Qualifications of the Ideal Tourism School Administrator: A RepGrid Review

İdeal Turizm Okulu Yöneticisinin Nitelikleri: Bir RepGrid İncelemesi

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Abstract

The school administrator has one of the most important roles in the success of an institution and in the execution of processes, especially in some fields like tourism including practical parts. For this success and effective management, there are certain qualities that the school administrator should have. The aim of this study is to examine the cognitive constructs of teachers and to reveal the qualities that the administrator working in tourism should have. Repertory Grid Technique was used in the study, which was prepared according to qualitative research patterns. The study group consisted of 40 teachers working in tourism schools, who worked with at least 6 different administrators. As a result of the study, honesty (η=8, 20.0%), (2) fairness (η=6, 15.0%), (3) personal feature; emotional intelligence; sensitivity (η=5, 12.5%) are the most important qualifications. When these results are taken into consideration, it becomes clear that ideal school administrators should pay attention to these qualifications. It is an important suggestion to pay attention to these qualities in the selection of tourism school administrators.

Keywords

 Ideal administrator, tourism, repertory grid, qualifications

Öz

Okul yöneticisi, bir kurumun başarısında ve özellikle turizm gibi pratik kısımları da içeren bazı alanlarda süreçlerin yürütülmesinde en önemli rollerden birine sahiptir. Bu başarı ve etkili yönetim için okul yöneticisinin sahip olması gereken bazı nitelikler vardır. Bu çalışmanın amacı öğretmenlerin bilişsel yapılarını incelemek ve turizmde çalışan yöneticinin sahip olması gereken nitelikleri ortaya koymaktır. Nitel araştırma desenlerine göre hazırlanan çalışmada Repertory Grid Tekniği kullanılmıştır. Çalışma grubunu turizm okullarında görev yapan ve en az 6 farklı yöneticinin yanında görev yapan 40 öğretmen oluşturmuştur. Araştırma sonucunda dürüstlük (η=8, %20,0), (2) adaletlilik (η=6, %15,0), (3) kişisel özellik; duygusal zekâ, duyarlılık (η=5, %12,5) en önemli niteliklerdir. Bu sonuçlar dikkate alındığında ideal turizm okulu yöneticilerinin bu niteliklere sahip olması gerektiği ortaya çıkmaktadır. Turizm okulu yöneticilerinin seçiminde bu niteliklere dikkat edilmesi önemli bir öneridir.

Anahtar Kelimeler

İdeal yönetici, turizm, repertuar tablosu, nitelikler.

Introduction

Today, rapid changes in many fields bring transformations, and this situation brings innovations in the structure and functioning of many institutions and organizations. It would not be realistic to keep the education system separate from these changes and transformations. In addition, the process brings important responsibilities to those who have a say in education management, and brings priority to the effective and efficient execution of education processes (Ersözlü, 2012). Schools and school administrators have great responsibilities in carrying out the education processes in this direction in a healthy and more effective way. At this point, it would be considered to look at what can be done for the process in the definitions of school and school administrators. Schools are aimed at providing education and training activities to individuals and thus raising awareness of society (Krafft, 2018), for this reason, they are institutions and organizations of global importance. According to the Turkish Language Association, a school is defined as the place where education and training take place together. School is a place of learning not only for students but also for teachers, parents, staff, and everyone in the community (Şişman, 2002). The concept of an effective school has emerged due to the fact that schools defined as education and training centers have different levels of teaching success and different behaviors with students from similar but different schools. According to Williams (1988), the task of the school is to contribute to all the development areas of the individual. In studies, an effective school is defined as one in which students' mental, affective, psychomotor, and social development is supported as it should be and an appropriate learning environment is created (Helvacı & Aydoğan, 2011; Özdemir, 2000). In another definition, an effective school means that all students who continue their education process benefit from the existing and ongoing programs in the most appropriate way; that is, it has been reported as having reached the goal of the program prepared for the desired goal (Lezotte, 1991).

After mentioning the definitions of the effectiveness of schools, we ought to look at the definitions of school administrators. School administrators plan the responsibilities of teachers and other employees in the school in order to support the education, training, and personal development of students (Erçetin et al., 2004) and find solutions by taking necessary initiatives to eliminate the problems and deficiencies that occur in the school. The duties of school administrators are of great importance in terms of the effectiveness, efficiency, and functionality of the school. School administrators, in line with their knowledge and skills, can meet the needs of the school with the right priorities, create the necessary environment for healthy education and training, and finally move the school into the future with appropriate planning and practices (Baltacı, 2017). While this makes the responsibilities of school administrators important, expectations from school administrators are increasing day by day. Because the purpose of schools is not only to catch up with the age as an education and training institution in the rapidly changing and developing world, but also to train architects who develop the changing world. Administrators, who will successfully bring schools together with future generations, should know the school and the social environment well and continue to develop themselves by taking the leadership role in the correct and successful execution of the learning processes at the school (Bartell & Birch, 1995). By improving the knowledge and skills of school administrators and gaining the habit of looking at events from different perspectives, the areas they can control can be expanded and they can produce solutions to the problems they will encounter. Studies conducted in recent years show that the architects of success in schools are school administrators (Murray, 1986). Studies have concluded that the socioeconomic success of a country and its ability to struggle at the international level depend on the academic and sociological success of the schools in the country (Krafft, 2018). When the effect of schools on countries is considered indirectly as the effect of school administrators on countries, it has been reported that the success of the education programs in which school administrators are trained will cause the success of the next generations, and the failure of the future generations will cause the failure (Okçu, 2011; Sadan, Küçükdanacı, Göçli, & Taşdemir, 2021). The quality of the education programs of school administrators can be considered a prerequisite for the proper functioning of schools by positively affecting both teachers and students. It is said that the radical changes in the education system make the tasks of school administrators even more difficult (Murphy, 1990). School administrators are expected to have new competencies in order to respond to the demands of the constantly renewed environment (Şahin, 2000). Expectations from school administrators are gradually increasing, and administrators continue their duties in a situation where the range of action is narrowed within the framework of official rules. This situation can negatively affect the motivation of school administrators and push them to accept the current state of their schools (Bjork & Ginsberg, 1995). It is thought that the small difference between the behaviors exhibited by the school administrators according to the situation they are in and the behaviors they should exhibit is considered to be an indication of a high quality of administration, and a large difference indicates a low quality of administration.

School administrators must master innovative thinking, lead, or adapt to positive changes. In addition, as a role model for the environment, they should be able to help school personnel and students, who are under their responsibility, adapt to innovation. In their study, Klopf, (1982) listed the expected characteristics of an ideal administrator as follows: a) Bringing the

world of science and art together; b) Equal treatment; c) Entrepreneurship and curiosity; d) Ability to describe oneself and its needs; e) Continuing to think and be able to look critically; f) Having the ability to persuade others to increase their productivity; g) Ability to develop open and honest relationships with others; h) Creating environments where other people can evaluate and develop themselves.

Şahin (2000) stated that administrators should have the following personality traits: democracy, respect for others, openness to criticism, fairness, environmental awareness, physical and mental health, creative thinking, reading habits, sensitivity and patience. Açıkalın (1994), on the other hand, describes the characteristics of the school administrator as: knowing people comprehensively, reaching human knowledge, communicating effectively, having dominant leadership skills, using the mother tongue correctly and beautifully, having studied mathematics, history and philosophy, having a good command of communication technologies, knowing a foreign language, and physical and spiritual well-being in terms of health and believing in education (Karadağ, 2011).

Looking at the literature, there are some studies on the training of school administrators (Ağaoğlu, Altınkurt, Yılmaz, & Karaöse, 2012; Altın & Vatanartıran, 2014; Karip & Köksal, 1999; Sezgin, Koşar, & Emre, 2014), school administrators' qualifications, administrator standards and administrator roles (Ağaoğlu et al., 2012; Beycioğlu & Aslan, 2010; S. Özdemir, Sezgin, & Kılıç, 2015; Selahattin Turan & Şişman, 2000; Zembat, Tunçeli, & Akşin, 2015; Zembat, Tunçeli, & Akşin, 2015, Şahin, 2022) and regarding the changing roles of school principals in the process (Caldwell & J, 1992; Marsh & Roche, 1997; Murphy & Louis, 1994; Odden, 1995). Messick (2004) states that the concepts of "managerial qualities" and "leadership" constitute the social field topics on which the most research has been done. However, there are a few studies conducted on the characteristics of ideal school administrators regarding teacher views, especially in Turkey. In this respect, it is thought that conducting such a study on tourism school administratives will make an important contribution.

Constant innovations in the education system cause school administrators to constantly update their duties and responsibilities. Tourism schools have an important place in providing personal professional knowledge and behavior that provide direct service. Thus tourism school administrators support should provide a balance between staff authority, skills and responsibilities. Therefore, constantly updated duties and responsibilities lead to the conclusion that the qualifications expected from school administrators are also constantly updated. In this context, the aim of the study is to determine teachers' cognitive constructs about the qualifications of ideal tourism school administrators. For this purpose, it aims to reveal the cognitive constructs of teachers by using the repertory grid technique. It is thought that the current study will make a valuable contribution to the literature by revealing the qualities of the ideal tourism school administrator.

Tourism schools play an important role in the development and sustainability of the tourism sector and while training the qualified workforce needed by the sector, they also make a significant contribution to the country's economies. The maximum benefit from the tourism industry can only be achieved; It is possible with an effective, high-quality and widespread basic and vocational tourism education system (Olcay, 2008). Increasing the quality of tourism education will positively affect the success and competitiveness in the sector.

Method

Research Design

Qualitative research design, which aims to question the social life and the problems of the individuals who make up the society with its unique methods and to make sense of this process (Creswell & Poth, 2016; Kuş, 2007; Mayring, 2000), was used in this study in order to reveal how the ideal administrator is in the mental structure processes of teachers and to reveal what these qualities are. In this direction, the phenomenological design constitutes the structure of the study. "Phenomenological designs" are those that function more in determining the cognitive structures of individuals' inner worlds. (Mayring, 2000). It is known that phenomenological studies reveal the phenomena hidden in the cognitive structures of people. Phenomenology studies are based on the view that the situation in organizations has a structure from frequent to infrequent and from the whole to the parts (Van Maanen, 1979). The most important thought about phenomenological studies is to try to look at the event from the perspectives of individuals one by one and try to reveal their individual meaning structures and intentions. The main purpose of such studies is to focus on the subjective world of the individual and to highlight the cognitive processes (Mayring, 2000).

Study Group

The 40 participants within the scope of the study are teachers working in tourism schools in Turkey. The criterion sampling technique was used to determine the participants included in the study with the purposeful sampling method. The reason for choosing this technique, which was carried out to include case studies (Neuman, 2007), was to reveal the cognitive

structures of teachers working in as many tourism schools as possible. Other features taken as criteria in this study were that the participant had worked with at least six different administrators, and three of these school administrators were evaluated as good and the other three as bad. In order to include different schools in the study. Teachers working in different schools and meeting the criteria volunteered to participate in the study. Of the participating teachers, 25 (62.5%) were female and 15 (37.5%) were male. 6 tourism teachers, 9 English teachers, 5 History teachers, 4 Mathematics teachers, 3 Turkish teachers, 5 Guidance teachers and each from Philosophy, Religion, Science, Painting, Physical, Informatics, Social Studies and Music branches took part in the study. The average age of the participants was 41.8. In terms of professional seniority, the working period of teachers was determined as 16.4 years. 18 of the teachers are postgraduate graduates, 6 of them are continuing postgraduate education, and 16 of them are undergraduate graduates. While 28 of the participant teachers stated that they had worked in more than 15 different schools in terms of the institutions they had worked in before, 12 of them stated that they had worked in more than 10 different schools.

Data Collection Tools

In the research, a "Personal Information Form" was used to obtain personal information as a data collection tool and "RepGrid Form" was used to reveal the cognitive structures of teachers regarding the ideal tourism school administrator. *Personal Information Form* was developed by the researchers in line with the information in the literature in terms of the general characteristics of the participants and the correct sample selection. The RepGrid Form has been prepared by making use of the literature in a structure that will reflect the ideal administrator characteristics both positively and negatively in the cognitive maps of the teachers, and it has been prepared by adding the necessary explanations in order for the teachers to give the correct and complete mental structure. Tan & Hunter (2002) stated that this form could be used to reveal cognitive constructs in terms of ideal characteristics of teachers and other employees working at the school. One of the most important purposes of this method of revealing cognitive constructs is to reveal what needs to be done by revealing these mapping features and to be able to predict future events and situations. In addition, individuals reveal their experiences and interpretations through these fictions in order to better comprehend the events and situations developing around them, and they can better perceive the system or world they are in (Kelly, 2003). For this reason, the main criterion for the application of the Repertory Grid technique is that the participants have experience with the subject (Tanhan, 2013). On the other hand, Bell (2010) stated that revealing these constructs will be an important guide for future studies. The steps taken in the development of the data collection tools were completed, respectively: literature review, creation of the phenomenon, development of the forms, expert opinion, and final regulation by piloting.

Description of the phenomenon

In the first stage, the phenomenon was defined. A conceptual framework has been created in order to classify and compare the qualities examined in the study. In order to determine the characteristics of ideal tourism school administrators, a phenomenon was defined by the necessity of revealing a phenomenon.

Creating the RepGrid form

In the study, *RepGrid Form* which was prepared as a triple technique (Adam Webber, 1996; Melrose & Shapiro, 1999) in terms of revealing cognitive constructs, was created with the technique in the literature as "decision making" (Shaw & McKnight, 1981) grid technique. In this Repertory Grid technique, which is included in the structured interview technique and introduced by Kelly in 1955, there is an effort to understand the situation created by the participants between their past experiences and their mental structures. Based on their experiences, the participants are asked to think about the individuals who have been in these events and situations in the past in order to reveal how they perceive the events and situations they have experienced, and it is aimed to reveal how the qualities in their cognitive structures are through these individuals. It is aimed to reveal how individuals actually perceive the world and systems by asking them to place these constructs on the grids, that is, the charts, on the created RepGrid form. In the table below, an example of the RepGrid form introduced within the scope of this study is given.

Table 1. *Completed "RepGrid" Form*

RepGrid Form							
Administrators							
Ideal			Non-ideal				
K.	H.Ç	H.	M.	S.C	C.İ.	Cognitive fictions	
						(X) Ideal Qualifications	(O) Non-ideal Qualifications
4	5	4	1	2	3	Mastery of legislation	Lack of knowledge of legislation
4	5	5	1	1	1	Being fair	Not being fair
3	5	5	1	4	4	Honest	Dishonest
+ 7 lines							

NOTES:
• Write the names of ideal and non-ideal administrators above.
• Identify the ideal same feature (Δ) of the two administrators in each trio as you think they are different from each other.
• Write the ideal quality (X) that you think is ideal under the pole and the non-ideal quality (O) under the pole, both administrators.
• After writing all 10 ideal qualities and the opposite ones, give 1-5 points to each of them according to the names you wrote.

Data Collection Process

During the implementation of RepGrid, participants were asked to think of managers they had previously worked with and described as good, that is, ideal. They were then asked to think of three managers that they described as not ideal or, in other words, bad. They were asked to take notes on the top line, either as a coding or as a name, and then, focusing on what they described as good, they were asked to think about what features two administrators had in common but different in a third, and to note these features on the side, respectively. Which feature is the opposite of the written attribute is also written in the next column. After revealing all the qualities, the participants were asked to rate how much the managers they thought had this feature according to the features they wrote. It was ensured that the points to be given were determined as 1 (the lowest) to 5 (the highest) and scored accordingly. It was ensured that all teachers participating in the study completely filled out the *Personal Information Form* and the *RepGrid Form*. Based on the principle that teachers from all school levels take part in the study and volunteer, all the data was collected from teachers in these ways. The data collection process took an average of 20 minutes for each teacher. Considering the data obtained, positive, i.e. ideal, constructs were taken into account in line with the purpose of the study. Considering that there were 10 of these plots for each participant, a total of 400 plots were included in the analysis.

Data Analysis

The descriptive analysis included the data collected with the Personal Information Form, and the characteristics of the participants were determined. As a result of the descriptive analysis, the personal characteristics of the participants were revealed. The data obtained with the RepGrid form was transferred to digital media and analyzed. The naming of constructs was done as the first step of data analysis (Fransella, Bell, & Bannister, 2004). In total, 400 positive constructs were included in the analysis. Analyses were conducted according to the similarity and sameness of these constructs, which include ideal administrative characteristics. Individual cognitive constructs related to ideal school administrator qualifications obtained from teachers are grouped to facilitate understanding. Thus, the theoretical framework to be created regarding the qualifications of school administrators was created in the context of teachers' cognitive constructs. Thus, cognitive fiction groups were formed in accordance with the purpose of the study (Adams-Webber, 1996; Fransella et al., 2004). Grouping represents an important step in presenting the findings. At this stage, it is possible to make inferences and descriptions from the data obtained. (Beail, 1985; Bell, 1990; Mayring, 2000; Miles & Huberman, 1994). In the next stage, the constructs put forward by the participants are grouped under similarity and related groups. The plots gathered under the groups are included in the scoring according to the order priority specified by the participants, and the last plot is scored as 1 starting from the first plot 10. According to Franstella et al. (2004), this scoring is based on the principle that the first thing that comes to mind is more valuable than the next.

To summarize the data analysis: a) counting step: dividing the data into cognitive structure groups and determining the frequencies; b) sampling phase: notation of the examples or problems that arise as a result of repetitions; c) classification of similarities: separate grouping of similar cognitive structures; d) classification: the research grouping the variables according to its purpose; e) associating the variables: determining the relationships between the variables; f) establishing cause-effect

relationships: establishing a link between the variables; and g) evaluating the data with the theory of the research: explaining the reasons for the formation of certain data and making general suggestions (Karadağ, 2011). By completing all these stages, the data obtained within the scope of the study was analyzed and the findings were revealed.

Validity and Reliability

The following steps were done to ensure the validity of the study: a) first, the data in the findings section were interpreted considering the situation they were associated with, b) the internal consistency of the cognitive construct groups was ensured by taking into account internal homogeneity and externality. In addition, cognitive construct groups were determined based on the theoretical structure, and after data analysis, all findings were presented without comment to ensure reliability (Creswell, 2015). The construct and content validity in RepGrid applications were ensured by taking into account the expert opinion and the features of Kelly approach (2003). For face validity, the opinions of language and informatics experts were taken. The opinions obtained through the pilot application showed that the validity was achieved. After all the applications, the full compatibility of the data obtained as a result of analyze performed by the two researchers separately revealed that there was no problem in terms of validity and reliability. In addition, expert opinion was sought to confirm the cognitive construct groups. The experts were asked to compare the cognitive constructs in the lists with the groups. Then, the matching of the three experts was compared with the cognitive construct groups of the researcher. According to the calculation made using the internal reliability calculation formula (Miles & Huberman, 1994, p. 64), the rate of agreement between the markings was calculated as between 93% and 97%. Attention was paid to the fact that the same consistency was in analyzes carried out by the two researchers separately, and the results of the analysis were presented.

Findings

The findings obtained as a result of the analysis of 400 cognitive fictions revealed by the teachers regarding the ideal administrator are as follows: the most frequently revealed fictions, respectively *(1)* honest [η=15, %3,75], *(2)* reliable [η=15, %3,75], *(3)* consistent [η=13, %3,25], *(4)* leader [η=11, %2.75], *(5)* good communicator [η=11, %2.75], *(6)* empathy [η=11, %2.75], *(7)* tolerant [η=10, %2,5], *(8)* understanding [η=10, %2,5], *(9)* respectful [η=9, %2,25], *(10)* open for criticism [η=9, %2,25]. The constructs associated with the analysis of cognitive constructs are grouped. After grouping, it was determined that 400 fictions were gathered under 10 groups. These groups are presented in Table 2.

Table 2. *Matching Cognitive Fictions by Groups*

COMMUNICATION SKILLS		
• Good communicator [40] 200	• Communication [1] 102	• Open to Communication [31]
• Good communication [15] 198	• Communicative [39] 96	40
• Good listener [7] 180	• Good communication [25] 80	• Open to Communication [12]
• Effective communication [27] 171	• Listening to employees [9] 76 38	• Open to Communication [24]
• High communication skills [21] 168	• Good communication [30] 76	
	• Communicating [22] 76 38	• Diction [14] 38
• Good communicator [8] 160	• Good diction [40] 72	• Good listener [17] 36
• Must be communicative [9] 152	• Good listener [19] 60	• Listening [38] 36
• Listener [2] 136	• Good communication [37] 51	• Communication skills [35] 21
• Must be communicative [23] 133	• Active listening [14] 48	• Communicable [4] 20
• Good communication [18] 126	• Good communication [19] 48	• Good communication [5] 18
• Successful communication skills [11] 126	• Listening to his employees [8] 45	• Oratory [6] 18
• Strong Communication [20] 105		

BEING FAIR		
• Democratic [5] 225	• Fair [9] 170	• Fair [3] 144
• Justice [15] 200	• Fairness [27] 170	• Fair distribution of duties [13]
• Justice [25] 200	• Being fair [14] 170	144
• Fair [1] 193	• Fair [32] 162	• Equal [21] 140
• Fair [6] 190	• Fair [26] 162	• Fair and balanced [11] 136
• Fair [10] 190	• Fair [22] 162	• Fair [30] 133
• Fair [33] 190	• Fair [18] 162	• Fair [16] 126
• Fair [36] 190	• Equal [16] 162	• Neutral [5] 120
• Fair [23] 190	• Fair [4] 162	• Egalitarian [36] 114
• Equal treatment [33] 180	• Being fair [8] 162	• Fair [19] 114
• Egalitarian [20] 180	• Fair [37] 160	• Fair [17] 112
• Fair [7] 171	• Fair [20] 153	• Neutral [17] 96

- Being Fair [2] 171
- Fair Deals [38] 171
- Fair [28] 170
- Fair [5] 170

- Neutral [36] 153
- Fair Distribution of Work [39] 153
- Equal [22] 152
- Equation [18] 152

- Lens [10] 90
- Being Unbiased Objectivity [29] 52
- Equal treatment [40] 45
- Just [35] 38
- Fair [21] 19

PERSONALITY

- Hard working [21] 189
- Hard working [35] 180
- Smiling face [25] 180
- Open Minded [31] 170
- Self-confident [1] 160
- Friendly [15] 147
- Selfless [3] 140
- Self-confident [19] 140
- Social [10] 133
- Cautious [11] 126
- Confident [7] 126
- Accommodating [6] 120
- Humility [30] 114
- Diligent [18] 114
- Diligent [22] 112
- Idealistic [20] 105
- Meticulous [37] 96
- Courage [5] 96
- Modest [15] 95

- Thoughtful [37] 90
- Diligent [5] 88
- Confident [21] 84
- Being Humble [2] 80
- Thoughtful [16] 76
- General knowledge [26] 76
- General knowledge [32] 76
- General knowledge [4] 76
- Confident [13] 76
- Has a sense of humor [13] 75
- Well maintained [20] 72
- Charismatic [10] 72
- Polite [35] 72
- Humorous [6] 68
- Sociability [27] 68
- Altruistic [33] 60
- Friendly [9] 60
- Dedicated [10] 57
- Friendly [23] 57

- Entertaining [16] 57
- Social [3] 54
- Intellectual [34] 54
- Modest [17] 45
- Hardworking [2] 42
- Contemporary [3] 40
- Friendly [5] 38
- Fixer [21] 38
- Sharer [10] 36
- Humorous [20] 34
- Modest [37] 32
- Stable [22] 32
- Well dressed [6] 32
- Character [28] 28
- Diligent [7] 20
- Diligent [28] 19
- Dynamic [34] 18

HONESTY

- Honest [1] 200
- Honest [19] 200
- Being Honest [8] 190
- Honesty [38] 180
- Reliable [23] 171
- Honest [24] 180
- Consistent [10] 162
- Reliable [24] 162
- Honest [12] 160
- Honest [16] 160
- Honest [6] 160
- Consistent [38] 160
- Reliable [9] 153
- Reliable [3] 153
- Reliable [31] 153

- Reliable [12] 153
- Reliable [19] 153
- Consistent [37] 144
- Transparency [25] 140
- Consistent [24] 133
- Consistent [12] 126
- Reliable [33] 126
- Being consistent [8] 114
- Consistent and exemplary [9] 114
- Consistent [31] 112
- Consistent and exemplary [23] 108
- truthful [22] 108
- Honesty [14] 105
- Reliable [28] 104
- Consistent [7] 100

- Honesty [18] 100
- Consistent [19] 90
- Reliability [1] 72
- Consistent [18] 68
- Reliable [37] 68
- Honest [5] 60
- Consistent [6] 57
- Honest [33] 57
- Reliability [30] 54
- Honest [28] 48
- It is reliable [13] 45
- Being Reliable [29] 42
- Honest [11] 36
- Reliable [17] 21
- Honesty [2] 17

EMOTIONAL INTELLIGENCE

- Being Tolerant [29] 210
- Understanding/Empathetic [22] 190
- Tolerant [30] 180
- Optimistic [6] 180
- Tolerant [4] 170
- Tolerant [26] 170
- Insightful [32] 170
- Optimistic [40] 162
- Tolerance [34] 162
- Insightful [20] 160
- Insightful [35] 154
- Insightful [30] 152

- Insightful [33] 119
- Optimistic [3] 114
- Empathetic [16] 114
- Empathetic [31] 114
- Empathic [34] 108
- Empathetic [40] 105
- Tolerant [15] 102
- Optimistic [28] 102
- Open to Criticism [2] 102
- Insight [25] 100
- Open to criticism [17] 100
- Tolerant [35] 100
- Tolerant [6] 100

- Empathy [8] 85
- Being open to criticism [8] 72
- Being understanding [14] 72
- Tolerance [36] 66
- Optimistic [23] 38
- Empathetic [36] 36
- Open to Criticism [18] 36
- Empathy [15] 36
- Insightful [16] 36
- He is tolerant [13] 32
- Being open to criticism [38] 20
- Optimism [1] 20
- Empathy [18] 19

- Optimistic [24] 144
- Benevolent [31] 144
- Optimistic [12] 144
- Optimistic [19] 136
- Empathy [2] 126

- Insightful [3] 95
- Optimistic [9] 95
- Empathy [26] 85
- Empathetic [32] 85

- Open to criticism [10] 18
- Open to Criticism [12] 17
- Open to Criticism [24] 17
- Open to Criticism [31] 17

PRODUCTIVITY

- Co-decider [13] 180
- Joint Decision Making [29] 162
- Entrepreneur [17] 162
- Innovative [36] 133
- Innovative [17] 128
- Innovative [20] 120
- Planning skill [38] 114
- Innovative [24] 114
- Planned Study [39] 105

- Innovative [12] 102
- Planned [24] 90
- Being open to innovations [27] 80
- Planned [12] 75
- Planned [31] 75
- Open to innovations [4] 51
- Entrepreneur [26] 51
- Using Time Efficiently [2] 51
- Entrepreneur [32] 51

- Efficient [31] 39
- Being in Business Execution [39] 38
- Loving his job [1] 36
- Innovative [34] 36
- Open to Innovations [25] 20
- Basic resource management [14] 20
- It expects better [13] 19
- Being open to innovations [33] 18

MOTIVATION

- Motivating [2] 200
- Praising achievement [3] 180
- Encouraging [36] 144
- Encouraging [4] 144
- Admirable [26] 144
- Appreciative [32] 144
- Appreciates the work [13] 136
- Encouraging [26] 133

- Appreciative [4] 133
- Encouraging [32] 126
- We say [8] 105
- Motivating [20] 84
- Motivating [7] 68
- Provided Feedback [7] 63
- Supporting [25] 60
- Focus on people [26] 38

- Focus on people [32] 38
- Focus on people [4] 38
- Being honorable [8] 20
- Supporting [20] 18
- motivating [19] 18
- Self motivation [23] 18

PROFESSIONAL COMPETENCE

- Disciplined [21] 210
- Disciplined [35] 210
- Mastery of legislation [39] 190
- Institutional competence [16] 180
- Foundation [11] 180
- Merit [18] 180
- Person of Merit [11] 180
- Obeying Working Hours [39] 176
- Coordinator [34] 144
- Merit [14] 144
- Ability to Represent [38] 136
- Knowledgeable [40] 136
- Disciplined [37] 126
- Equipped [10] 126

- Takes initiative [13] 119
- Disciplined [7] 114
- Knowing personal rights [27] 108
- Giving importance to cooperation [27] 105
- Solution Focused [32] 96
- Solution Focused [29] 95
- Analyzer [40] 90
- Hardware [34] 90
- Disciplined [4] 85
- Merit [28] 80
- Being Equipped [29] 80
- Business Knowledgeable [24] 76
- Professional Competence [12] 76
- Solver [34] 72

- Professional Competence [31] 72
- Constructor [3] 72
- Knowledgeable [28] 68
- Compatible with teamwork [17] 64
- Team Spirit [18] 57
- Regular [15] 54
- Regular [24] 54
- Disciplined [1] 51
- Regular [12] 48
- Knowledge Owner [7] 40
- Regular [25] 40
- Long-term views [26] 20
- Knowledgeable [36] 18
- Regularity [30] 18

LEADERSHIP

- Leadership [34] 180
- Leader [17] 170
- Having leadership qualities [27] 136
- Leader [7] 136
- Ability to take responsibility [9] 133
- Leader [15] 128
- Responsible [6] 112
- Being a Leader [29] 105
- Flexibility [1] 105
- Organizational ability [38] 100

- Being able to manage [2] 100
- Its principles are clear [13] 96
- Problem Solver [26] 96
- Problem Solver [4] 96
- Leader [21] 95
- Leadership [1] 85
- Persuasive [5] 80
- Flexibility [14] 80
- Being able to take responsibility[23] 76
- Problem solving skill [38] 72

- Leader [35] 66
- Responsible [21] 57
- Guidance [38] 54
- Flexibility [30] 38
- Leader skilled [40] 36
- Having leadership qualities [8] 32
- Flexibility [27] 28
- Responsible [3] 20

SENSITIVITY

- Respect [14] 198
- Respectful [33] 176
- Benevolent [30] 171
- Respectful [35] 168
- Respect [25] 160
- Mercy [37] 154
- Personnel Protection [39] 154

- Compassionate to students [22] 110
- Loving [33] 105
- Friendly [40] 104
- Respect towards employees [11] 100
- Valuing people [14] 96
- Not being a status quo [39] 96
- Sincere [36] 95

- Keep Calm [29] 54
- loving animals and plants[11] 42
- Standing behind his teacher [33] 44
- Loving [9] 38
- Valuing people [19] 34
- Patient [40] 20
- Animal lover [32] 20

- Sincere [28] 153
- Loving [23] 136
- Sympathetic [34] 126
- Caring for Values [29] 128
- Mercy [25] 120
- Sympathetic [5] 119
- Sympathetic [28] 119
- Respectful [21] 114
- Nature loving [10] 114
- Friendly [35] 114

- Respectful [30] 95
- People who love their job [23] 95
- Respectful [16] 95
- Patient [36] 92
- Sensitive to employee problems [11] 68
- Helpful [15] 64
- Patient [22] 57
- Sincerity [39] 54
- Environmentally friendly [27] 54

- People who love their job [9] 19
- Loves animals [27] 19
- Respectful [22] 18
- Patient [11] 18
- Staff Domination [39] 18
- Being patient [15] 18
- Being Sincere [29] 18
- Friendly [16] 18
- Loving [37] 16

The findings obtained according to the 10 main groups in Table 2 are given. "[Number]" represents the participant's code, and the other number represents the point taken by the participant. The three cognitive constructs with the highest scores according to these groups are as follows:

Communication Skills: A total of 34 fictions were collected in this group. According to the qualifications stated by the participants, the leading fictions are listed as follows: (1) *good communicator* [40, 200]; (2) *good communication* [15, 198], (3) *good listener* [7, 180].

Being Fair: A total of 48 fictions were included in this group. The three leading cognitive fictions, in order: (1) *democratic* [5, 225], (2) *justice* [15, 200]; *justice* [25, 200], (3) *fair* [1, 193].

Personality: In the Personal Traits group, which has the highest number of cognitive constructs, a total of 55 cognitive constructs are included. In this group, these fictions were scored most: (1) *hard working* [21,189], (2) *hard working* [35, 180]; *smiling face* [25, 180], (3) *open minded* [31, 170].

Honesty: This cognitive fiction group consists of 45 cognitive fictions in total. Among the twists in this group, the leading ones in terms of relative importance are as follows: (1) *honest* [1, 200]; *honest* [19, 200], (2) *being honest* [8, 190], (3) *honesty* [38, 180].

Emotional Intelligence: There are 51 fictions put forward by the teachers in this fiction group. Among those that make up the emotional intelligence cognitive construct category, the leading ones in terms of relative importance are as follows: (1) *being tolerant* [29, 210], (2) *understanding/empathetic* [22, 190],(3) *tolerant* [30, 180]; *optimistic* [6, 180].

Productivity*:* This group consists of 26 cognitive constructs in total. Among the cognitive constructs that make up the productivity cognitive construct group, the leading ones in terms of relative importance are as follows: (1) *co-decided* [13, 180], (2) *birlikte karar alma* [29, 162]; *entrepreneur* [17, 162] (3) *innovator* [36, 133].

Motivation: This cognitive fiction group consists of 22 cognitive constructs in total. Among the twists in the motivation cognitive fiction group, the leading ones in terms of relative importance are as follows: (1) *motivating* [2, 200], (2) *praising achievement* [3, 180], (3) *encouraging* [36, 144]; *encouraging* [4, 144]; *appreciative* [26, 144]; *appreciative* [32, 144].

Professional Competence: A total of 42 cognitive constructs were included in this group. The three leading cognitive constructs are, in order: (1) *disciplined* [21, 210]; *disciplined* [35, 210], *mastery of legislation* [39, 190], *institutional competence* [16, 180]; *dominant in the field* [11,180]; *merit* [18, 180]; *meritorious* [11, 180].

Leadership: This cognitive fiction group consists of 28 cognitive fictions in total. Among the twists in the leadership cognitive construct group, the leading ones in terms of relative importance are as follows: (1) *leadership* [34, 180], (2) *leader* [17, 170], (3) *have leadership qualities* [27, 136]; *leader* [7, 136].

Sensitivity: There are 49 cognitive constructs in this group. Among those that make up the sensitivity cognitive construct category, the leading ones in terms of relative importance are as follows: (1) *respect* [14, 198], (2) *respectful* [33, 176], (3) *helpful* [30, 171].

In the 10 cognitive construct groups created by the teachers regarding the ideal school administrator qualifications, some teachers stated more than one cognitive construct that is considered in the same cognitive construct group; these repetitions were assumed as a fiction and the distribution of the participants regarding the cognitive construct groups is presented in Figure 1.

Figure 1. *Number of Participants in Cognitive Fiction Groups, Percentage Distribution and Graphic Display*

Groups	n	%	Graphic
1. Communication Skills	29	10,9	
2. Being Fair	37	14	
3. Personality	31	11,7	
4. Honesty	27	10,2	
5. Emotional Intelligence	33	12,5	
6. Productivity	19	7,2	
7. Motivation	13	4,9	
8. Professional Competence	30	11,3	
9. Leadership	23	8,7	
10. Sensitivity	24	9,1	
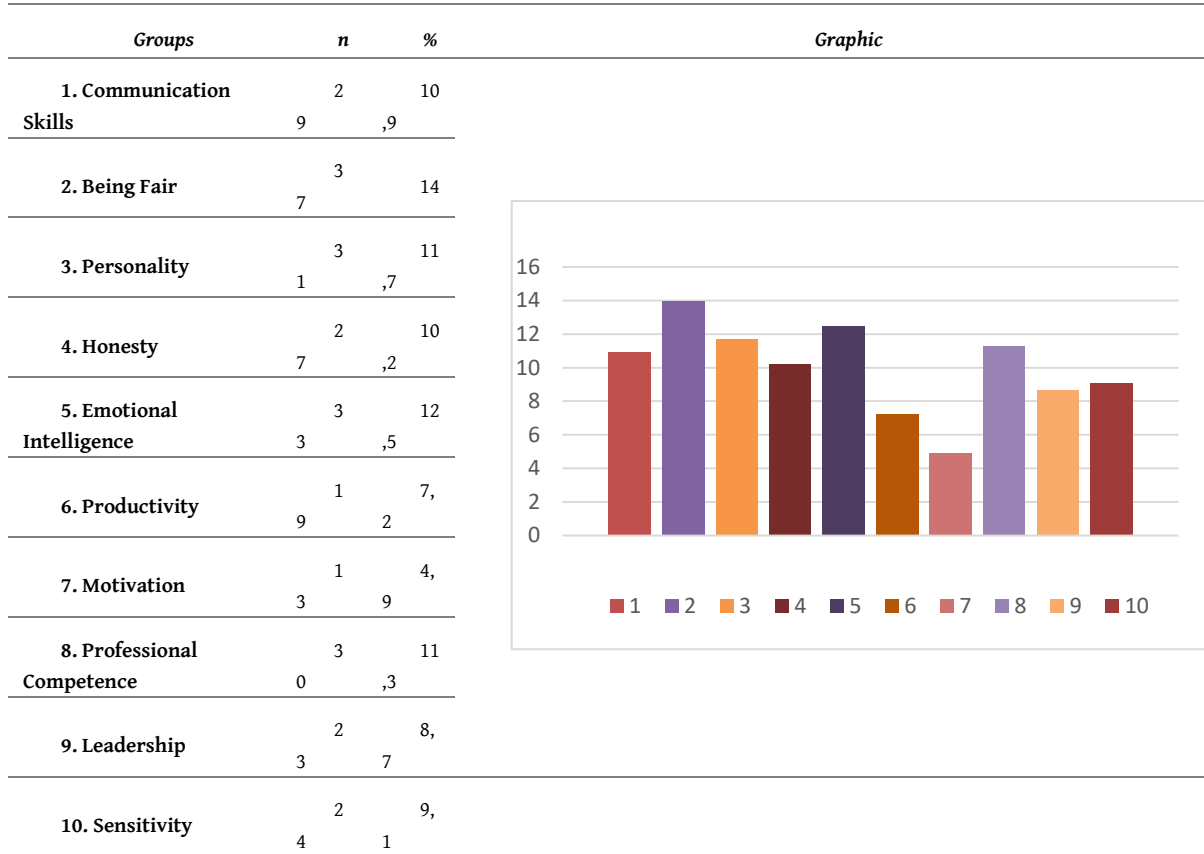
As can be seen in Figure 1, as a result of grouping the fictions put forward by the participants, the most expressed fiction groups are respectively: being fair (η=37, 14%), emotional intelligence (η=33, 12.5%) and personal characteristics (η=31, %). 11.7)). On the other hand, the least expressed groups by the participants are; motivation (η=13, 4.9%), productivity (η=19, 7.2%) and leadership (η=23, 8.7%).

When the results of the total scores obtained by scoring the 400 cognitive constructs created by the participating teachers regarding the ideal tourism school administrator qualifications from 1 to 10, taking into account the order of importance in the literature, are distributed according to the groups, the results regarding the importance level are given in the table below.

Table 3. *Distribution of Relative Significance Levels of Cognitive Fiction Groups*

Participants	Communication Skills	Being Fair	Personality	Honesty	Emotional Intelligence	Productivity	Motivation	Professional Competence	Leadership	Sensitivity
1	102	193	160	272	20	36		51	190	
2	136	171	122	17	228	51	200		100	
3		144	234	153	209		180	72	20	
4	20	162	76		170	51	315	85	96	
5	18	515	222	60					80	119
6	18	190	220	217	280				122	
7	180	171	146	100			131	154	136	
8	205	162		304	157		125		32	
9	228	170		267	95				133	38

10		280	298	162	18			126		114
11	126	136	126	36				360		228
12	38			439	161	177		243		
13		144	151	45	32	199	136	144	96	
14	86	170		105	72	20			80	294
15	198	200	242		138			54	128	82
16		288	133	160	150			180		113
17	36	112	45	21	100	290		64	170	
18	126	314	114	168	55			237		
19	108	114	140	443	136		18			
20	105	333	211		160	120	102			
21	168	159	311					210	152	114
22	76	314	144	108	190					185
23	133	190	57	279	38		18		76	231
24	38			475	161	204		130		
25	80	200	180	140	100	20	60	40		280
26		162	76		85	51	315	20	96	
27	171	170	68			80		213	164	73
28		170	47	152	102			148		272
29		52		42	210	162		175	105	200
30	76	133	114	54	332			18	38	266
31	40		170	265	275	114		72		
32		162	76		255	51	308	96		
33		370	60	183	119	18				325
34			72		270	36		306	180	126
35	21	38	252		254			210	66	282
36		457			102	133	144	18		187
37	51	160	318	212				126		170
38		171		340	20	114		136	226	
39	96	153				143		266		322
40	272	45			267			226	36	104
Total	2952	7075	4585	5219	4961	2070	2052	4180	2522	4125
Mean	105.43	196.53	152.83	186.39	150.33	103.50	157.85	144.14	109.65	187.50

Table 3 contains findings that were analyzed in two different ways. First of all, the relative importance scores of the fictions, separated according to the "cognitive fiction groups", were reported. The points indicated in gray mean the main fiction group belonging to the teacher having highest score. According to this relative importance level, the first three cognitive constructs leading in the main cognitive construct group are respectively: (1) honesty (η=8, 20.0%), (2) fairness (η=6, 15.0%), (3) personal features; emotional intelligence; sensitivity (η=5, 12.5%). On the other hand, leadership cognitive construct groups were not seen in any of the 40 participating teachers as the main cognitive construct group.

In the bottom two rows of Table 3, the total scores and average scores of the values obtained by the statistical processes described in the method section show the importance level of each group compared to the other groups. Considering these levels of importance, the most important groups according to the total scores are: (1) being fair (t = 7075), (2) honesty (t =

5219) and emotional intelligence (t = 4961). On the other hand, when the averages are taken into account, the most important groups are respectively: (1) being fair (X=196.53), (2) sensitivity (X=187.5) and honesty (X=186.39) groups.

Discussion, Conclusion and Recommendations

This research was carried out in order to reveal the cognitive constructs created by the teachers regarding the ideal tourism school administrator qualifications and to group the revealed cognitive constructs in terms of content similarities. For this purpose, a qualitative research was conducted with 40 primary school teachers based on the repertory grid technique.400 cognitive fictions were put forward by the teachers, and 10 main construct groups were obtained by grouping similar constructs. The main fiction groups obtained are respectively; (i) communication skills, (ii) fairness, (iii) personal qualities, (iv) honesty, (v) emotional intelligence, (vi) productivity, (vii) motivation, (viii) professional competence, (ix) leadership and (x) is the sensitivity. Looking at cognitive fiction groups; it can be said that primary school teachers give more importance to communication skills, fairness and personal characteristics. When we look at the studies in the literature (Karadağ, 2011; Koçak & Helvacı, 2011; Özdemir & Orhan, 2019; Zembat,Tunçeli & Akşin, 2015), it can be said that the cognitive constructs produced by teachers are similar to previous studies.

Teachers have produced multidimensional cognitive constructs related to ideal school administrator qualifications. The reason why cognitive constructs are multidimensional is explained by associating that cognitive constructs are formed by being influenced by the information coming from the external environment and the life experiences of individuals. (Hampson, 2019; Kelly, 2003). In this case, it can be said that teachers' cognitive constructs are shaped by the effect of many factors. Considering that teachers' interactions with school administrators and their life experiences have an impact on their attitudes when reporting the characteristics of school administrators that they idealize positive or negative results; This situation can be seen as a limitation of the research.

It is seen that some cognitive constructs are repeated frequently. Repetitive cognitive constructs, respectively; (i) good communication, (ii) fairness, (iii) hardworking, (iv) honest, (v) optimistic, (vi) open to criticism, (vii) understanding, (viii) empathetic, (ix) encouraging, (x) to be leader and (xi) to be respectful. In studies on the qualifications of school administrators; Being fair (Klopf, 1982), being able to make decisions (Balcı, 2013; Celep, 1996), encouraging by supporting beneficial activities (Leithwood & Azah, 2016; Stronge & Xu, 2021), awareness and respect for values (Turan, 2001; Yılmaz, 2006) come to the fore. In this respect, it can be said that the cognitive constructs produced by the teachers are in harmony with the previous research results and the literature. In addition, when the 'leadership' main fiction group was evaluated with the repertory grid relative evaluation scores, it was not seen as the ideal tourism school administrator qualification by any teacher. This situation can be explained in two different ways. First; although the probability of this is low, the leadership characteristics of the school administrators they have known until now do not come to the fore effectively. The second one can be evaluated as teachers' perceptions as 'decision-making, democratic, leadership duties are distributed to everyone in the institution'. Administration is much more displaying than leadership abilities and team leadership (Hoy & Miskel, 2010). It has been reported that empowering employees (Özden, 2002), meeting changing society expectations and adapting to transformations (Schlechty, 2011) are the factors that form the basis of executive leadership. It can be stated that the findings of the study are compatible with the literature. When we look at the results obtained as a result of the study and the literature, it can be said that the governance is desired by the teachers rather than the administration, the operation of the decision-making mechanism is supported, and the existence of interactive management is considered important.

From fiction groups to communication, it is reviewed by teachers as the ideal tourism school administrator to be trained. Included in today's finding to improve the way managers communicate (Günbayı, 2007; Orpen, 1997; Özan, 2006). In a similar study with teachers, 1500 administrators identified their superiors' favorite qualities as (i) integrity [realistic, reassuring, characterful, believable], (ii) potential competence [skilled, productive, and effective], (iii) leadership [inspiring, stable and directing] (James, Posner, Glover, & Predovic, 1987). As a result, it is seen that the study gives findings and results consistent with previous studies. However, there are some differences between the managerial qualities that came to the fore in the previous studies and the ideal administrative qualities that came to the fore in this study.

Although leadership quality is one of the leading and most emphasized qualities in previous studies, in this study, in terms of the relative importance of the total score, communication skills, fairness, personal characteristics, honesty, professional competence, and sensitivity come after the fiction groups. This result can be interpreted as the teachers' wanting to be partners in the administration, they want to have an impact on the decisions taken, and they want an interactive school administrator.

It is thought that it will contribute to the literature in the context of conducting studies that evaluate school

administrators with the opinions of teachers at regular intervals and revealing the changing school, teacher needs and expectations. In this context, it may be recommended to conduct research on similar subjects for the future. Students' cognitive constructs and ideal teacher qualifications can be suggested as a research topic. The results can be compared by applying the same study topic as a metaphor study.

Tourism school administrators have very important duties in preparing the workforce of the future for the tourism sector. Tourism school administrators must be adequately equipped to keep educational standards high, ensure the suitability of the curriculum and manage the administrative and operational functions of the school. For this reason, it is important for tourism school administrators to be supported with research that will improve themselves. However, although there are many studies on tourism sector managers in the literature, very few studies have been conducted on tourism school managers. As a result, it is recommended to conduct studies for the administrators of educational institutions that provide tourism education.

It is emphasized in the literature that tourism schools are of great importance for the growth and sustainability of the sector. Increasing the quality of tourism education will positively affect the success, sustainability and competitiveness in the sector. For this reason, in order to plan correct and high-quality training, it is recommended that the administrators of such schools be selected by experts in their fields and supported by continuous in-service training.

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Araştırma ve Yayın Etiği Beyanı

Bu çalışmada yer alan verilerin toplanmasında, analizinde ve raporlaştırılmasında her türlü etik ilke ve kurala özen gösterilmiştir.

Yazarların Makaleye Katkı Oranları

Yazarlar çalışmaya eşit oranda katkı sağlamıştır.

Çıkar Beyanı

Yazarlar arasında herhangi bir çıkar çatışması bulunmamaktadır.