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## **Examination of Physical Education Teachers' Opinions on the Qualifications of School Headquarters**

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**Abstract:** Undoubtedly, it is the educational institutions that make the greatest contribution to the development and development of countries. Teachers, who have a great share in the formation of the process, attach great importance to the quality of the education process. Therefore, teachers take an active role in the progress and development of a country. The aim of this study is to reveal the views of physical education teachers about the competencies of school administrators. Open-ended questions developed by the researcher as a data collection tool in the study were presented to physical education teachers. In the research, using the interview method, which is one of the qualitative research methods, the data obtained from 40 physical education teachers working in schools affiliated to Gaziantep Provincial Directorate of National Education in the 2017-2018 academic year were analyzed by content analysis method. As a result, it has been observed that the majority of physical education teachers see school administrators as sufficient. In addition, it is stated that school administrators should develop themselves academically, have a good command of the legislation and be professionally competent, at the same time; It was concluded that he should have communication skills and be fair.

**Keywords:** Teacher, Competence, Manager

### **Introduction**

Competence can be defined as having the knowledge and skills required to perform a behavior (Basaran, 2000; Töremen & Kolay, 2003). Accordingly, competence is the presence of features that give a person the power to play a certain role or the absence of features that prevent him from playing this role, and in a word, it consists of all fields (Bursalıođlu, 1981). It is emphasized in the studies on school administration that school administration should be a professional profession, as in many professions (Yılmaz, 2009; Korkmaz, 2005; Çelik, 2002). The Ministry of National Education states that the main profession in education institutions is teaching, but does not see school management as a professional profession. Considering education as a system; teachers, students, administrators, supervisors, parents and the environment constitute the parts of the system that affect and are affected by each other (Cebeci Emre & Ünsal, 2017). The school administrator is the person who organizes, directs, supervises and guides the employees within the framework of a plan for the fulfillment of the objectives of national education (Gürsel, 2006).

School administrators are very important for the effectiveness and efficiency of the school. Because school administrators plan the future of the school with the knowledge and skills they have, determine its direction and direct the change efforts in the school (Garies and Tschannen-Moran, 2008). In general, it is important to create a common mind between teachers and administrators in order to increase effectiveness in the education process (Çepni & Küçük, 2003).

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This study was prepared to determine the opinions of physical education teachers about the competencies of school administrators. For this purpose, answers to the following questions were sought.

Physical education teachers (of);

1. What are the opinions of school administrators about their qualifications?
2. What should school administrators do to improve themselves?

## **Method**

The case study design, which is one of the qualitative research methods, was used in the research. Qualitative research is a method that offers flexible action to the researcher compared to quantitative research, and offers different approaches to data collection method, analysis and research design (Gay, et. all, 2006). The answers of the participants were read several times, similar statements were brought together and themes were formed (Wolcott, 1994). A case study is a research design that examines the researched phenomenon in its own life context, is used in cases where the boundaries between the phenomenon and its environment are not clearly defined, and where more than one evidence or data source is available (Yıldırım & Şimşek, 2006).

## **Research Group**

An open-ended question form, which was prepared for physical education teachers to determine the opinions of school administrators on their qualifications, was applied to 40 physical education teachers working in schools affiliated to Gaziantep Provincial Directorate of National Education. The data about the research group are given in Table 1.

Table 1. Personal characteristics of the research group (N = 40)

Variables	Groups	n	%
Gender	Male	24	60
	Woman	16	40
Education status	Licence	34	85
	Graduate	6	15

In Table 1, some personal characteristics of the research group are given. When we look at the gender of the teachers participating in the research, it is seen that 24 (60%) teachers are male and 16 (40%) teachers are female. When we look at the education levels, it is seen that 34 (85%) teachers are undergraduate education graduates and 6 (15%) graduate education graduates.

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

In order to create the interview form to be used in the research, first of all, 100 physical education teachers were asked to write a face-to-face composition about the opinions of school administrators about their competencies. As a result of the information obtained from the collected compositions and the relevant literature, the draft form of the interview form was obtained. One of the logical ways used to test the content validity of the measurement tool prepared for the research is to seek the opinion of an expert (Büyüköztürk, 2006). given its final state. The final version of the prepared interview form was applied to 40 physical education teachers working in schools affiliated to Gaziantep Provincial Directorate of National Education, and data were obtained. During the application, the purpose of the research was explained to the participants, and they were informed about the importance of their answers. As a result of the answers given by the participants to the measurement tool, multiple statements were gathered under common themes.

## **Analysis of Data**

The data obtained from the interview form used in the research were analyzed with the content analysis method used in qualitative research. In qualitative research, content analysis is used to analyze theoretically unclear

themes and, if any, sub-themes (Yıldırım & Şimşek, 2006). The obtained data were recorded separately, grouped and coded. These groupings and codings were presented to the experts in the field, their final form was given according to the evaluations of the experts and prepared for analysis. With the content analysis, themes were determined for each question and the frequencies and percentages of the given themes were calculated and tables were created. Descriptive analysis was used to evaluate the data. Finally, a report was made and the findings were presented.

## **Findings and Interpretation**

In this section, the findings obtained as a result of the interviews conducted in order to determine the concerns and expectations of the physical education teacher candidates participating in the research about the teaching profession are included.

Table 2. Distribution of the opinions of the research group about the teaching profession in general.

Themes	n	%
It's a holy profession	17	16.6
It is a respected profession	16	15.6
It is a profession to be valued.	16	15.6
It is a profession that shapes society.	15	14.5
It is a profession that gives pleasure and happiness.	15	14.5
It is a peaceful profession.	13	12.6
It is a demanding profession	11	10.6
Total	103	100

In Table 2, the distribution of the opinions of the research group about the teaching profession in general is given. When the general thoughts of the participants about the teaching profession were examined, 7 themes emerged. It was observed that the participants expressed more than one theme. According to the percentage order among these themes; it is a sacred profession (16.6%), a respected profession (15.6%), a profession that should be valued (15.6%), a profession that directs the society (14.5%), a profession that gives pleasure and happiness (14.5%), a profession that gives peace It was seen that the themes of profession (12.6%) and a profession requiring labor (10.6%) came to the fore.

Table 3. Distribution of the research group's views on their concerns about the teaching profession

Themes	n	%
Anxiety about not being appointed	18	50
Economic anxiety	16	44.4
I don't have any worries	2	5.6
Total	36	100

Table 3 shows the distribution of the opinions of the research group about their concerns about the teaching profession. Three themes emerged in the distribution of the participants' views on their concerns about the teaching profession. According to this; 18 pre-service teachers (70%) stated that they could not be appointed, 16 pre-service teachers (44.4%) stated that they had economic anxiety and 2 pre-service teachers (5.6%) stated that they did not have any concerns.

Table 4. Distribution of the opinions of the research group regarding their expectations from the teaching profession.

Themes	N	%
Being a good teacher in my field	20	24.1
To be a teacher who guides the society	17	20.5
To develop myself personally	16	19.3
Being helpful to students	16	19.3
It should be a profession that does not worry about assignment	14	16.8
Total	83	100

Table 4 gives the distribution of the opinions of the research group regarding their expectations from the teaching profession. Five themes emerged from the participants' views on their expectations from the teaching profession. It was observed that the participants expressed more than one theme. Among these themes, according to the order of percentage, being a good teacher in my field (24.1%), being a teacher who guides the

society (20.5%), being able to develop myself personally (19.3%), being useful to students (19.3%), being a profession without worry of assignment. It was seen that the themes should come to the fore (16.8%).

## **Results and Discussion**

In this part of the research, the results obtained as a result of the interviews with the physical education teachers are included. When we look at the opinions of the research group on the qualifications of school administrators; While most of them state that the school administrators are sufficient, some teachers state that the school administrators are partially sufficient. On the other hand, 4 teachers stated that school administrators are not sufficient. Based on these views, we can say that school administrators are sufficient in general. Dönmez (2002), Yıldırım and Aslan (2008) also determined in their research that school administrators perceive themselves as more competent than inspectors and teachers.

When we look at the opinions of the research group about what school administrators should do to improve themselves, the participants stated that the school administrators; They stated that he should improve himself academically, have a good command of the legislation and be professionally competent. In addition, the research group school administrators; They stated that they should have communication skills and be fair. The opinion of Balyer and Gündüz (2011) that principals should generally come from the teaching profession, receive postgraduate education in their fields, undergo in-service training on management before starting their profession, and have merit, in this research, administrators should know teaching methods and techniques, receive postgraduate education, supports its findings on management knowledge and competence. The principal should be the leader of the school (Demirtaş and Özer, 2013). The competencies of school administrators such as empathy, tolerance, fairness, equality and impartiality are the most striking results of the research regarding humane competencies. A school administrator should be open to communication, patient, fair, have pedagogical and management knowledge, and have teaching experience (Kaymak, Keskinçılıç Kara, 2016; Açıkalın, Şişman, Turan, 2015; Memduhoğlu, 2015).

## **Conclusion**

As a result, it has been observed that the majority of physical education teachers see school administrators as sufficient. In addition, it is stated that school administrators should develop themselves academically, have a good command of the legislation and be professionally competent, at the same time; It was concluded that he should have communication skills and be fair.

## **Recommendations**

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## **Scientific Ethics Declaration**

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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