



The Evaluation of Educational Administration and Supervision Graduate Programs in Turkey: A Case Study

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Abstract

The aim of this study is to specify students' views concerning the Educational Administration and Supervision Program and thus to evaluate and improve the program and contribute to the growth of an influential administrator, leader and supervisor in Turkey, Qualitative method is included in the study. The universe consists of students who have registered the program in the last ten years. An open-ended question form is used to collect data. Document review and archive scan are also used. Content analysis is the techniques used to analyze the data. Percentage (%) and frequency (f) calculations were carried out for the data. Some of the results obtained from the study are as follows: Most of the students who attended the program consist of teachers dwelling in other cities. Some of them preferred this program to be appointed to Antalya. Some also preferred this program for personal development, to have an academic career or to become an administrator or inspector.

Keywords: Educational administration, Educational supervision, Students' perception, Graduate

INTRODUCTION

The new world order, globalization, has caused change and development in many areas namely in politics, technology and informatics. One of the main goals of educational organizations is to keep pace with these change and development and to lead them as well. Not to leave up fulfilling these goals to a chance and to perform them, there is the need to professionally and scientifically trained education leaders. In developed counties, it is given much importance to attempts for training school administrators for effective schools (Özmen, 2002).

The connection between the quality of leadership and school effectiveness is demonstrated by research in many parts of the world, including Europe (Dalin 1998). The relationship between high quality school leadership and educational outcomes is well documented. Generations of research on school effectiveness shows that excellent leadership is invariably one of the main factors in high performing schools (Reynolds, 1991; Sammons et al 1995). These





results indicate that preparation for school leadership is increasingly regarded as a vital component of school improvement (Bush, 2005). Therefore, it is important that for an effective school, school administrators should be trained not only in terms of administrative skills but also in leadership skills.

When today's implications are taken into consideration, we can say that tending to be practical, the training programs have been causing school administrators to gain limited knowledge, skills and understanding, which is not enough to manage and lead educational institutions (Balcı, 2008). Yet, in recent years, the field of educational administration has been providing advanced tools, conceptual framework and contemporary and theoretical knowledge with its scientific, academic and institutional basics beyond the need of training leaders with practical and applied managerial skills (Berry and Beach, 2007 cited in Balcı, 2008). Likewise, it is stated that in developed countries, instead of traditional skills leaders are trained to gain leadership skills (Çelik, 2002).

In the last few years, the name of the educational administration programs has been changed into educational leadership in the USA. However, in Turkey, the understanding of training educational administrators has not been constructed on scientific bases yet. There has not been formed an effective coordination about training educational administrators between the universities and the Ministry of Education, either. It clearly shows that the idea of 'There is no school for educational administrators,' is still dominant and educational administration is not accepted as a profession (Kaya, 1993; Balcı, 2008; Toprakçı, 2009). As one of the results of this is that there has not been formed a legal regulation aimed at training educational administration in Turkey (Balcı, 1999; Turan and Şişman, 2000, cited in Işık, 2003b; and Kaya, 1993) and has not been constructed on scientific basis (Toprakçı, 1995; Çelik, 2002).

Similar concerns have been put forward about the knowledge and skills that administrators must have in the field of administration in literature. According to Balcı (2008), the field of educational administration has three main dimensions, namely, 'practical knowledge', 'professional knowledge' and 'academic knowledge'. Therefore, school administrator training programs should be revised concerning these dimensions.

Dessler (2001) points out that in the 21st century, the administrator needs managerial skills in seven issues, leading today and future's organization apart from planning, leadership, organization and control. These issues are as follows: 1. The use of developing technology and internet to advance the performance of the organization, 2. The human dimension of the administration (leadership and motivation skills), 3. Change management, 4. Entrepreneurship, 5. Team work, 6. Diversity management, and 7. The ability to change the organizational culture.





There are some new competencies of managers. For all managers, however human skills are becoming increasingly important. For example communicating effectively, retaining talented employees, and motivating workers are essential skills for managers. Leadership, staying connected to employees, team building, and collaborative relationship are key factors to building a learning organization (Daft, 2003).

What Katz and others have found is that successful supervisors must possess four critical competencies: technical, interpersonal, conceptual, and political competencies (Robbins and DeCenzo, 2007). According to Certo (1997), there are six kinds of skills of a supervisor. These are communication, motivating employees, improving productivity, supervising “problem” employees, managing time and stress, managing conflict and change. Additionally, modern supervision challenges are these: ensuring high quality, working with teams, meeting high ethical standards, and using modern technology. Likewise, Robbins and DeCenzo (2007) state that knowing yourself, building a team, monitoring the others, communication and critical thinking are among the skills inspectors are required to develop.

Some latest orientations force the schools to change and renew themselves. These so called trends also carry some important results for school leaders (Sergiovanni, 1996; Dawson, 1997 cited in Şişman, 2002). In this context, new outlooks have improved to train educational leaders. It can be said that scientific research attempts for the reconstruction of educational organizations and training educational leaders are continuing; yet, its concrete evidence is still new for Turkish Education System (Balci, 2008). Developing new outlooks is under the responsibility of all educational institutions and faculties.

Considering training and appointing administrators system in the USA, administration is said to be accepted as a profession which requires specialized knowledge. For example, in 1990’s, in 45 states school principals were required to have a master degree in the educational administration field (Şişman and Turan, 2002). Currently, it is a must in almost every state (Şişman and Turan, 2002; Ada and Gümüş, 2012). According to the data of American Bureau of Labor, most schools require elementary, middle, and high school principals to have a master’s degree in educational administration or leadership. Most principals also have experience as teachers and some of them have doctorate degrees in the field of educational administration (Bureau of Labor Statistics, 2013).

In some European countries like England and Belgium, and also in Japan, it is required to have an administration certificate to be a principal (Akin, 2012). In England, to be a school principal, it is necessary to be a teacher and to have a master or doctorate degree. Equivalent documents are also valid which are recognized by the government (Balci et al., 2007). The creation of the National





College for School Leadership in England constitutes an important part of the British Government's commitment to raising standards in schools (Bush, 2005).

In Turkey, unlike the developed countries like the USA and England, administration is not thought to be a scientific and professional vocation. Additionally, the thought which says 'There is no school for administrators' is still valid and thus, it is not compulsory to go on graduate education to become an administrator and being an administrator is not seen as something different from teaching profession. That's why the principal 'teaching has the priority' is still valid and the position of the decree of the school principals is teacher, and their class is education and training like those of teachers, not general administrative services in the state personnel law. As a result of this view, according to the result of a survey called 'International Teaching and Learning Survey' carried out by OECD, only 3,5 % of the school principals have master degrees in educational administration (Büyüköztürk, Altun and Yıldırım, 2010).

For the first time in Turkish education history with the circular dated 30th April 1999, educational administrators were proposed to be trained in the field of administration before service and to take an evaluation and competitive exam to be appointed as an administrator (Kayıkçı, 2001). As a result of the latest developments since the foundation of Turkish Republic, three are four main trends are available as follow: 1. Traineeship model until 1970's, 2. Educational sciences model in 1970's, 3. Test model in 1999 and 4. Arbitrariness model (Balci, 2008).

In 1965, the education faculty was founded at Ankara University and one year later, Hacettepe University Education Faculty was opened (Kaya, 1999). This was followed by other education faculties in different universities. These universities had continued their academic life until the decision made by Higher Education Institute in 1997. According to this new regulation, the degree programs of training educational administrators were closed (Cemaloğlu, 2005). With the closing of these schools, the number of candidate education administrators decreased because few teachers have the opportunity to pursue a master degree in this field because of the language barrier and limited opportunities provided by the universities. Additionally, this limited number of teachers would prefer an academic career rather than be a school administrator. According to new regulations put in order by the Ministry of Education in 1998, education administrators' appointment and rotation and school headmasters' appointment were based on a two-phased-exam: when the candidates passed the written exam, they had to complete a-120-hour-course to become educational administrators. Surprisingly, having a master or a doctorate degree in this field was just a preference issue. It is also remarkable that lately, in the criteria for the appointment of educational administrators,





only experience, general culture and the information of legislation have been started to be taken into consideration (Örücü and Şimşek, 2011).

In a survey of managers on their views of how the internet has affected management, the majority considered communicating effectively, retaining talented employees, and motivating workers to be essential management skills for the internet world (Daft, 2003). Bush and Glower (cited in Bush, 2005) conducted extensive research on leadership development and put forward some approaches, some of which can be classified as follows: Action learning, mentoring coaching and 360 degree assessment

According to Turhan and Yaraş's (2013) study on the contribution of graduate programs to the professional development of the teachers, administrators and supervisors, the reasons why teachers, administrators and supervisors pursue a graduate degree in educational administration field are to become specialized in their profession, to make academic career and personal development, which are also similar to the findings of this study. The participants also indicated that this program contributed to their leadership skills. The teachers and the school principals said that they made progress in becoming effective class leaders and school leaders respectively.

The purpose of this study is to find out the views of the students who studied or left Educational Administration and Supervision Program with thesis or non- thesis, at the Institute of Social Sciences, Akdeniz University in the last ten years and thus according to the feedback obtained from the students to evaluate and develop the program and to contribute to the field of training education administrators in Turkey. Being a case study, this research is important in terms of stating the action and problems of the graduate education in the field of educational administration and supervision, figuring on scientific data and presenting solutions. In this study, it is aimed at searching the views of the students who graduated or left the program about the program and thus contributing to the field.

The problem of the research was defined as "What are the views of the students who graduated or left the program, Educational Administration and Supervision, at Akdeniz University?" and the following questions were asked to define the effectiveness, sources, and the state of the program today and in the future of the program,

1. What are the aims of the students pursuing a master program in the field of educational administration and supervision?
2. What are the expectations of the educational administration and supervision master program students?
3. What are the contributions of the educational administration and supervision master program to the lives of the graduate students?



4. What are the problems that educational administration and supervision master program students faced during their education?
5. What are the reasons for the educational administration and supervision master program students to leave the program?

METHOD

In this study, descriptive survey model was used. Descriptive models are aimed at describing a past or present case as it is (Karasar, 2006). A qualitative model is preferred to give meaning to a social phenomenon thoroughly, to explicate it and to interpret the views of the participants. In qualitative research, it is possible to get profound information about social phenomenon (Mayring, 2000). This study is designed as a case study, one of the qualitative designs. The most important feature of case studies is that it makes it possible to research one or more cases profoundly. That is to say, all the factors related to a case are researched with a holistic approach and it is focused on how they affect the case and how they are affected by it (Yıldırım and Şimşek, 2008).

The Participants: The students who registered to the master degree program in the last ten years constitute the universe of the study. To reach the students registered to the educational administration and supervision master program, the last ten years records of the archive at the institute of social sciences, Akdeniz University were surveyed and content analysis was done and the number of students who pursued a thesis or non-thesis program and who left the program was identified.

When the table showing the gender of the students who graduated from the program, it is seen that 60 (53.4) of the students are females and 50 (%46.6) of them are male. It is similar with the students who left the program: 50 (%46.6) of them are females and 44 (%45.8) of them are males. In grand total, 112 (45.6) of the students who registered to the program are females and 94 (%54.4) of them are males.

Table 1:

Frequency (f) distribution of the students who registered to the Educational Administration and Supervision Program

	Graduates			Students Who Left			Grand Total
	Thesis	Non Thesis	Total	Thesis	Non Thesis	Total	
Female	25	45	60	17	35	52	112
Male	15	25	50	11	33	44	94
Total	40	70	110	28	68	96	206

The participants of the research were selected via purposeful sampling and in compliance with the aims of the research; it was tried to get enough and qualitative information among students who are female-male, thesis-non-thesis, and graduate and students who left. Investigating the archive, by giving priority to the ones who have complete address and telephone information and dwell in Antalya, easily accessible case sampling method (Şimşek and Yıldırım, 2008) was used. Maximum variety was tried to be reached, considering different demographic features. The study group of the research consisted of 34 students either completed or left the programs with thesis or non-thesis by May 2012. They were interviewed both face to face and via internet.

Table 2:

Demographic Features of the Participants

Participants	Graduates			Students Who Left			Grand Total
	Thesis	Non Thesis	Total	Thesis	Non Thesis	Total	
Female	8	9	17	6	3	9	26
Male	4	0	4	2	2	4	8
Total	12	9	21	8	5	13	34

Table 2 shows the demographic features of the participants. Female students constitute the majority both in the thesis and non-thesis programs; 80,9% (f=17) of the thesis program and 69.2% (f=13) of the non-thesis program respectively.

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An interview form constituting open-ended questions was also used to obtain data. The data gathered by open ended questions provide the opportunity to see the explanations participants make, the meanings they attribute, and innovative ideas they may come up with. Content analysis was used in dealing with qualitative sub problems. 206 students who enrolled in the graduate programs with and non-thesis at Akdeniz University, the Department of Educational Administration and Supervision in last ten years (2001-2011 academic years) account for the universe of the study. In order to get more comprehensive information, semi structured interview technique, which is one of the qualitative data collecting techniques, was used in the study. The main advantage of semi structured technique for the researcher is that it provides a more systematic and comparable information depending on it predisposed protocol (Yıldırım and Şimşek, 2005). Also, the records of the Institute Archive were scanned. Quantitative data related to students were gathered from there to calculate the percentage and the frequency.

Data Collection Instrument: A screening was done in order to predict the comprehensibility of the expressions in the data collection instrument. After giving preliminary information to the students graduated from Akdeniz University Educational Administration and Supervision Graduate Program, the

questions formed by screening were asked. In the question form, questions related to identity information also took place. During the interview, depending on the flow of the interview, additional questions were also asked to get more detailed answers from the participants. The following questions take place in the data collecting instrument.

1. Could you explain the reason/s to pursue a master program in the field of Education Administration and Supervision master program?
2. What are your expectations from Education Administration and Supervision master program?
3. As a graduate from Education Administration and Supervision master program, what contributions do you think does this education make to your life?
4. What are the problems that you faced during your education in Education Administration and Supervision master program?
5. What are the reasons which made you leave t Education Administration and Supervision master program,

The first four questions were asked graduates and the last one was asked the students who left their education. Two experts' opinion and three different qualified participants' affirmation were taken to evaluate the suitability of the measuring instrument to the subject in terms of scope, aim and content. Obtained research results were shared with the students and the results were seen to concur with their experience. To increase the external validity of the research, the research process was explained in detail. More than one participant taking place in the research and raw data being confidential and matching with their experience meet the reliability criteria in qualitative research (Şimşek and Yıldırım, 2008).

Data Collection: The students who graduated in 2011-2012 spring semester were interviewed by the researcher face to face and each interview lasted approximately 30 minutes. Interviews were completed in April / May 2012. Students who dropped out were connected through e-mail. Literature in relation with the field of the study was scanned and making use of the Internet site of YÖK (General Directorate of Higher Education) and opinions of the experts in the field, the questions to be asked to the participants were determined. The interviews with graduate students were first voice recorded and then scripted and analyzed.

Data analysis: In this study, qualitative data collected by semi structured interview technique was analyzed through content analysis method. The main purpose of content analysis is to reach conceptions to explain the collected data and establish relations by means of these conceptions. Gathered data were analyzed through frequency analysis method which takes place in content analysis in research. Before content analysis, obtained data were read carefully



and they were separated into meaningful chunks as word or sentences. Each part was defined to find out what it meant conceptually and then these parts constituting a meaningful whole in itself were coded by giving names. Qualitative code is an indispensable part of data analysis (Neuman, 2006). After all the data were coded, a code list was formed. Investigating this data list, the data which had similar meanings in different parts of the data were given the same code, resulting in forming of concepts. In accordance with the research questions, taking the related concepts in literature into consideration concepts which seemed to be related to each other in terms of meaning were collected under the same part, resulting in themes to be formed. While coding the data, the agreement percent of the researchers, coding the same data was calculated as 95 %. For the reliability of the research, the formula which Miles and Huberman (1994) suggests about agreement was applied: $\text{agreement percent (p)} = \frac{\text{Consensus (Na)}}{\text{Consensus (Na)} + \text{Dissension (Nd)}} \times 100$.

By giving the recurrence frequency and percentage of the concepts in themes, more objective comments and comparisons were aimed to be obtained via digitizing and thus to increase the reliability. To increase the reliability, obtained data were presented by sticking to the original or quoteting.

The opinions of the interviewers were coded like that; The Program's being with or without thesis, the interviewer's being a graduate or a discharged, and the number. According to this;

- **TD1:** The first student who was discharged from the masters with thesis
- **N-TD1:** The first student who was discharged from the masters non-thesis
- **TG1:** The first student who graduated from the masters with thesis
- **N-TG1:** The first student who graduated from the masters non-thesis

FINDINGS AND COMMENTS

The findings about the aims of the students pursuing a master program in this field are shown below in table 3. Table 3 shows the aims of the students who prefer this program. As it is seen from the table, 55% (f=11) of the thesis program students and 50% (f=7) of the non-thesis program students attend this program to get personal development. 55% (f=11) of the thesis program students also preferred this program to make an academic career,



Table 3:

Students' Aims at Pursuing a Master Degree in Educational Administration And Supervision

Aims	Thesis		Non-Thesis	
	f	%	f	%
Delaying obligatory service	1	5	1	7.1
Being able to be appointed	2	10	4	28.6
Desire not to move somewhere else	2	10	2	14.3
Personal development	11	55	7	50
Increasing job opportunities	-	-	1	7.1
Desire to be a better teacher	3	15	1	7.1
Getting more knowledge about School / Educational Administration	4	20	2	14.3
Desire to be a school / educational administrator	2	10	2	14.3
Pursuing an academic career	11	55	1	7.1

These are some of the statements of the participants who have clarified their goals for enrolling in Educational Administration and Supervision Masters' Program:

TD3, " When I started my masters' degree my goal was to have an academic career and do more effective studies in the professional field and self- improvement."

N-TD10: "I have only enrolled in this program so I could ask to be appointed."

TD6: "I have enrolled in this program because I am a teacher and I am interested in school administration and I believe that school administrators are inefficient in their field, therefore my goal when applying to this program was to improve myself in this field."

TG10: "I have enrolled in this program for self- improvement. My goal was to improve myself in the profession and become a better teacher. I have also taken into account the fact that I could have an academic career after completing my masters' degree. That's why I proceeded to a PHD program."

Participant TG3: "For self-improvement, to become a professional in the field, to become an educational administrator, and to have an academic career."

TG7: *"I believe that without personal development, one cannot achieve professional development and one should not become an academician without having both. For these reasons, my priority was personal development. I believed that in this way, I could also develop professionally."*

The findings of the second sub problem 'To what extend does the program satisfy students' expectations' can be seen in table 4.

Table 4:
*Students' expectations**

Expectations	Thesis		Non- Thesis	
	f	%	f	%
Supplied	3	25	3	33.3
Partially Supplied	6	50	4	44.4
Not Supplied	3	25	2	22.2

*This data was obtained only from the graduate students.

Table 4 shows that 50% (f=6) of the thesis program students and 44.4% (f=4) of the non-thesis program students were partly satisfied with Educational Administration and Supervision master program. The percent of the students who were satisfied or not satisfied at all is similar to each other.

The students who have indicated that their expectations were not satisfied in this program claim that the reasons for this are: the course content is not standardized and the lessons focus on theory rather than practice, the lessons are taught with presentations only instead of both presentation and student discussion, there's also a guidance inefficiency, the criteria for administrator appointment is different from the program criteria and it doesn't require the candidates to complete the program and the program does not meet students' academic expectations and finally the program is verbal, however the students come from a math background.

The students who have claimed the program satisfied their needs argue that the program helped them to develop professionally, they have learned about education history and it has taught them to develop critical thinking about school administrators and inspectors and apply administration approaches to their lives. One of the participants expresses his opinion as follows:

N-TG5: *"I cannot say this program satisfied my needs thoroughly, some lessons were not in masters' degree level, they were like those at high school. However, this program has taught me how to prepare a questionnaire, and a presentation. It has also helped me to develop my presentation technique and have a different perspective about how the*

school system works and it has taught me a number of administration techniques that I did not know but would like to apply myself."

The findings of the problem 'What contribution does the program make to the students' lives in vocational, personal and social terms?' are as follows (table 5):

Table 5:
Contributions made to the participants

Contributions	Thesis		Non- Thesis	
	f (12)	%	f (9)	%
Professional/ Bureaucratic	5	41.7	3	33.3
Personal	4	33.3	9	100
Social	6	50	4	44.4

As Table 5 shows while 60% (f=12) of the graduate students with thesis program say that the program has personal contributions on them, 45% (f=5) of them say that it has vocational contributions. As to the graduate students non-thesis program, 77.8 % (f=7) of them say that they benefited from the program in vocational terms and all of them say that it has both personal and social effects on them.

The participants saying the program has vocational benefits on them list these benefits as applying management approaches and learning organizational behavior while the ones saying it affected them personally and socially mention it has positive effects on their personality and they have the chance to make new friends. One of the opinions is as follows:

N-TG1 " During the 1-2 years of working as a vice-president, this program has brought me numerous benefits from human relations to planning in administration process, from coordination, leadership, leadership roles to inspection roles. In social context, with this program the number of people I know has increased and in personal context, with the completion of this program, my educational status has changed from undergraduate to graduate degree."

The findings of the forth sub problem 'What are the problems that students faced during their education?' can be seen in table 6.

Table 6 shows the problems students faced during their education. 54.5% (f=6) of the students said that they had difficulty in fixing their programme between work place and university and 36.4% (f4) of them said that they were not able to make the work, life and being a student balance.

Some of the participants mention their opinions as follows:

TG "Since I was working and studying at the same time, it was really difficult to fix the program between school and university and we did not take any support from both parties. I had really difficult time getting the permission from school"

TG 1 "... because of this intense program, I could not do much thing for my private life. Sometimes, you cannot even find time to relax..."

Table 6:
The Problems Confronted By the Students

Problems	Thesis		Non- Thesis	
	f	%	f	%
Attendance	-	-	2	22.2
Homework's deviation from the aim	3	27.3	1	11.1
Extension of the thesis writing term	2	18.2	-	-
Not being able to fix the programme	6	54.5	1	11.1
Not being able to make the work, life and being a student balance	4	36.4	3	33.3
The canteen's being closed in the evening	-	-	1	11.1
Financial problems	1	8.3	2	22.2
Transportation	1	8.3	2	22.2

As it is seen from the table, the most important two problems of the students are not being able to fix their lesson programs and make the work, life and being a student balance.

The findings of the last sub problem 'What are the reasons for the students who did not continue their education?' are shown below in Table 7.

Table 7:
Students' leave-taking reasons

Reasons	Thesis		Non- Thesis	
	f	%	f	%
Obligatory service	-	-	2	22.2
Rotation because of first appointment	3	25	-	-
Workload and lesson programs	1	8.3	1	11.1
Uncertainty about thesis topic	1	8.3	-	-
Finding the program insufficient and personal disinterest	3	25	1	11.1
Personal affair	2	16.6	-	-
Financial problems	-	-	1	11.1
Transportation	1	8.3	3	33.3

As it is clear from the Table 7, rotation because of the first appointment 3(25%) and finding the program insufficient and personal disinterest 3(25%) are

the first two reasons for the students who attended the graduate program with thesis to leave. As for the students who attended the non-thesis graduate program, the main reason is transportation, 3 (33.3%).

TD-“I was appointed to another region which is really far away to university and I could not continue my education.”

N-TD “My first reason to register this program was to be appointed to Antalya, and it happened so. If my work place and university were close, i.e If I had not had a transportation problem, I would have been able to continue the program.”

TD “Some of it was related to personal affairs, and some of it was related to indecisiveness about my thesis topic and pessimism about whether the studies I was pursuing were helpful or not.”

TD “I was appointed to another city; therefore I could not attend the lessons.”

N-TD “I have to leave my education because I had difficult time transporting. I did not have my own car and thus sometimes I had to hitch-hike to get home in the village, which is very far away from the city center.

As it is clear from the table, rotation because of the first appointment and finding the program insufficient and personal disinterest are the first two reasons for the students who attended the graduate program with thesis to leave. As for the students who attended the graduate program without thesis, the main reason is transportation.

CONCLUSIONS AND RECOMMENDATIONS

In the countries where education administration is accepted as a profession, pre-professional school administration training programs has a history of more than one hundred years (Kayıkçı, 2001). While in developed countries, education administration is seen as a profession, one of the important structural problems in Turkey is that education administration is not accepted as an area of expertise. The understanding ‘Teaching is prior to management’ and ‘There is no school for administration’ (Peker, 1989) is still dominant in Turkish Education System and this not only damages the concepts like hierarchy, status and role in systems and institutions but also affects the attempts for training qualified school administrators negatively (Bursalıoğlu, 1994).



According to by-lows the aim of the mastery program with thesis is to increase reaching knowledge, evaluating and interpretation skills of students via scientific researches, On the other hand the aim of the mastery program without thesis is to provide deep knowledge in vocational subjects and to show how to use knowledge in practice (Akdeniz Üniversitesi, 2013). As a result of this study, it is seen that pursuing an academic career and personal development are the two most proffered reasons stated by the students. This result can be interpreted as the students prefer this program not because they would like to become educational administrators and are really interested in this field but because they see it as a means of pursuing a master degree and personal development. These findings overlap with the findings of Turhan and Yaraş (2013). In this sense, foreign language teachers are more advantageous to pass the language barrier to be accepted to the program. As a result of statistics of social sciences Institute of Akdeniz University, foreign language teachers constitute the most crowded group in the field. On the contrary, the ones who would like to be education administrators and improve themselves in this field constitute the minority. However, the main foundation purpose of this program is to train education administrators and supervisors who are urgently required by the field as well as to train experts who can contribute to the field and the science. It is also interesting that some also preferred this program to quit or delay their compulsory service and to be appointed. That is, some teachers use this program to eliminate some bureaucratic obstacles. That shows some students use the program with different aims from the aims of the program.

As a result of this study, while six out of 21 students say that the program satisfied their needs, five of them say that it did not. The rest say that the program satisfied their needs partially. It is stated in Turhan and Yaraş's research that majority of the students meet their wishes from the program The shortcomings are listed as 'the lessons' being out of practice' and their not satisfying standards in general'. When the contents of the lessons in the field of educational administrations are investigated, it can be said that there is no unity between the programs except for some lessons like education statistics and the methods of scientific research and the lessons are said to be shaped in the direction of the instructors' field of expertise (Celep, Ay and Göğüş, 2010). This situation may cause to recede into a distance from basic and standard competencies of the program which is in the educational management and supervision area in Turkey.

Some of the problems specified by the participants are listed as administer appointment criteria's being different from the program and not requiring a graduation degree from this program; not having the opportunity to use what they have learnt at the program in their profession; and the lessons being based on power point presentations rather than discussions. There has not been formed a balance between theoretical knowledge and practice in terms of





training education administrators. There has not been constructed a harmony among education administration programs throughout national level (Tekişık, 1993). The participants mention the most important problem as their degree diploma is not so effective on being promoted in their profession or being transferred to being an administrator or supervisor. Consequently, it is not surprising that only a few teachers who graduated from this program have become education administrators, which means that being a teacher is still dominant in Turkish Ministry of Education, rather than being an education administrator (Balci, 1999).

According to latest appointment regulations, the students are not appointed to the places where they can continue their education life. Because there is not a serious and proper cooperation between the universities and the Ministry of Education about this issue (Işık, 2003a; Korkmaz, 2005; Ada and Gümüş, 2012), Some students express that the program satisfied their needs in personal, vocational and professional terms. They expressed that they improved themselves especially in conceptual terms, socially in academic environments and gaining an academic identity. They also mention that they have become more open to learning and started to use a common language among themselves. Moreover, some say that when they are appointed as education administrators, they can undergo this task more confidently and they believe that they can be successful. It is stated in Turhan and Yaraş's study this program provides high level support to problem solving skills of students. Some of them also say that they have become more objective concerning education administration issues. They think that they get prestige with the help of this program and become reliable consultants in this field. Likewise, they are more likely to be selected for total quality management projects and the others.

The participants list the problems they face during their education as follows: The content of the lessons are not satisfying enough; the lessons are far from the application and they are focusing on theory and there are not enough application studies; thesis writing terms are prolonged; the lessons programs intersect and they cannot make a balance among their work, education and private life. These findings overlap with the findings of Sezgin, Kavgacı and Kılınç (2011). As a result of this study, there is not enough café service for the ones who attend evening education and they also suffer from transportation because of the distance between the university and their home.

The participants who discharged their education mention that they departed the program because of compulsory service or having been appointed to another city, not being able to arrange the work and program schedule, and the program's not satisfying their needs. Especially without-thesis program students left the program because of the tuition. Transportation's taking time and money is another reason for leaving the program for some of the students.





Content analysis must be done to the educational administration graduate programs in Turkey and these programs should be reconstructed according to the expectations and needs of our country in the light of contemporary developments. The theoretical basis of the academic studies on educational administration in Turkey has to be examined seriously and the contribution of these studies on developing the educational administration theory and application has to be specified. Selecting and employment of instruction staff, as well as being experienced in education field, having a master or doctorate degree on educational administration must be a prerequisite (Şişman and Turan, 2003).

Educational management and supervision mastery programs in Turkey must be standardized and equality must be provided between programs of different universities depended to the basic competencies that must be gained by students in management and supervision area. As it is stated by Ada and Gümüş (2012) and Gümüşeli (1996) curriculums of mastery programs without thesis must be renewed via taking into consideration of application of knowledge. Directives must be declared to encourage state officers who attend mastery programs to follow classes. People who have mastery degree must have priority while appointing to management.

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Türkiye’deki Eğitim Yönetimi ve Denetimi Lisansüstü Programlarının Değerlendirilmesi: Bir Durum Çalışması

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Genişletilmiş Özet

Problem: Dünyada eğitim yöneticisi yetiştirme programlarının 1820’li yıllardan günümüze olan tarihsel gelişimi göz önüne alındığında, (1) Eğitim yönetiminin, okulları bir dizi pratik ve uygulamalı yönetsel beceri ile işletmek - yönetmek ihtiyacı dışında gelişme göstermesi, (2) 19. ve 20. yüzyıllarda eğitim örgütlerinin bürokratikleşmesinin bir gereği olarak onları yönetecek olan eğitim liderlerinin uzmanlaşmış profesyonel bilgiye gereksinim duyması ve (3) eğitim yönetiminin akademik, bilimsel ve kuramsal temellerinin eğitim liderlerine, eğitim örgütlerine liderlik etmek üzere ileri araçlar, kavramsal çerçeve ve çağdaş ve kuramsal bilgi sağlaması sonuçlarına ulaşmak mümkündür (Berry ve Beach, 2007; akt. Balcı, 2008). Bunun bilinciyle hareket eden Avrupa ve Amerika’ daki eğitim kurumları yönetim bilimine verdikleri önemin bir sonucu olarak yönetici yetiştirme gereksinimini karşılamak üzere hizmetçiinde ve hizmet öncesinde çeşitli düzeylerde yönetici eğitimini zorunlu hale getirmişlerdir. Örneğin, Amerika’da 1990’larda 45 eyalette okul yöneticisi olabilmek için eğitim yönetimi alanında master derecesinde eğitim görmüş olma şartı getirilmiştir (Şişman ve Turan, 2002). Ancak Türk eğitim sisteminde, okul yöneticiliğine geçiş için eğitim yönetimi veya liderlik alanında herhangi bir sertifika veya lisansüstü eğitime yer veren bir yasal düzenleme yapılmadığı gibi, bu alanda lisansüstü yapmış olan adaylara da yöneticiliğe geçişte dikkate değer bir avantaj sağlanmamıştır. Böylece akademik personel yetiştirmenin yanı sıra, amaçları arasında eğitim sistemine yönetici ve lider yetiştirmek olan üniversitelerin “Eğitim Yönetimi ve Denetimi” programlarına olan ilgi azalırken aynı zamanda programın işleyişinde çeşitli sorunlar yaşanmaktadır.

Bu çalışmanın amacı, Akdeniz Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Yönetimi ve Denetimi Tezli / Tezsiz Yüksek Lisans Programından mezun ve terk durumundaki öğrencilerin, programın işleyişine ilişkin görüşlerini belirlemektir. Böylece öğrencilerden alınan dönütler doğrultusunda programı değerlendirmek, geliştirmek ve Türkiye’de etkin bir yönetici, lider, denetmen yetiştirmeye katkı sağlamak hedeflenmiştir. Bu amaçla aşağıdaki sorulara yanıt aranmıştır.

1. Eğitim Yönetimi ve Denetimi (EYD) yüksek lisans öğrencilerinin bu alanda yüksek lisans eğitimi alma nedenleri nelerdir?

2. EYD yüksek lisans programı, öğrencilerin beklentilerini ne ölçüde karşılamaktadır?
3. EYD yüksek lisans programı öğrencilerinin almış oldukları eğitim (mesleki, kişisel ve sosyal açıdan) öğrencilerin yaşantılarına nasıl bir katkı sağlamıştır.
4. EYD yüksek lisans öğrencilerinin öğrenimleri sırasında karşılaştıkları sorunlar nelerdir?
5. Öğrencilerin EYD alanında yüksek lisans eğitimlerini yarıda bırakma nedenleri nelerdir?

Yöntem: Çalışmada nitel yöntemlerden yararlanılmıştır. Son on yılda Sosyal Bilimler Enstitüsü Eğitim Yönetimi ve Denetimi alanında Yüksek Lisans programına kayıt olan öğrenciler, araştırmanın evrenini oluşturmaktadır. Verilerin elde edilmesinde, açık uçlu sorulardan oluşan görüşme formundan yararlanılmıştır. Ayrıca enstitünün kayıtları incelenerek doküman incelemesi ve arşiv taraması yapılmıştır. Verilerin analizinde içerik analizi tekniğinden yararlanılmıştır. Elde edilen nicel verilerle ilgili yüzde (%) ve frekans (f) hesaplamaları yapılmıştır.

Sonuçlar: Araştırma sonucunda elde edilen bulguların bazıları şunlardır: programa devam eden öğrencilerin çoğunun il dışında görevli öğretmenlerden oluştuğu görülmüştür. Bu öğrencilerin önemli bir kısmı, Antalya iline atama yapmak için bu bölümü tercih ettiğini belirtirken, bir kısmı ise bu bölümü tercih nedeninin kariyer yapmak ve müfettiş ya da yönetici olmak, kişisel gelişim sağlamak, eğitim yönetimi ve denetimi ve meslek alanındaki bilgilerini arttırmak olduğunu belirtmişlerdir. Katılımcıların % 75' inden fazlası programdan beklentilerini tam ya da kısmen karşıladıklarını belirtmişlerdir. Katılımcılar programdan kişisel, sosyal ve mesleki alanda faydalandıklarını belirtmişlerdir. Tezsiz program öğrencilerinin hepsi kişisel yarar sağladıklarını, tezli program öğrencilerinin yarısı ise sosyal yarar sağladıklarını belirtmişlerdir. Öğrenciler bu programa devamları sürecinde genel olarak, program, eğitim ve iş arasında denge sağlama, ulaşım ve maddi sorunlar yaşadıklarını belirtmişlerdir. Programı terk etme nedenleri arasında rotasyon, zorunlu hizmet, ulaşım ve programın yetersiz görülmesi bulunmaktadır.

Anahtar kelimeler: Eğitim yönetimi, Eğitim denetimi, Lisansüstü program, Öğrenci algıları