

Araştırma*

The Assessment of School Administrators' Selection Policy in Regards to Equality and Assurance Principles and Its Effect on Their Loyalty

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Abstract

The aim of the study was to assess the school administrators' selection policy implemented by Ministry of National Education on 10th June 2014 in regard to equality and assurance principle of human resources management and to determine the effects of this practice on loyalty of new administrators to the state. The study was designed as a case study whereby qualitative data were collected using a semi-structured interview form, and analyzed with content analysis method. Fifteen school administrator candidates, who experienced the process of school administrators' selection carried out in August of 2014 by Ministry of National Education, constituted the study group. In the light of the data, some participants stated that loyalty to superiors on duty could come to forefront rather than loyalty to the state and laws. Furthermore; according to most of the participants, lack of principalship experience could bring about negative outcomes in terms of administrators' performance.

Key Words: Equality, Assurance, Loyalty, School Administrator Selection.

INTRODUCTION

Human resources management (HRM) has been an important managerial part of the organizations for a long time owing to the fact that the facilities of HRM affect all personnel in the organizations, that is, "the efficiency, viability, and profitability of the organizations" which depend on personnel's performances are affected by these facilities (Tracey, 1994). According to Sims (2002), consistent success of the organizations depends on knowing how organizations can benefit from their personnel at most. They should be aware of that attracting, developing and retaining skilful personnel. This situation increases the importance of HRM. Heneman III and Milanowski (2004) explained HRM in terms of educational organizations and stated that recruiting, developing and maintenance of competent personnel who were able to perform instructional practices and curriculums were important issues.

One of the difficult issues in human resources management in educational institutions is selection and recruitment of school administrators because of the

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changes in roles and leadership styles of school administrators and in expectations. (Pounder & Young, 1996). Furthermore; Chapman (2005) mentioned some problems on recruitment of administrators and keeping them at the job. Government policies affected the desire to perform their responsibilities negatively. Unless conditions of the work were improved through the policies, retaining skillful administrators and attracting talented prospective administrators would be challenging. HRM has several principles (Toprakçı, 2013). In this process, it can be said that the principles of HRM should be considered more in selection, recruitment and promotion processes. One of the considerations may be about equality. According to Tutum (1979) no discrimination shouldn't be done on the bases of their characteristics, religion, language, race, gender, idea and faith. Sabuncuoğlu (1988) added that competency, ability, knowledge, personal characteristics of the candidates ought to be taken into consideration and equal opportunities must be provided for personnel while they are recruited and being promoted. Tortop (1999) asserted that equality principle became a constitutional principle through declaration of rights of citizens which was published in France in 1789 and it was placed in 1982 in Turkish Constitution as "Everybody is equal before law regardless of their language, race, gender, political view, philosophy, faith, religion and sect." Stredwick (2005) emphasized that the definition of the jobs shouldn't be done restrictively, candidate lists and selection process shouldn't include any information about sex, race, age or disability and every candidate should be behaved fairly and equally in the interviews. So 'If equality is the ultimate aim, then discriminating for or against anyone on any basis other than knowledge, skills, and abilities needed to perform jobs is wrong' (Mathis & Jackson, 2008, s. 153). According to principle of equality in the "State Personnel Law (SPL)", "a state personnel can't be a member of a political party and the personnel can't act in a way that his/her action will provide advantages or disadvantages for any political parties, people or groups; while the personnel is performing his/her duties, s/he can't discriminate people according to their language, race, gender, political view, philosophical belief, religion and sect" (T.C Başbakanlık, 1965).

The position of an employee in hierarchy, his\her responsibility, salary and increase of opportunities are as important as assurance the employee owns. Assurance means that the employees are provided for a safe working environment, s\he isn't afraid of losing social and economic advantages and s\he doesn't suspect of losing continuation of her\his work and personnel rights unless s\he commits a serious offence (Sabuncuoğlu, 2000). The need of assurance (safety) is among main needs or lower- order needs of an individual in the Maslow's needs hierarchy (Maslow, 1954). Lower -order needs are predominantly satisfied externally by such as money, wages, union contracts and tenure. In fact the natural conclusion to be drawn from Maslow's classification is that in times of economic plenty, almost all permanently employed workers have their lower-order needs substantially met (Robbins, 1993). In public organizations, there are two types of assurances: work and position assurances. The position assurance means the position the employee is working is maintained as long as the civil servant isn't involved in illegal actions while the work assurance is defined as continuation of labor (Can, Akgün &

Kavuncubaşı, 2001). According to Hicks and Gullet (1975) working in a bureaucratic organization provides employees with permanent works. An employee working fulltime finds a lifelong labor guarantee in the organization. Moreover, according to Hoy and Miskel (2008), employees should be protected from the superiors' inappropriate decisions about themselves. Bureaucracies can institutionalize through protection of their employees. The need of assurance is one of the main principles of Weber's ideal bureaucracy and it aims to provide the state personnel a basis for working efficiently and having safe work environments by protecting them from arbitrary behaviors of superiors. Thus and so, this assurances increase attachment of employees. In the fourth item SPL of Turkey, a state personnel is defined as a person who employs with fundamental and permanent duties which are conducted in accordance with general management principles by state or other public entities" (T.C Başbakanlık, 1965). According to this item, state personnel are provided a permanent work, not a temporary work. In eighteenth item of the same law, it is aimed to guarantee state personnel by saying "except for situations explained in the laws, tenancy of state personnel can't be ended, and his /her salary and other rights cannot be taken away". Besides these items, assurance principle is tried to be actualized through the items which are syndication and being a member of a union (item 22) and protection against slanders and scandals (item 25). In the one hundred and thirtieth item of the same law "a punishment can't be given to state personnel without taking his/her statement.

Another crucial point is commitment of personnel to their organization and laws. From this point, school administrators' commitment to their organization and law should be supported to constitute loyalty towards their educational organizations. When the intensity of the commitment to something becomes higher, loyalty occurs (Koç, 2009). "Loyalty is a pursuit and creation of long-term relations based on mutual trust, creation and pursuit of benefit." (Komskiene, Svagzdiene & Benetyte, 2009, s. 32). Organizational loyalty means that personnel are trying to achieve and increase organizational goals rather than personal objectives and their behaviors reflect commitment to organization and membership of organization (Kang, Lee, Lee & Choi, 2007). The SPL of Turkey states that "State personnel have to abide by the constitution of the republic of Turkey and its laws faithfully during their civil service (T.C Başbakanlık, 1965). According to Mehta, Singh, Bhakar and Sinha (2010), the attainment of loyalty in the work place is very difficult. Koç (2009) emphasized that the personnel's willingness of working in the same organization permanently is a sign of loyalty. Loyalty can be created by considering their needs, providing appropriate working environment, motivation, self -realization and development as well as compliment (Komskiene et al., 2009).

Various aspects of loyalty in organizations have been discussed in the related literature. Chen, Tsui and Farh (2002) indicated that employee's performance was affected by his/her loyalty to organizations. Moreover; Komskiene et al. (2009) emphasized that loyalty was important for the employee's motivation while achieving organizational goals effectively. From this aspect, the researchers examined how personnel's loyalty could be reinforced and improved. Career

development, motivation, leadership and commitment to organization are among the crucial points for loyalty of employees. Two more factors for loyalty were job security or job assurance.

Selection and recruitment of school administrators have been done through regulations designed by the Ministry of National Education in Turkey. Before the regulation which was published on 10th June of 2014, selection and recruitment of administrators were carried out according to the regulation, arranged in 2009. The difference between these two regulations is that all of the administrators whose duty term exceed 4 years and above were suspended and the appointment for administration position has been limited for four years. Moreover; selection practice of the administrators has been changed too. Administrators are selected the scores, given by stakeholders (the authorities of district national education directorate, teachers, parent-teacher association, and student representative of the school) if the four year duty term of the administrators has expired. Furthermore; the administrators who can't take 75 points or more out of 100 in the evaluation process and these who are assigned for the first time are subjected to oral exams.

In this study, it was aimed to evaluate how the selection and recruitment processes of the school administrators would affect the loyalty of the new administrators to the state and what effects of lack of position assurance on the new school administrators would be. It was thought that the views of the administrator candidates who experienced these processes could illuminate this assessment ideally. For this purpose, the following questions on the recruitment and selection process of the school administrators were addressed:

1. What are the views of school administrator candidates about whether there are any advantages or disadvantages for some candidates during the application of administrator's selection?
2. What are the views of school administrator candidates about whether the administrators were given an opportunity for having a position and recognition in the organization as a result of administrator's selection application?
3. What are the views of school administrator candidates about whether the talented administrators were given an opportunity for holding on their organizations as a result of administrator's selection application?
4. What are the views of school administrator candidates about the effect of the selection and assignment procedure of school administrators on loyalty of school administrators (to state and laws)?
5. What are the views of school administrator candidates about the appropriateness of the selection and assignment procedure of school administrators by means of assurance principle?
6. What are the views of school administrator candidates about the effects of lack of assurance on school administrators?

METHOD

The research was based on a case study which is a qualitative research design (Patton, 1990; Yıldırım & Şimşek, 2006). "A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection" (Creswell, 2002, s.16).

The data were collected through a semi-structured interview using open-ended questions. The interview form consisted of two parts. In the first part, there was an explanation related to purpose of the study, permission of the participants and questions on their demographic information. In the second part, the participants were addressed 3 main and 3 probe questions in order to understand the effects of the recruitment and selection process of school administrators on their loyalty to government and lack of position assurance.

The working groups of this study comprised of fifteen school administrator candidates who had experienced the oral exam of the school administrators' selection process. The participants were selected through purposeful sampling and maximum variation sampling method. Some information on the working group was presented in Table 1.

Table 1.

Demographic Information of Working Group

Participant	Gender	School Type	Duty	Educational Status	Result of the Exam
1.	Male	High School	Principal	Graduate	Successful
2.	Male	Secondary School	Principal	Undergraduate	Unsuccessful
3.	Male	High School	Vice-principal	Undergraduate	Successful
4.	Male	Primary School	Principal	Undergraduate	Successful
5.	Male	Primary School	Teacher	Undergraduate	Successful
6.	Male	Secondary School	Principal	Undergraduate	Unsuccessful
7.	Male	High School	Teacher	Undergraduate	Unsuccessful
8.	Male	High School	Principal	Undergraduate	Successful
9.	Male	Secondary School	Teacher	Undergraduate	Unsuccessful
10.	Male	High School	Principal	Undergraduate	Unsuccessful
11.	Male	Secondary School	Teacher	Undergraduate	Successful
12.	Male	Secondary School	Principal	Undergraduate	Successful
13.	Male	Secondary School	Vice-principal	Undergraduate	Successful
14.	Female	Primary School	Teacher	Undergraduate	Unsuccessful
15.	Female	High School	Principal	Undergraduate	Successful

As seen in table 1, fifteen participants were interviewed. Thirteen of them were male and two of them were female. Moreover; only one of them has graduate degree and the others have undergraduate degree. Before this selection process, eight of them were working as a principal, two of them were vice-principal and the rest of them were teachers. Furthermore; six of them were working at high schools, the other six participants were working at secondary schools and three of them were working at primary schools. Finally, nine participants were successful and had a right to be a principal and six of them couldn't have this right and are working as a teacher now.

Data Analysis

Content analysis technique was used in this study. Firstly the researchers read the interview transcriptions as a whole to get a general understanding, and then key themes were found for each interview (Patton, 1990; Yıldırım & Şimşek, 2006). The findings were presented in tables in the findings section.

Validity and Reliability

For the improvement of validity and reliability of this study, the three researchers took part in the first five interviews together. The findings gathered from these interviews were coded by all of them in order to provide internal consistency. Moreover; the themes which was obtained from findings were shared with the related participant and their confirmation of their statements was asked. Kappa statistic for an inter-rater reliability was done in order to find out consistency among researchers through the other interviews which were conducted separately. Kappa was found 0,814 ($p < .001$). When its value is between 0, 81-1, 00, it indicates perfect agreement between raters (Landis & Koch, 1977; Wood, 2007). Finally, all of the interview records and their transcriptions were stored in case of the need of control.

FINDINGS

In this part, the school administrators' selection application which was conducted in 2014, was examined in terms of equality, assurance principle of HRM and the effects of this application on loyalty of the new school administrators according to participants' views. In order to be understood clearly, frequency tables of their views were given and the findings were supported by direct quotations.

1. The views of school administrator candidates about whether there are any advantages or disadvantages for some candidates during the application of administrators' selection

Eleven participants thought that while some candidates experienced disadvantages, some of them gained advantages. However, two participants stated that there weren't any situations about advantages or disadvantages for candidates. Two participants said that some advantages and disadvantages could have been experienced.

Table 2.

The participants' views on whether there are advantages or disadvantages for participants in the exam

	f
There may be some discrimination, advantages or disadvantages for participants in the exam.	2
There are some discrimination, advantages or disadvantages for participants in the exam	11
There aren't any discrimination, advantages or disadvantages for participants in the exam	2

There were some views of people who believed advantages and disadvantages for candidates were created.

Direct quotations from the expressions of participants are given below:

'Especially, in the first step, discrimination can be done. Since the exam results aren't accountable, objections haven't been concluded and it wasn't answered in accordance with the right of petition. In terms of unionism, faith, discrimination was done. The first process is vulnerable to this.' (P7)

'Rather than objective assessment, some people were showed favor. In my opinion, the people who were selected can do everything whether it is right or not when anything is ordered By giving higher scores to these candidates and putting them in a higher place in the list, they were appointed as principals. I don't think they were examined deeply about whether they could administer the schools successfully.' (P6)

'Even before the exams, people were speaking about who would be a principal and who wouldn't. This can be asked to the other candidates as well. I don't believe this is fair' (P2)

The views of the participants, who thought there could be employment discrimination, were given below:

'I didn't see but I heard about such things, these things happened and will occur. If I got a score below 45, I would think so. I would say that I hadn't been evaluated accurately, and somebody was showed favor. I wouldn't respect the exams. (P4) 'People can always benefit from human relations. But I don't think the percentage of this is too much ' (P13)

Finally, the statements of the participants who thought there weren't any discrimination during this selection process were presented below:

'I don't think such things happened because we extracted the questions from an envelope. In my opinion, this kind of perception results from our past experience. But there are some people who think we do something somehow. I think such things must end up.' (P12) *'I believed that the scores which were given to participants were accurate, at least, the evaluators assessed objectively. Because when I asked the friends what was asked in the exam, they couldn't remember the questions. In my opinion the people who couldn't say what was asked didn't answer the question; but they thought they answered the question. I believed the exam was objective. (P13)*

2. The views of school administrator candidates on whether the administrators were given an opportunity for having a position and being known in the organization as a result of administrator's selection application

Twelve participants thought that the practice of administrator selection didn't provide opportunities for having a position and being known in organization. One participant believed this practice could provide this kind of opportunity if a candidate had contact with a well-known person and institution. Moreover; the other two participants stated that having a position and being known in organization depended on the administrators. The views of participants who stated that the practice of administrator selection didn't provide opportunities for building career, having a position and being known in organization were given below:

'No, it doesn't give opportunity for having a position and being known in organization and it hinders us. Moreover; it doesn't provide a position in an organization. Only, it assigns us. (P2) 'No, absolutely, it doesn't give this kind of opportunities. We will be teachers again four or eight years later. There isn't any statement on what the administrator will do after eight years. The

administrator will be a teacher again. '(P3). It doesn't provide these opportunities in this situation. If I experienced a problem with the president of school council, I would have negative points from him/her four years later. The proportion of the points becomes unbalanced easily. I believe that this situation harms the will to work of the administrators.' (P12)

The views of participants who thought that having a position and being known in organization depended on the administrators were given below:

While administrators are doing their own work, small details show who the successful administrators are because the regulation covers everybody. These opportunities depend on the working style of the administrators.' (P4)

Finally, the view of the participant who believed that this application could supply this kind of opportunity if a candidate had an influential contact.

'Maybe it happens rarely and randomly; but generally, the people who provide their power from well-known people and institutions have priority.' (P15)

3. The views of school administrator candidates about whether the talented administrators were given an opportunity for holding on their organizations as a result of administrator's selection application

Thirteen participants stated that this regulation didn't let the administrators to hold on their organizations. However; two participants thought this regulation enabled administrators to hold on their organizations more or less but practice of the regulation didn't ensure this opportunity. The views of participants who thought that this regulation didn't permit the administrators hold on their organizations anyway were given below:

'Unfortunately, we can't keep the skilled and successful administrators in their organizations. Private schools can transfer this kind of administrators by giving them more money and opportunity as well as transferring fee. However; this happens only to three or five from a thousand administrators. There are skilled but unrecognized administrators who do their work properly but they don't have advertisement ability (P2) 'It doesn't let you hold on to your organization now because we were assigned for four years and this is a second job. The main job is teaching. I will return to teaching soon. So this regulation doesn't provide the administrators to hold on their organizations. Now they are teachers who were successful administrators in the past. The other successful administrators received attractive bids from private schools and private courses. But the private courses are going to be closed. So the administrators are being transferred to private schools. If I were them, I would do so.' (P3)

The views of participants who stated that this regulation enabled administrators to hold on their organizations more or less but application of the regulation didn't ensure this opportunity were given below:

'The regulation provides the administrators who have successful career, something for continuing their duty successfully. But the evaluator can't assess objectively so the successful administrators have seemed unsuccessful and unsuccessful administrators have seemed successful.' (P5) *'The regulation provides this opportunity in theory. However; in its practice, this opportunity wasn't provided. Unfortunately, I think that the evaluator sent away the administrators who were successful or prevented the talented candidates from entering the system by being oppressed by various factors'.* (P14)

4. The views of school administrator candidates about the effect of the selection and assignment procedure on loyalty of school administrators (to state and laws)

Twelve participants stated that as a result of this school administrator selection process, the loyalty of the administrators headed towards other people and political wills while two participants thought their loyalty wasn't affected. Besides, one participant believed that their loyalty was impressed positively.

The views of the participants who thought that the loyalty of the administrators headed towards other people and political wills were given below:

'The person plays the drums of the people who feed him\her, necessarily. If this way is let, someone will incite it particularly. Even, everybody will try to behave like this if the effectiveness of this kind behavior is recognized'. (P1)

'Anyway, assignment is a handicap in itself. Beside this, four years limitation of it increases the closeness of administrators to the people and positions who may be effective on their assignments rather than to the state and laws. I think that they can't act independently.'(P12)

'If we consider an administrator who has been working for eight years and wants to work as an administrator up to sixty five years old, in my opinion his/her loyalty can convert to another side. You have to balance. As democracy says, grasses lean towards wherever wind blows. The administrator, whose duty term will end up four years later, has to get on well with students, teachers, parents, superiors and higher authorities. This regulation teaches us to save the day, not to produce something'. (P11)

The views of the participants who believed that loyalty of the administrators wasn't affected were given below:

'The loyalty of the administrators isn't affected since we have been recruited as public servants to this job. Our main job is teaching. I don't think their loyalty is affected' (P4) 'Loyalty doesn't change direction because National Education System always has the same aims. Someone becomes an administrator to achieve them. I don't think change happens in this respect.'(P5)

The view of the participant who believed that loyalty of the administrators influenced positively was given below:

'It can increase because they will do their work better and take on their work seriously if the administrators want to continue their duties. I don't think any loss in their loyalty will happen though four years are long time.' (P7)

5. The views of school administrator candidates about the appropriateness of the selection and assignment procedure by means of assurance principle

Assurance is divided into two as job assurance and position assurance in itself. All of the participants informed that there was job assurance because this regulation and 657 numbered item of SPC provides this assurance to the state personnel who work as a teacher. Some views about this topic were given below:

'There is job assurance. You can go back to teaching because our core duty is teaching. We are state personnel. '(P7) 'If administrators work for four years and their duty term isn't prolonged, they can be teachers again. This situation is appropriate to equality principle. These people don't work as administrators forever, they can return to their core duty which is teaching. '(P3) 'There is job assurance. But if you aren't a successful administrator, you can be dismissed from this job

immediately and the authorities don't have to wait until your duty term ends. Our core duty is teaching. We can go on teaching after our administration duty ends. ' (P13)

Twelve participants complained that there wasn't any position assurance anymore. They thought that there was only work security and they could return to teaching because their duties were ended and they will lose their position after four years. Three participants believed that this practice was right and there shouldn't be position assurance.

The views of the participants who were dissatisfied that there wasn't any position assurance were given below:

'Absolutely, the regulation doesn't provide position security. The people, who have worked as an administrator for four years, will be teachers in the same schools four years later. They will work together with the teachers who they administered and enforced the laws.' (P3) 'There isn't any position security, for this duty was seen as a second work. We are assigned for four years. Superiors have right to dismiss us four years later. This affects negatively. It is thought that something which was done by laws forcefully doesn't become beneficial. But the administrators will have to behave how it is expected and they have to postpone what they want to do. ' (P12)

There isn't position assurance in this duty because this regulation doesn't let administration have a right. It used to be a right before and an exam was done. I took exams to be an administrator and I was successful. That is, it was a vested right. If you had faced a raw deal, you could have gone to law. And if you had documented this injustice, you could have been reinstated. But according to this regulation, being an administrator is an assignment which will be given and withdrawn and you can't go to law. (P14)

The views of the participants who were pleased that there weren't position assurance were given below:

'Everybody can't administer a school. The people who aren't able to do that should be dismissed. There isn't position security in no circumstance. If I can't do this job, I should be dismissed immediately, not four years later. Our profession is teaching. After being dismissed, I must return teaching again.' (P13)

6. The views of school administrator candidates about effects of lacking assurance

Table: 3

The participants' views on the effects of lacking position assurance

Positive Effects	f
It provides positive effects for improvement of education system and administrator development	3
Negative Effects	
It affects the administrators' performance negatively	6
It causes negative emotional effects on administrators	3
The administrators try to seem pretty to the evaluators	3

As stated before, this regulation doesn't provide any position assurance. And this situation was evaluated through two different aspects, which have positive and negative sides. Table 1 showed three participants thought that lack of position assurance affects education system and administrators development in a positive

way while twelve participants believed that this situation would have bad effects on administrators in different ways. Six participants said administrators' performance was influenced negatively and three participants stated that administrators felt awful because of this situation as well as the other three participants asserted that administrators were in a struggle for seeming pleasant to the authorities.

The views of the participants, who thought that lack of position assurance would result in positive outcomes, were given below:

'I think that it is positive from the point of administrators' development and keeping the institution dynamic (P15) 'Being an administrator will be carried out as an assignment. Duty term of administrators will last for four years. The administrators, who are willing to work as an administrator again, will work harder in order to convince school stakeholders and superior authorities.' (P8)

The views of the participants, who thought that lack of position assurance would cause negative situations, were given below:

'I think that the four years limitation and the anxiety for what to do after 4 years affect the administrators' performance negatively.' (P6) *'Four-year duty term is a short time span. Everybody can make mistakes guilelessly. The first two years of administrators are spent for getting used to the duty. Then they say that they have two years more and they don't care about their job and don't work effectively. After four years, they will retire or try to find a new work.'* (P9) *'Some administrators may ignore their work at schools in order to please and seem pretty to their superiors.'* (P8)

DISCUSSION and CONCLUSION

The objective of this research was to find out the effects of the last regulation regarding school administrators' selection and recruitment practice on loyalty of new administrators to the state and to assess the effects of lack of assurance principle as well as suitability to equality principle of human resources management. For this objective, data were collected by interviewing fifteen school administrators through qualitative research methods and their views were written down, analyzed and assessed. The conclusions are given below:

Generally, participants thought that some advantages or disadvantages situations happened during this oral exam process. They stated that school administrators weren't evaluated objectively and fairly. Moreover; according to the participants, their unionism and beliefs became effective in the interview process. İşcan and Sayın (2010) examined the relationship between organizational justice, trust and job satisfaction. The researchers emphasized that there was a positive relationship between them. Thus equality can be thought as a crucial point for organizations. Stredwick (2005) suggested that equality and fairness can be provided by using 'work-through structure interview system' rather than oral exam.

Most of the participants stated that loyalty to the state will be affected in a negative way and change direction into the other people and organizations. Durkin (2007) asserted that when loyalty of personnel is to organizations and employers, production and service of the personnel gets better. In other words, increase in both

quality and quantity of the personnel performance is the indication of loyalty (Yee, Yeung & Cheng, 2010). Akın (2012) compared the administrator election process of Turkey with several countries. He pointed out that changes were made very often in the election process of Turkey, there was not a certain policy and present system was changed without benefitting from the improvements. Whereas the leadership aspect of the school administrator was emphasized in the developed countries, it is noteworthy that the aspect of school management was underlined in Turkey. Furthermore, according to Arslanargun (2012), the school administrators are seen as a controller of the education by the ministry and this causes problems such as subjective processes about assigning and training an administrator. This situation can be the explanation of why personnel's loyalty turns to other people and organizations. The school administrators emphasized that the exam system should be provided. Moreover; performance evaluation, training, graduate education and the evaluation of communication skills should be evaluated. According to Weber, promotion is dependent on the decision of superiors. In order to strengthen their loyalty to organizations, the personnel who have special skills shouldn't be dismissed arbitrarily and given their promotion right away (Hoy and Miskel, 2008). However; the school administrators who were successful in their duties were eliminated in the oral exam and it was determined that the new methods which were applied during this selection process weren't appropriate for assurance principle. Moreover, justice and faith are important factors for the families to contribute the school and the teachers to be loyal to the school. In this respect, trust is a fundamental factor for loyalty of personnel (Durkin, 2007). Moreover, there is a crucial point that loyalty is satisfaction of personnel. If personnel are pleased in their job, their loyalty to organization will increase and ceasing of their employment will decrease (Guimaraes, 1997). However, in this study, some of the participants noted that these regulations will not affect the loyalty of the administrators. Only one of them thinks that their loyalty will increase.

According to theory of hierarchy of needs, assurance is one of the basic needs. If it isn't met, people can't reach higher levels. In this study, it is emphasized that the regulations related to the exam of administrator selection eliminate the position assurance and provides only the job assurance. It is stated that this situation causes a negative effect on the features of personality, emotional feelings and their performance. A school administrator's having a lack of position assurance is seen as a problem (Okçu, 2011). According to this study, school administrators are assigned for four years and there aren't any effective performance criteria; that is, they are selected through subjective criteria and this situation may cause the school administrators are influenced by their superiors and make inappropriate decisions. It is stated that the reason why a school administratorship is not demanded is that it does not provide a professional assurance and it is vulnerable to political interference (Cemaloğlu, 2005). However, some of the participants stated that the lack of an assurance of position will motivate the administrators' self-improvement and contribute to the education. The other result of the study was that most of the candidates didn't think that this practice enabled competent personnel to hold on their organizations. The competent personnel take on machine responsibility for

achieving organizational goals and their performance increase. A number of studies showed that job satisfaction of competent personnel who didn't think they received reinforcement for their work would decrease over time and as a result they could leave their organization (Davis, 1988). If the competent personnel didn't hold on their organizations or were transferred to another organization, it would result in the decrease of the standard group performance, and Hawthorne researches showed that the group performance affected the personnel's performances (Aydın, 2010).

The election of the school administrator is affected by cultural, economic and political factors and what is expected to be done is to determine the required skill, knowledge and abilities and implement these into the election process and provide a fair and objective election (Schmitt and Schehtman, 1990). As a result, effective implementations conducted in the appointment process of new personnel will provide equality between the candidates, contribute to the improvement of the organization and affect the work of employees and their decision to stay there (Searle, 2009). The same situation happens in the educational settings. The objective election of the administrators conducted with taking institutional and individual benefits into the consideration will be appreciated by educational stakeholders in a respectful manner and facilitate cooperative work to improve the institution. In the work environments where the administrators are elected within the regulations causing anxiety and hesitation, there may be problems.

The regulations implemented should be revised in terms of other principles of human resources management. Moreover, these regulations may be examined in a comprehensive way, with broader groups of participants in context of other principles. The views of the evaluators who took part in this process by scoring the candidates can be taken.

As a result, the personnel who are deprived of assurance cannot make effective career plan in a system which doesn't have competency principle and isn't based on performance, and they may show loyalty to their superiors rather than the state. In this situation, personnel may serve purposes of informal organizations rather than formal organizations'. In order to prevent it, the construction of an organizational structure which is transparent, scientific, and objective and is based on competency, is essential.

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Okul Yöneticilerinin Seçiminin Eşitlik ve Güvence İlkelerine Göre Değerlendirilmesi ve Bu Uygulamanın Yöneticilerin Sadakatlerine Etkisi

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Genişletilmiş Özet

Problem: İnsan kaynakları yönetimi (İKY) örgütlerin uzun zamandır önemli yönetsel bir parçasıdır. Çünkü İKY'nin işlevleri örgütlerdeki bütün personeli etkiler. Yani personelin performansına bağlı olan "örgütlerin etkililiği, yaşayabilirliği ve kârlılığı" bu işlevler tarafından etkilenir (Tracey, 1994). Okul yöneticilerinin rollerindeki ve liderlik tarzlarındaki değişim ve onlardan beklenenlerin farklılaşması nedeniyle eğitim örgütlerindeki, insan kaynakları yönetiminin zor konulardan birisi okul yöneticilerin seçimi ve işe alımdır (Pounder ve Young, 1996). Chapman'e (2005) göre ise okul yöneticilerini işe almanın yanı sıra onların işlerindeki devamını sağlama konusunda da problemler vardır. Hükümetlerin politikaları, okul yöneticilerin işe devam isteklerini olumsuz yönde etkilemektedir. İşin koşulları, politikalar yoluyla iyileştirilmezse, becerikli yöneticilerin devamını sağlama ve gelecekteki yetenekli yöneticileri çekme zorlaşacaktır. Bu nedenle, yönetici seçme, işe alma ve yükseltme süreçlerinde İKY ilkelerine önem verilmesi gerektiği söylenebilir. İKY'nin birçok ilkesi vardır (Toprakçı, 2013)

Tutum'a (1979) göre eşitlik İKY'nin önemli ilkelerinden biridir. Araştırmacı, bu ilkeyi geniş anlamda ele almıştır. Personel arasında din, dil, ırk, cinsiyet, fikir ve inanış ile ilgili olan kişisel özelliklerine göre ayırım yapılmaması olarak açıklamıştır. Ayrıca Tyson (2006) engelli insanlara ve yaşa karşı önyargılı olmamayı da eşitlik ilkesi ile ilişkilendirmiştir. İKY'nin bir diğer ilkesi ise güvencedir. Güvence, işgörenlere, ekonomik ve sosyal avantajlarını kaybetmeden korkmadığı ve ciddi bir suç işlemedikçe personel haklarının devamını kaybetmekten şüphelenmediği güvenli bir çalışma alanı sağlamadır (Sabuncuoğlu, 2000). Bir başka önemli nokta ise personelin örgüte ve kanunlara bağlılığıdır. Birşeye bağlılık yoğunlaştığında sadakat meydana gelir (Koç, 2009). Bu noktadan hareketle, okul yöneticilerin örgütlerine ve yasalara bağlılığı eğitimsel örgütlere olan sadakatı oluşturmak için desteklenmelidir. İşgörenlerin sadakati konusunda çeşitli araştırmalar vardır. Sadakat farklı açılardan önemli görülmektedir. Chen, Tsui ve Farh (2002) iş görenlerin performansının örgüte olan sadakatı tarafından etkilendiğini işaret etmektedirler. Bununla birlikte,

Komskiene, Svagzdiene ve Benetyte (2009) örgütsel amaçlara etkili bir biçimde ulaşırken sadakatın işgörenlerin motivasyonu için önemli olduğunu vurgularlar.

Türkiye’de okul yöneticilerin seçimi ve işe alımı Milli Eğitim Bakanlığı tarafından düzenlenen yönetmelikler yoluyla gerçekleştirilmektedir. 10 Haziran 2014 tarihinde yayımlanan son yönetmelikten önce yöneticilerin seçimi ve işe alımı birkaç değişikliğe rağmen 2009 yılında çıkarılan yönetmelik vasıtasıyla yapılmaktaydı. Bu iki yönetmelik arasındaki fark vardır. Yeni yönetmelikle dört yıl ve üzeri yöneticilik görevi yapmış olan yöneticiler görevlerinden alınmıştır ve yöneticiler artık tüm iş hayatları boyunca atanmamakta, yalnızca dört yıllığına görevlendirilmektedirler. Ayrıca, yönetici seçme uygulaması da oldukça değişmiştir. Yöneticilerin dört yıllık görevleri bittiğinde, paydaşları (ilçe milli eğitim yöneticileri, öğretmenler, okul aile birlikleri, öğrenci temsilcileri) tarafından verilen puanlar yoluyla tekrar seçilebilmektedir. 100 puan üzerinden 75 ve üzeri puan alamayan yada ilk defa görevlendirilecek yöneticiler sözlü bir sınava tabi tutulacaktır.

Bu çalışmanın amacı 10 Haziran 2014 tarihinde uygulamaya konulan son yönetici seçme politikasını insan kaynakları yönetiminin eşitlik ve güvence ilkesine göre değerlendirmek ve bu uygulamanın yeni yöneticilerin devlete sadakatine etkisini belirlemektir.

Yöntem: Çalışma durum çalışması yöntemi ile modellenmiş, nitel veriler yarı yapılandırılmış görüşme formu kullanılarak toplanmıştır ve içerik analizi yöntemi ile analiz edilmiştir. Çalışma grubunu, Ağustos 2014 tarihinde yönetici seçme uygulamasına katılan on beş kişi oluşturmaktadır. Katılımcıların bazıları bu uygulamadan sonra okul yöneticisi olarak görevlendirilirken; bazıları öğretmen olarak çalışma hayatlarına devam etmektedir.

Bulgular ve Tartışmalar: Genel olarak katılımcılar, sözlü sınav süresince adayların avantajına ya da dezavantajına durumların gerçekleştiğini düşünmektedirler. Adayların nesnel ve adaletli bir şekilde değerlendirilmediğini belirtmişlerdir. İşcan ve Sayın (2010) örgütsel adalet, güven ve iş tatmini arasında bir ilişki olduğu sonucuna ulaşmışlardır. Bu nedenle örgütler için eşitliğin önemli bir konu olduğu düşünülebilir.

Katılımcıların birçoğu, okul yöneticilerine örgütte bir konum sağlama ve tanınma fırsatı verilmediğini ifade etmişlerdir. Bu uygulama sonucunda okul yöneticiliğinin yalnızca dört yıllık bir görevlendirme olduğu vurgulanmıştır. Böylece yetenekli yöneticilerin örgütte tutunabilmeleri için fırsatın da verilmediğini belirtmişlerdir. Bir başka bulguya göre ise katılımcıların çoğunluğu, bu yönetici seçme uygulamasıyla yöneticilerin sadakatinin diğer insanlara, politik güçlere doğru kayabileceğine inanmaktadırlar. Ayrıca katılımcılar iş güvencesinin hale devam ettiğini fakat makam güvencesinin artık kalmadığını ifade etmişlerdir. Son olarak katılımcılara göre güvencenin olmayışının yöneticilerin sadakatini devlete ve yasalara değil, üst yöneticilere doğru yönelebileceğini ifade etmişlerdir.

Öneriler: Uygulanan bu yönetmeliğin insan kaynaklarının diğer ilkeleri açısından değerlendirilmesi yararlı olabilir. Dahası bu yönetmelik, daha kapsamlı olarak ve daha geniş çalışma grubu ile diğer ilkeler bağlamında da incelenmelidir. Bu süreçte adaylara puan vererek katılan değerlendiricilerin görüşleri alınabilir.

Anahtar Kelimeler: Eşitlik, Güvence, Sadakat, Okul yöneticisi seçimi