

## Examining The Opinions of School Administrators on Rotation Practice

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### Abstract:

Education is one of the most important elements in the development and progress of a country. The quality of education also depends on teachers. In this sense, teachers need to be more devoted, to increase their motivation, and to be relocated in certain periods in order to improve their working conditions. This study was conducted to evaluate the opinions of school administrators regarding rotation practice. In the study group of the research, face-to-face interview technique was used with 20 school administrators working within the Gaziantep Provincial Directorate of National Education and on a voluntary basis. In the research, the interview method, which is one of the qualitative research methods, was used and the data obtained was analyzed by the content analysis method. As a result, school administrators stated that they saw the rotation practice as appropriate and that it increased the quality of education, and that they needed the rotation practice. School administrators who participated in the research stated that the rotation practice has some positive features, especially that it increases productivity and provides a new perspective. In addition, it was concluded that some school administrators experienced adaptation problems with the rotation practice, their current order was disrupted, they experienced poor performance at school and they experienced unrest.

**Keywords:** School, manager, rotation.



### Atf:

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## INTRODUCTION

Education is a social institution that is both affected by the phenomenon of social change and affects this change or plays an active role in the formation of social change (Aydın, 2014). He classifies attempts to increase the effectiveness of educational institutions in three ways: human element, organizational structure and technological dimension. There are findings that the change in the human element will bring about a new management policy, radical changes in the knowledge, skills and attitudes of the personnel, and increase the productivity, motivation level and satisfaction of the employees in organizations (Tonbul & Sağıroğlu, 2012).

The main feature that makes a school unique and distinguishes it from other schools is the climate of that school and the culture it has developed. Culture directly affects the structure, management and behavior of the school. The school climate, on the other hand, emerges with the participation of members such as teachers, students and administrators, who bring together the different dimensions of the education system (Aydın, 2014). The rapid technological changes that have taken place in recent times make it necessary for organizations to set aside traditional thinking and operating rules and keep up with the current trend in order to survive (Çicek Sağlam & Yüksel, 2015).

Rotation, which means relocating for better job opportunities or opportunities and the employee working in a different position for a certain period of time, has been used synonymously with relocation and is expressed as creating a competitive environment by allowing the employee to work in different places under equal responsibilities (Yörük & Günbayı, 2015).

Rotation is when personnel perform different tasks at different times and places. Considering that job enlargement and job rotation techniques will not provide much benefit if the jobs performed by the personnel are routine and similar (Can, 2009), the purpose of the rotation that is considered to be implemented should be planned in a way that will serve efficiency. It is a planned movement of a person from one position to another with the aim of '(Şermet, 2009).

There are many different definitions of rotation. It is referred to as job rotation in the international literature. As the name suggests, it is mostly applied and defined in factories and industrial establishments. There are many different definitions of rotation. Although these definitions are different from each other, there are certain points where they all intersect. If we start with a general definition for rotation, we can also take the displacement of workers as a common denominator (Ortega, 2001). In our country, rotation is known as the displacement of employees in the public sector by sending them to different provinces or districts within certain periods. Another definition for rotation is the transition of the individual to a number of different activities or tasks related to the task he/she is currently performing according to a predetermined program and the time intervals specified in this program and applying them respectively (Demir, 2005).

While rotation increases the knowledge of the employees about the organization, it strengthens their leadership capacity (Orr, 2006). Employees gain the ability to train others through rotation. Employees in that department convey information to the employee assigned to a new department. In this case, it increases the employee's ability to train others. The problem-solving ability of the staff working with rotation also increases. Working in all units of production and knowing the operation of the process, the employee can find a solution to a problem more easily

with the experience of all steps. Since the solution of the non-rotated employee will only affect his/her own department, he/she cannot know its effect on the whole production and the solution process may be disrupted (Allwood & Lee, 2004).

One of the reasons cited as the reason for the rotation practice is that monotony can occur in institutions over time and the symptoms of burnout are observed in the personnel. Inertia or inaction in public institutions leads to monotony in the system; this situation negatively affects the healthy working and productivity of both the individual and the organization (Leblebici, 2005). The fact that teachers change schools and work in different schools can play an important role in transferring their experience, culture and especially knowledge to other schools (Gökkaya, 2013).

When we look at the regulations, we see that the concept of Forced Relocation is called Rotation in the 1998, 2004 and 2009 Regulations. The rotation entered into force by being published in the Official Gazette dated March 4, 2006 and numbered 26098. Many administrators who were victims of the practice were reinstated to their duties by court decisions. After the court decisions, M.E.B shelved the application, but in 2009 it prepared the legal infrastructure and made the application ready (MEB, 2012). The application of rotation in education has entered the agenda of educators with the application of rotation to education administrators. After long discussions, or rather, long-lasting objections, the places of duty of the school principals were changed, and then the deputy principals were also rotated. Mandatory relocation was implemented with the Regulation on the Assignment of Educational Institutions Managers affiliated to the Ministry of National Education, published in the Official Gazette dated 10 June 2014 and numbered 29026, after many changes made from 2004 to 2014, by switching from the "appointment" method to the "assignment" method. it has taken its final form (MEB, 2014a). It was announced by the Minister of National Education at the 2nd Education Congress held in Antalya that the teacher rotation, which was shelved in 2015, will be put into practice again in 2017.

The Ministry Administration made preparations to relocate teachers who worked in schools for 8-12 years (MEB, 2013) and opened the issue to public discussion. It is natural that teachers who have worked together for many years in the same school have strong social ties. Groups where members love and strongly respect and value each other have high morale and commitment. Commitment and solidarity are interdependent concepts. Group commitment is a source of satisfaction for the individual (Uluğ, 1999).

Hamel (1991) considers the rotation of the staff within the organization, and Inkpen and Crossan (1995) the rotation of the managers as one of the most important elements that will positively affect personal and organizational learning. The real reason underlying the rotation of managers or employees is to increase their work-related knowledge and skills rather than increasing their technical and administrative knowledge (Nartgün, 2012).

It is emphasized by the Ministry of National Education officials that teacher relocation should be carried out due to reasons such as the filling of norm positions, the accumulation of teachers in certain regions, the demands of teachers and the provision of equality in education. In this context, it is thought that the discussions carried out within the framework of "forced displacement" will affect the future planning and motivations of teachers. It should not be forgotten that teacher motivation has an important function on both teaching competencies and psychological and physical health. This situation is directly related to the efficiency of the

teacher, and the performance of the teacher is also affected by the social environment of his colleagues, students and parents (Dresel & Hall, 2013).

The teacher may find himself in a different environment unexpectedly and cause difficulties in adapting to this new environment, which may negatively affect the effectiveness of the teacher and thus the quality of education. On the other hand, a similar rotation practice has also come to the fore in China in order to eliminate inequalities in education, to distribute resources in a balanced way and to increase the quality of education. According to the policy document published by the Ministry of Education of China, it is planned to send approximately one million teachers and principals from central and successful schools to rural schools by 2020. In addition, this policy reveals that the ratio of teachers who are rotated from central regions should be at least 10%, and that 20% of these teachers should be selected from the "backbone" (highly qualified) staff (Wangshu & Yin, 2014; Zhao, 2014).

We can call the assignment of an administrator from one school to a different school as an administrator as horizontal rotation. example. As a result, the position of the person did not change but his/her title remained the same. In the studies conducted in our country, we can say that the opinions of school administrators about rotation practices are limited. In this study, it was aimed to examine the views of school administrators on rotation practices. For this reason, answers to the following questions were sought.

School administrators;

1. What are their views on rotation practice?
2. Is there a need for rotation?
3. What are the positive aspects of rotation practice?
4. What are the negative aspects of rotation?

## **METHOD**

Qualitative research is defined as research in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic way. Qualitative research is an approach that focuses on researching and understanding social phenomena in their environment with an understanding based on theory building. The interview method is prepared in order to get the same type of information from different people by focusing on similar issues (Yıldırım & Şimşek, 2013).

### ***Study Group***

In the study, the opinions of school administrators on rotation practice were examined. For this purpose, the study group of the research consists of school administrators working in different schools. Maximum diversity sampling, one of the purposeful sampling methods, was used in the selection of the study group.

### ***Preparation and Application of the Open-Ended Questionnaire***

A semi-structured interview form consisting of 4 items was used to collect qualitative data (Yıldırım & Şimşek, 2013). While preparing the semi-structured interview form used as a data collection tool, the researcher first conducted field research and created a pool of semi-structured interview form questions that could be asked to the administrators working in

schools. Then, the questions created by three experts were examined and the semi-structured interview form was finalized. None of the participants were forced to participate in the study, and the principle of confidentiality was strictly adhered to during the implementation and collection of the questionnaires. Interviews were recorded with a voice recorder and then transcribed.

### **Data Collection**

Qualitative research data were collected from 20 school administrators working in different schools. One-to-one and face-to-face interviews were conducted with all participants. A voice recorder and note-taking technique were used to record the interviews. The interviews lasted between 25 minutes and 35 minutes.

### **Analysis of Data**

The data obtained from the interview form used in the research were recorded with a voice recorder. Then, qualitative data were analyzed by content analysis method. Content analysis technique, which is frequently used, was used in the analysis of the data obtained from the questions in the interview form. (Yıldırım & Şimşek, 2013).

## **RESULTS AND INTERPRETATION**

**Table 2.** Distribution of school administrators' opinions on rotation practice.

<b>Themes</b>	<b>n</b>	<b>%</b>
A necessary application	12	21.6
An application that improves the quality of education	12	21.6
An unfair practice	8	14.2
An application that brings innovation and change to schools	8	14.2
A worrying practice	8	14.2
A useless application	8	14.2
<b>Total</b>	<b>56</b>	<b>100</b>

In Table 2, 21.6% of the school administrators who participated in the research stated that rotation is a correct and appropriate practice and that it is a practice that increases the quality of education. In addition, school administrators stated that rotation is a practice that brings innovation and change to schools, an unfair practice, a worrying practice and a useless practice.

**Table 3.** Distribution of the participants' views on whether rotation is needed.

<b>Themes</b>	<b>N</b>	<b>%</b>
There is need	13	65
No need	7	35
<b>Total</b>	<b>20</b>	<b>100</b>

In Table 3, the majority of the school administrators participating in the research, 65%, stated that there was a need for rotation, while 35% stated that there was no need for rotation.

**Table 4.** Distribution of the participants' views on the positive aspects of rotation practice.

Themes	n	%
Increases productivity at school	13	22.2
Increases school engagement	12	20.4
An opportunity for healthy and level communication among school administrators	11	18.6
It brings innovation to school administrators.	9	15.2
Increases the performance of school administrators	8	13.5
Provides difference and awareness	6	10.1
<b>Total</b>	<b>59</b>	<b>100</b>

In Table 4, regarding the positive aspects of rotation practice, 22.2% of the school administrators who participated in the research stated that productivity in the school increased, while 20.4% stated that commitment to the school increased. In addition, school administrators stated that rotation is an opportunity for healthy and level communication of school administrators and that it brings innovation. Some school administrators who participated in the study stated that the rotation practice increased their performance and provided diversity and awareness.

**Table 5.** Distribution of school administrators' views on the negative aspects of rotation.

Themes	N	%
Compatibility issue	15	18.3
Low motivation	14	17.1
Underperformance	14	17.1
School-related problems	12	14.7
Social problems	11	13.4
Restlessness	11	13.4
Lack of objectivity	5	6
<b>Total</b>	<b>82</b>	<b>100</b>

In Table 5, regarding the negative aspects of the rotation practice, 18.3% of the school administrators stated that there would be adaptation problems, while 17.1% stated that there would be a decrease in motivation and low performance. In addition, when the participants were asked about the negative aspects of rotation, 14.7% stated that there would be problems related to the school, and 13.4% stated that there would be social problems and unrest. 6 administrators stated that there were problems because rotation was not done objectively.

## DISCUSSION AND CONCLUSION

In this part of the study, the results based on the findings obtained to examine the rotation practice of school administrators are presented.

It has come to the fore that the majority of school administrators participating in the research see rotation as a correct and appropriate practice and that it increases the quality of education. In addition, it was observed that school administrators stated that rotation is a practice that brings innovation and change to schools. However, some participants regarding the rotation practice; They stated that it was an unfair practice, a worrying practice and a useless practice. Based on this, we can say that school administrators generally consider the rotation practice as a correct and appropriate practice. When the opinions of the teachers on the practice were evaluated in the studies, it was understood that although many participants had hesitations and

expectations regarding the subject, they generally considered the rotation practice necessary (Çelebi et al, 2011; Tonbul & Sağiroğlu, 2012; Özdemir & Yaman; 2011).

Nural and Çıtak (2012) also found in their research that three-thirds of school principals working in the same institution all the time causes business blindness, stagnation and inefficiency. The practice of forced relocation, with the thought that it leads to low determined that they support it.

In addition, there are studies that have concluded that teachers will prevent stagnation in the institution and provide a more active structure regarding the rotation practice (Gökkaya, 2013; Leblebici, 2015; Okçu et al, 2015; Yılmaz et al, 2012). According to the research of Kayıkçı et al. (2015), when the opinions of the district and provincial administrators subject to rotation about the rotation application were examined, 10 administrators (58.82%) argued that the rotation application did not have any individual benefit, while 6 administrators (35.29%) stated that it had individual benefits. According to the study conducted by Arabacı and Sağlam (2012), rotation provides teachers with the opportunity to gain new environments and experiences, and it is also seen as a source of motivation by entering different education fields.

Kılıç (2008) examined the relationship between job satisfaction and rotation and concluded that job rotation has an increasing effect on job satisfaction. Keskin (2008), in his study of "Motivation and motivation techniques as a tool to increase the performance of employees", concluded that job rotation is an important motivation tool with elements such as job security, job enrichment, participatory and democratic management, unity of purpose.

When the school administrators participating in the research were examined whether they needed rotation, the majority (65%) stated that rotation was needed, while 35% stated that there was no need for rotation. Based on this, we can say that school administrators need rotation.

When we look at the positive aspects of the rotation practice, 22.2% of the school administrators who participated in the research stated that the efficiency in the school increased, and 20.4% stated that the loyalty to the school increased. In addition, school administrators stated that the rotation was an opportunity for healthy and high-level communication between school administrators and that it brought innovation. Some school administrators who participated in the research stated that the rotation practice increased their performance and provided diversity and awareness.

Among the results of another study conducted by Memişoğlu and Dilekçi (2012) on the rotation of education supervisors, the adaptation difficulties of those who are subject to rotation practice in their new workplaces, etc. It has been mentioned that the productivity has decreased due to the problems experienced. With rotation, teachers benefit from each other's experiences and as a result, teachers gain the ability to update themselves (Wijk et al, 2008). Kayır (2013), on the other hand, stated in his research that the rotation was welcomed, especially the change of job location as a result of the rotation, providing the school principals with the opportunity to develop personal development and new skills, and to get to know different environments, thus protecting themselves from being obsolete.

When we examine the negative aspects of rotation practice, 18.3% of school administrators stated that there would be adaptation problems, and 17.1% stated that there would be a decrease in motivation and low performance. Additionally, when the participants were asked about the

negative aspects of the rotation, 14.7% stated that there would be problems with school, and 13.4% stated that there would be social problems and unrest. Therefore, we can say that the rotation practice will bring some negative aspects along with its positive aspects. Tonbul and Sağıroğlu (2012), in their study titled a research on compulsory relocation of school principals, consider transportation problems, social environment, family, etc. disruption of the established order, the problem of recognizing and adapting to the environment, material and moral losses are listed.

Those who think that compulsory relocation will harm the organizational culture. According to the participants, the application erases the memory of schools and causes poor performance. It causes administrators to harm the schools they go to and causes problems in communication and communication within the organization causes compatibility problems. This finding is similar to the results in the first main theme. When evaluated together, the main concerns of the participants were that of the managers. It can be said that it does not change the situation, but has possible negative effects on the organization. Grusky (1963) and Bruggink (2001) also reported that the change of school principal caused teachers' It was determined that it caused problems in students' ability to focus on their success (Mascall et al, 2011).

Arslan and Direk (2017) stated that teachers who are unwilling to work will have low motivation and decrease productivity. According to Riemer (2000), relocation has the potential to break up families first. In addition, relocations lead people to an unfamiliar environment, while at the same time bringing the obligation to adapt to new conditions. Munton (1990) also mentions similar findings in his study. According to these findings, among the sources of stress that relocation will create on individuals are finding a new home and settling in, and interruption of children's education. With the rotation application, a teacher will experience loss of motivation if he is appointed to an institution other than his preference, as he can be assigned to an institution that he does not want to work in. In this case, it will directly affect education and training negatively. In addition to these negativities, the permanent assignment of the teacher to other institutions at certain intervals will negatively affect the sense of belonging to the institution and result in the teacher not being able to embrace the school he works in. Similar results are found in the study by Çalışır (2013). According to the results of the study, the teachers stated that their organizational commitment would decrease with the rotation application.

In the study of Yörük and Günbayı (2015), the ability of the teacher, who is constantly changed at specified intervals, to adapt to his new colleagues, and to adapt to both the management and the environment, were seen as negative effects that would reflect on the institution. A similar study was carried out by Bahçalı (2014) and as a result, it was seen that the adaptation problems caused by the change of location negatively affected the motivation of the teacher. Okçu et al, (2015) stated in their study that starting the rotation without creating the necessary infrastructure may cause new problems in the education system.

As a result, school administrators stated that they saw the rotation practice as appropriate and that it increased the quality of education, and that they needed the rotation practice. School administrators who participated in the research stated that the rotation practice has some positive features, especially that it increases productivity and provides a new perspective. In addition, it was concluded that some school administrators experienced adaptation problems with the rotation practice, their current order was disrupted, they experienced poor performance at school and they experienced unrest.



### **Suggestions**

It is possible to compare the results of the research with each other by doing it with different branch teachers.

Various studies can be carried out on the rotation application and activities can be carried out to make the rotation process effective.

### **Ethical Text**

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).

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