It's indirect. Because teacher success is more effective. If a comfortable environment is created for the teacher, the teacher's success will increase and so will the students." (T6).

In terms of the physical development of the school;

Table 4. The Contribution of Mandatory Rotation to The Physical Development of the School

Opinions of the administrators	f	Opinions of the teachers	f
It makes a positive contribution. Because,		It makes a positive contribution. Because	
He/she finds the opportunity to see the negativities. (A1, A3, A8, A9)	4	He/she can offer new possibilities/ideas. (T1, T3, T4, T5, T6, T7, T9)	7
Experience is transferred. (A1, A4, A7, A8)	4	He/she can reflect on his/her experience. (T6, T9)	2
He/she can introduce innovations. (A2, A3)	2	He/she sees deficiencies better. (T8)	1
He/she can use the financial resources of the school better. (A8)	1	He/she may pay attention to advertising. (T8)	1
He/she can receive more contributions from the Directorate of National Education. (A8)	1	It makes a negative contribution. Because;	
It makes a negative contribution. Because;		The incoming administrator may be passive compared to the one leaving. (T1, T7, T9)	3
His/her socio-economic status cannot reveal anything new at a different school. (A4, A7, A10)	3	Expectations of success can cause stress. (T4)	1
He/she becomes stagnant because he/she knows he/she will transfer again. (A2)	1	It does not affect. Because,	
He/she may not get parental support. (A7)	1	I don't think it will have any effect. (T2, T10)	2
He/she may not find team support for physical development. (A7)	1		
He/she may have difficulty breaking stereotypes. (A9)	1		
It does not affect. Because,			
I don't think it will contribute. (A5)	1		
I don't think the assistant principal will have any impact. (A6)	1		

The opinions of administrators and teachers about the contribution of the mandatory rotation applicable to administrators to the physical development of schools are presented in Table 4. In reviewing the table, it was noted that the opinions of administrators and teachers were grouped under the subheadings of "positive," "negative," and "has no impact." The following opinions were expressed under the subheading "Makes a Positive Contribution" among administrators. "He/she finds the opportunity to see the negativities." (f=4) makes a negative contribution under the subheading "Socioeconomic status cannot show anything new at a different school." (f=3). In the teacher section, "He makes a positive contribution" under the subheading "Can provide new opportunities/ideas" (f=7). "The new administrator can be passive compared to the one leaving." (f=3) was the most opinions expressed. The following opinions were expressed under the subheading "Has no impact" in the administrator section, "I do not think it will contribute." (f=1) and "I do not think the assistant principal will have any impact." (f=1). It was observed that teachers also held the following view, "I do not think it will have any effect." (f=3) It is thought-provoking that the number of teachers who think that mandatory rotation will not have any effect on the physical development of schools, however, is not so high among administrators. The reason is that some administrators do not care much about the physical development of schools.

The following examples can be given as the direct opinions of the participants; "New administrators can see physical deficiencies better from different perspectives. The newcomer can make the innovations that the previous administrators did not tackle." (A3), "... He can develop his studies at the school he comes from. He can

pass on his experience... " (A8), "... He sees the deficits better, he can give importance to the appearance for advertising." (T8), "... A meticulous administrator can help the school especially in terms of cleanliness and order. He can make sure that the ceremonies are conducted properly. He can transfer his experience from the school he comes from to the school..." (T6), "If the socioeconomic status of the schools is low, it limits our options." (A4), "I do not think it will be too much. Because nobody asks, neither the teachers nor the administrators. There are a lot of expectations, but no support or very little." (T10).

In terms of teachers' professional development;

Table 5. Contribution of the Mandatory Rotation to Teachers' Professional Development

Opinions of the administrators	f	Opinions of the teachers	f
It makes a positive contribution. Because,		It makes a positive contribution. Because,	
It can contribute to their success by communicating better with teachers. (A4, A5, A8)	3	It can create a new energy in the teacher. (T4, T5, T7)	3
Thanks to his/her experience, he/she can lighten the workload of teachers. (A6, A9)	2	It can support in-service or postgraduate education. (T1, T10)	2
It affects the teacher positively because it provides change. (A3, A10)	2	He/she can support events or projects. (T4, T10)	2
It can demonstrate a positive school culture. (A4)	1	If he/she is equipped, it can contribute to the teacher. (T2)	1
It can add a different perspective to the teachers' board. (A3)	1	It makes a negative contribution. Because;	
It can support in-service or postgraduate education. (A4)	1	It may take time to get used to/adapt. (T1, T4, T9)	3
It can increase the teacher's sense of belonging to the school. (A8)	1	If he/she is not equipped, it may cause conflicts at school. (T2, T4, T9)	3
It makes a negative contribution. Because;		If he is too idealistic, he can push the teacher too hard. (T4)	1
It takes time to get used to/adapt. (A4, A7, A10)	3	He may not involve teachers in decision making. (T9)	1
The departure of an administrator who has good relations with the teachers may affect the teacher negatively. (A4, A5, A7)	3	It does not affect. Because,	
The new administrator may put pressure on the teachers. (A9)	1	I don't think it has any effect. (T3, T6, T8)	3
It does not affect. Because,			
I don't think it has any effect. (A1, A2)	2		

Table 5 presents the views of administrators and teachers on the impact of mandatory rotation for administrators on teacher development. Looking at the table, it is clear that the views of administrators and teachers differ in positive, negative, and no impact. The administrators expressed their positive views as follows: "They can contribute to their success by communicating better with teachers." (f=3), the negative opinions are, "It may take time to get used to/adapt." (f=3) For positive opinions, teachers expressed the following: "It can create a new energy among teachers." (f=3), negative opinions, "It may take time to get used to/adapt." (f=3). In addition, both administrators (f=2) and teachers (f=3) expressed the opinion, "I do not think it will have any impact," under the heading of "Has no impact." Looking at the table, it is clear that administrators and teachers have different but generally similar opinions. Especially in the positive opinions: positive communication, synergy, and creating variety; in the negative opinions, adaptation problems are expressed. Therefore, it can be concluded that mandatory rotation among administrators has a similar effect on administrators and teachers in terms of the contribution of teacher training.

The following views can be cited as examples of direct views to participants; "In this sense, if the administrator is good in terms of leadership and communication, he can increase the success of teachers by increasing their affiliation with the school. When the relationship is balanced, success in the school increases. That contributes to that." (A8) The new or outgoing administrator can fire the teachers who are against him. That can create synergy." (T5), "I do not think it does much for the teachers. If only someone who knows the job comes in, it can reduce the teacher's workload." (A6), "It's negative for the school we left. We know each other... In the school we go to, it is difficult to know each other. Therefore, I think it harms the teacher's professional development", (A7), "If the administrator is unqualified, it can lead to conflicts in the school..." (T2), "I do not think it has any impact. Teaching is a matter of conscience. How effective can an administrator be...?" (T3).

The third sub-problem of the study captures opinions about the effectiveness of mandatory rotation for administrators.

Table 6. Effectiveness of the Mandatory Rotation

Opinions of the administrators	f	Opinions of the teachers	f
I find it effective. (A2, A3, A4, A5, A7, A9, A10)	7	I find it effective. (T1, T2, T4, T5, T6, T7, T9, T10)	8
Insufficient, Because;		Insufficient, Because;	
I consider the Annex-2 evaluation form insufficient. (A1, A2, A3, A4, A6, A8, A9)	7	Rotation time should be shorter. (T2, T3, T5, T8, T10)	5
There is a time limit. (A1, A3, A5, A6, A7)	5	There should be no interview. (T2)	1
It creates uncertainty. (A1, A3)	2	The interview should be objective. (T8)	1
The administrator does not feel safe. (A1)	1	Teachers should also be consulted. (T8)	1
There should be no interview. (A1)	1		
The parent-teacher association should do an evaluation. (A2)	1		
The administrator may go to a school he/she does not want. (A6)	1		
The principal must choose the vice principal himself/herself. (A6)	1		
The Interview should be more objective. (A6)	1		

The third subproblem, the last subproblem of the study, includes the opinions of administrators and teachers about the effectiveness of mandatory rotation (Table 6). The table shows that among the administrators (f=7) and teachers (f=8), in addition to the participants who expressed the opinion "I find it effective" regarding the mandatory rotation applied to administrators, there are also participants who do not find it effective or deficient in various aspects. For example, It is assumed that teachers also have opinions about the negative aspects of mandatory rotation, such as "I find the evaluation form in Annex 2 inadequate." (f=7), "There is a time limit." (f=5) "The rotation period should be shorter" (f=5). It is considered important that administrators seriously express the shortcomings of the Annex-2 evaluation form. This is because it can be interpreted that expressing the inadequacies in the Annex-2 evaluation form, which is an important criterion in the initial reassignment of administrators, will decrease the work motivation of administrators.

The following examples can be given for the direct views of the participants; "Effective. It is nice to have a period of change. However, it is problematic to change from center to district. It would be better if the rotation period was 5+5... The requirement that the granting of the pension must be within the last four years in the document Annex -2 creates a problem... Also, awarding points for social sports activities in Annex -2 is problematic. In this case, working at a large school leads to affirmative action. Because in large schools, the student or teacher is more likely to get a degree in social or artistic competitions." (A3), "It is not effective at all. It's not good to go to a school you do not want. If the principal is not satisfied, he cannot be successful. The principal should choose the assistant principal himself. The rotation period should be increased to 12 years. Annex 2 is needed. If I have improved, I should get my points. Administrative review needs to be continued. Interviews should be objective..." (A6), "I think it is effective. Because some administrators feel that I have the title deed. But that needs to change..." (A9), "Effective. Because it is positive in terms of innovation, reducing monotony, and sharing experiences. But for it to be more effective, the duration of the rotation should be 5 years." (T5), "... The executive gets the opportunity to see what he or she can and cannot do based on the rotation. A leader has the right to work in both advantaged schools and a school that is disadvantaged in terms of parents, students, and environment." (T6), "The rotation period is too long. The rotation should be in 4 or 5 years. Teachers should also be consulted when the manager is transferred. There should be an objective interview for managers. But unfortunately, I do not think that is the case."

DISCUSSION & CONCLUSION

The first sub-problem of the study includes the opinions of administrators and teachers about the professional development of administrators in the context of the mandatory rotation for administrators. The administrators expressed the positive opinion that "it provides a new energy, synergy and start", while they expressed the negative opinion that "it creates adaptation problems". Teachers expressed the most negative

opinion, "Changing habits can create problems," in contrast to the positive opinion, "Increases professional development/experience." It was found that administrators and teachers had different views on this issue (see Table 2). Tonbul and Sağıroğlu (2012) concluded in their study that in addition to the positive opinion of administrators that mandatory rotation provides an opportunity for change and personal and professional development, there were also negative views such as the deterioration of the existing established order, which are similar to the results of the current study. In their study, Yılmaz et al. (2012) concluded that mandatory faculty rotation adds dynamism to the organization and provides leaders with an opportunity for change. In the same study, administrators and teachers supported the research findings by concluding that mandatory rotation would cause adaptation problems. When examining the relevant literature, it was found that there are several studies (Arabacı & Sağlam, 2012; Kurtulmuş, Gündaş & Ardıç, 2012) that support the current research findings. Considering that the concept of educational administration is the process of managing educational organizations and using resources efficiently through cooperation and solidarity among members (Bridge, 2003), it is clear that the professional development of school administrators is very important for schools. From this point of view, it can be said that a mandatory rotation practice applied to managers by authorities will contribute a lot to the professional development of managers, even if the negative aspects are seen. As it is understood from the opinions of teachers and administrators, administrator rotation creates positive synergy and energy in schools, increases development and experience, creates the opportunity to get to know different environments, and prevents negativities such as excessive ownership of the school. With rotation, administrators have the opportunity to apply their experiences in different schools, which can be considered as an important opportunity especially for schools that have problems in academic achievement, physical equipment, and communication with teachers. In addition, although not in every school, administrators who have been working in the same school for many years are likely to have problems with both teachers and parents due to their excessive ownership of the school. For these reasons, it can be said that administrators and teachers have generally positive opinions about the professional development of administrators due to the mandatory rotation of administrators.

The second sub-problem of the study includes the opinions of administrators and teachers regarding the contribution of the mandatory rotation applicable to administrators to the development of schools (student success, physical development of the school, professional development of teachers, etc.). It was found that administrators have positive opinions, such as the contribution of mandatory rotation to student success, the transfer of experience and the ability to see the negative aspects of the physical development of the school, and the contribution of teachers to the professional development of teachers by creating good communication for professional development. On the other hand, the negative opinions of administrators were also frequently expressed, such as the difficulty of matching mandatory rotations to student achievement and professional development, and the difficulty of administrators introducing innovations in a school with a different socioeconomic situation. Teachers often commented that mandatory rotation for administrators increases success with their different styles for student success, provides new opportunities and ideas for the physical development of the school, and creates a new energy among teachers for professional development. On the other hand, it was found that teachers have a negative opinion of student success and teacher professional development due to the mandatory rotation that applies to administrators, that the administrator has adaptation problems, and that the administrator may be passive in terms of physical development. In addition, it was found that there are participants who believe that mandatory rotation between administrators and teachers will have different effects on school development (student achievement, school physical development and teacher professional development) (see Table 2, 3, 4). When examining the relevant literature, it is clear that there are several studies (Arabacı & Sağlam, 2012; Tonbul & Sağıroğlu, 2012) that are similar to the findings of this study. It is known that school administrators are one of the most important actors in creating an effective school (Konan, Bozanoğlu, & Çetin, 2017). Nowadays, school administrators are expected to have different behaviors, and it can be seen that they have various duties and responsibilities, such as having a vision, creating a suitable learning and teaching environment in the school, giving importance to professional development, and improving interpersonal communication and cooperation (Balıcı, 2013). In addition, school administrators are believed to have an impact on the physical development of the school (Babaoğlu, Nalbant, & Çelik, 2017). The physical facilities of schools can be one of the reasons that cause differences in performance between schools by negatively affecting the quality of education (Önder, 2016). For this reason, it can be said that administrators should focus on their physical development as well as student and teacher success. As can be seen, school administrators can contribute positively or negatively to the school in any way. In this respect, the fact that administrators and teachers working in schools have different characteristics may be the reason why administrators and teachers have different views on the mandatory rotation applied to administrators. Because each administrator's personal characteristics, goals, objectives, vision, etc. can be different, and this can

shape their actions at school. These actions may affect teachers, students, parents and other personnel in the school differently, and may lead to different views on the contribution of mandatory rotation to the development of schools.

The third sub-problem of the study was the views of administrators and teachers on the effectiveness of the mandatory rotation applied to administrators. As a result of the study, it is seen that there are participants who find rotation effective among administrators and teachers, as well as participants who find it incomplete or insufficient in terms of effectiveness. Administrators criticized the effectiveness of the mandatory rotation for reasons such as the inadequacy of the Annex-2 form in which administrators are evaluated, the time limitations of the rotation and the uncertainty it creates. It was also observed that some teachers expressed negative opinions about the effectiveness of the mandatory rotation of administrators due to reasons such as rotation period and interview. When the related literature is examined, it is seen that there are different studies supporting the results of the research. Tonbul and Sağıroğlu (2012) pointed out shortcomings of the Annex-2 form in their study related to the mandatory rotation of administrators, schedule, family integrity, accounting, and transportation problems. In turn, Üstün and Arslan (2021) concluded in their study that administrators consider the Annex-2 form to be "exploitable, expandable, and unfair." When examining the relevant literature, one finds that there are several studies (Yılmaz et al., 2012; Özdoğan, 2023) that support the findings of the study. Fink and Brayman (2006) admit that the effectiveness of school leaders decreases after they have worked at their school for 6 or 7 years. It can be interpreted that these results support the opinions of both administrators and teachers who see rotation as effective.

As a result of the study, suggestions were made for practitioners such as the continuation of the mandatory rotation applied to administrators by reorganizing it in the context of administrator and teacher opinions, revising the Annex-2 evaluation form regarding the opinions received, and re-evaluating the interview. For the researchers, it was suggested that similar studies should be conducted at other levels of education and in different provinces due to the possibility of different results.

Statements of Publication Ethics

In this study, the study ethics were complied with and the data were collected from Bolu Abant İzzet Baysal University It was collected with the permission of the Human Research Ethics Committee in Social Sciences dated 02.03.2023 and protocol number 2023/98.

Conflict of Interest

There is no conflict of interest in the article.

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