



| Research Article / Araştırma Makalesi |

Evaluation of Studies Examining the Problems of Novice School Administrators: A Meta Synthesis Study¹

Göreve Yeni Başlayan Okul Yöneticilerinin Karşılaştıkları Sorunları İnceleyen Çalışmaların Değerlendirilmesi: Bir Meta Sentez Çalışması

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Keywords

- Novice school administrators
- School principals
- Meta-synthesis

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Abstract

Purpose: This study aims to evaluate the studies examining the problems of novice school administrators in Türkiye by using a meta-synthesis method.

Design/Methodology/Approach: The population of the current study, which was conducted using semantic content analysis (semantic analysis), consists of studies on the problems of novice school principals indexed in YÖKTEZ (Council of Higher Education, National Thesis Centre), Google Scholar, EBSCOhost, TÜBİTAK ULAKBİM Social and Human Sciences Database and DergiPark databases. The data sources or materials of the research consist of 9 studies (4 theses and 5 articles) determined by using the criterion sampling method, one of the purposeful sampling methods.

Findings: Five themes were obtained as a result of the research, which are listed as administrative problems, problems related to internal stakeholders of the school, problems related to external stakeholders of the school, problems related to school business and management, situational factors.

Highlights: The results of the research reflect that novice school administrators face various problems not only in terms of administration but also with the internal and external stakeholders of the school. Therefore, reducing the problems faced by novice school administrators requires an initial addressing of the necessary arrangements for school administration to be a career profession based on competence and merit with a holistic perspective in the selection, placement, appointment and assignment of educational administrators.

Öz

Çalışmanın amacı: Bu çalışmada, Türkiye'de göreve yeni başlayan okul müdürlerinin karşılaştıkları sorunları inceleyen çalışmaların meta sentez yöntemi kullanılarak değerlendirilmesi amaçlanmıştır.

Materyal ve Yöntem: İçerik analizi türlerinden anlamsal içerik analizi (semantik analiz) kullanılarak yürütülen mevcut çalışmanın evrenini YÖKTEZ (Yükseköğretim Kurulu, Ulusal Tez Merkezi), Google Akademik, EBSCOhost, TÜBİTAK ULAKBİM Sosyal ve Beşeri Bilimler Veri Tabanı ile DergiPark veri tabanlarında dizinlenen göreve yeni başlayan okul yöneticilerinin sorunlarıyla ilgili çalışmalar oluşturmaktadır. Araştırmanın veri kaynaklarını amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılarak belirlenen 9 (4 tez ve 5 makale) çalışma oluşturmaktadır.

Bulgular: Araştırma sonucunda beş tema elde edilmiştir. Yönetimsel sorunlar, okulun iç paydaşlarına ilişkin sorunlar, okulun dış paydaşlarına ilişkin sorunlar, okul işletmeciliğine ilişkin sorunlar ve durumsal faktörler.

Önemli Vurgular: Araştırma sonuçları göreve yeni başlayan okul yöneticilerinin sadece yönetsel açıdan değil aynı zamanda okulun hem iç hem de dış paydaşlarına ilişkin de çeşitli sorunlarla karşılaştıklarını yansıtmaktadır. Bu nedenle göreve yeni başlayan okul yöneticilerinin karşılaştıkları sorunları azaltabilmek için öncelikle okul yöneticiliğinin ehliyet ve liyakat esaslı bir kariyer mesleği olması yönünde gerekli düzenlemelerin eğitim yöneticilerinin seçilmesi, yerleştirilmesi, atanması ve görevlendirilmesi yönünde bütüncül bir bakış açısıyla ele alınmasına ihtiyaç duyulmaktadır.

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INTRODUCTION

The selection, placement, appointment, and assignment of educational administrators continue to be discussed and researched in many parts of the world. In terms of training educational administrators, school administration attracts more attention (Kılınç, 2022). The knowledge and skills of school administrators, who have an important place in school development, have become more important than ever in this century (Hess & Kelly, 2007). Contrary to some people in the academic environment who think that it is impossible for universities to prepare individuals for the task of management, there are also some people who think that educational management is a professional profession and a pre-formal preservice preparation is necessary (Sezgin, 2007). Therefore, many academics question the adequacy of the approaches in the training of school administrators (Grissom, Mitani, & Wool, 2017; Hess, 2003; Murphy, 2001). Especially in recent years, the programs in which school administrators are trained have been criticized on the grounds that they do not adequately match the realities of today's schools (Elmore, 2006; Hess & Kelly, 2007). Similarly, the training, selection and appointment of education administrators in Türkiye remains an important topic of discussion (Karip & Köksal, 1999; Korkmaz, 2005; Receptoğlu & Kılınç, 2014). However, it is accepted that the first years of the school administrator's job are effective in shaping the leadership, professional knowledge thought, and behavior patterns (Pariente & Tubin, 2021). In this context, it can be said that the professional competencies provided to school administrators before service have an important place in the development of their knowledge and skills related to administration.

In Türkiye, school administration is carried out in line with the principles determined by the Ministry of National Education (MoNE). "The Regulation on Selection and Assignment of Administrators to Educational Institutions Affiliated to the Ministry of National Education", which entered into force after being published in the Turkey-Legal Gazette of February 05, 2021, and numbered 31386, constitutes the legal basis and framework for school administrators to receive administrative training before being appointed as administrators. In the second part of the relevant regulation, which is within the scope of the general conditions to be sought for those who will be appointed as administrators, the legal basis and framework of the administrative training are pointed out with the expression "Having Certificate of Educational Administration.". In the same regulation with the expression "Being successful in the exams specified in this Regulation for those who will be appointed as administrators for the first time.", it is pointed out that those who will be appointed as administrators are subject to a certain evaluation exam and a selection is made among those who are successful in this exam. Moreover, in the fourth part of the regulation, information about the education administration certificate program and the methods to be followed in the appointment of administrators are given. According to this is stated that, the program implemented within the scope of distance education and/or face-to-face education is carried out and finalized by the General Directorate of Teacher Training and Development and that the scope, content, conditions for participation in the certificate program, the type of training, measurement, and evaluation and other issues of in this certificate by the directive.

Training educational administrators, especially school administrators, has been accepted as an educational issue since the 7th National Education Council in Türkiye (Kaya, 1993). In the decisions taken in the most recent 21st National Education Council, it is recommended to start school administrator training in order to improve the instructional leadership skills of school administrators in the professional development of teachers (MoNE, 2022). Especially in the 2023 Education Vision Document (MoNE, 2018), it is mentioned that professional development programs at postgraduate level and accredited certificate programs should be prepared through universities in order to improve the general and field-oriented skills of school administrators, horizontal and vertical career specialization areas should be established and professional specializations programs should be opened in this field, and school administration should be structured as a professional career field requiring professional specialization skills.

Although this document published by MoNE includes information on the use of exams and objective criteria in the appointment of school administrators, ensuring the professional development of administrators in cooperation with the Council of Higher Education, and structuring school administration as a field that requires professional expertise at the graduate level, it is seen that the regulation on selection and placement of administrators, which was updated in 2021, is not in line with the goals stated in the document. For this reason, it is thought that the Ministry has not yet achieved its political goals in the selection and placement of school administrators (Kılınç, 2022). Therefore, the tendency, expectations, and developments in Türkiye for school administration to be a career profession based on competence and merit have become more and more a matter of discussion in the field of educational administration.

The success of the changes and improvements made in the education system such as curriculum, materials, and technology, especially in education policies, largely depends on the professional competencies of teachers and school administrators in the implementation stage (MoNE, 2018). Therefore, it can be said that the regulations that prioritize the development of professional competencies of school administrators have an important place in the Turkish education system. It is necessary to determine which skills new school administrators need in order to exhibit effective leadership skills. Therefore, determining the problems and skills of school administrators will enable the preparation of programs that will optimize their professional development (Khumalo, Van Der Westhuizen, Van Vuuren & van der Vyver, 2017). The more information is learned about the difficulties faced by novice school administrators, the better the quality of the programs that will improve their professional competencies for tomorrow (Ng & Szeto, 2016). In this context, there is a need for synthesizing, interpreting, and evaluating the knowledge about the problems faced by novice school administrators in the regulation of the content of the training to be given for the development of both general and field-oriented skills of the administrators before the service. In addition, it is thought that examining the

researches on novice school administrators with an inductive approach will contribute to the development of the general and field-oriented competencies of school administrators by providing basic data for the vocational training programs organized for the pre-service training of school administrators. It is also thought that this study, which is handled with a holistic approach, will help newly appointed school administrators to know what kind of problems they will encounter in the first years of administration as a proactive action and to form a prediction about which solutions they can apply to the problems they may encounter. Therefore, this study, it was aimed to evaluate the studies examining the problems faced by novice school administrators by using the meta-synthesis method. In this context, the research question of the study is as follows: *What are the results of qualitative studies on the problems faced by novice school administration in Türkiye?*

METHOD

In this section, information about the model of the research, data collection and determination of studies, analysis, and interpretation of data, validity and reliability study are included.

Research Model

In this study, the meta-synthesis method was used to evaluate the problems faced by novice school administrators. Meta-synthesis method is a synthesis approach in which qualitative studies are translated into each other, theories, metanarratives, generalizations, and interpretative translations created by comparing or combining the findings obtained from qualitative studies (Polat & Ay, 2016). With meta-synthesis, which is one of the content analysis studies, themes or main templates related to the studies on the same subject are created, interpreted, and synthesized from a critical perspective (Çalık & Sözbilir, 2014). Presenting the findings obtained from the studies on a specific topic alone through meta-synthesis contributes to making the findings obtained from each qualitative research more meaningful. For this reason, the purpose of meta-synthesis is to integrate the findings of qualitative research on a specific topic into single research and to provide a complete understanding of the research topic (Sherwood, 1999). In this context, in this study, qualitative findings on the problems faced by school administrators in the first years of their duties were synthesized and interpreted from a critical perspective.

Data Collection and Determination of Studies

These processes were divided into steps before the related literature review was conducted and the studies to be included in the research were determined. The following process was followed in determining the studies to be included in the research and collecting the data by taking into account the suggestions regarding the process steps in the literature (Noah, 2017; Noblit & Hare, 1988).

1. Identification of studies
2. Identification of keywords
3. Carrying out the screening
4. Determination of inclusion and exclusion criteria and evaluation of each study within the scope of these criteria
5. Deciding on the studies to be evaluated

In this study, data were collected according to the stages determined by Noblit and Hare (1988). Accordingly, firstly, the problem of the research was defined. For this research, the Turkish literature was searched by using the keyword phrases "novice" and "appointed for the first time". For the literature review, YÖKTEZ (Council of Higher Education, National Thesis Centre), Google Scholar, EBSCOhost, TÜBİTAK ULAKBİM Social and Human Sciences Database, and DergiPark databases were used. In the research, purposeful sampling was used in order to reach a sufficient sample size and to work with current publications (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2012). There are various opinions in the literature (Bondas & Hall, 2007; Noah, 2017; Sandelowski, Docherty, & Emden, 1997) about the sufficient number of studies to be used in meta-synthesis studies. It is difficult to bring together themes and perform in-depth analyses on large samples (Bondas & Hall, 2007). In this context, the sample of the study was determined according to the criterion sampling method, which is one of the purposive sampling methods, taking into account the views on the sample size in meta-synthesis studies in the literature. The criteria determined for the studies to be included in the study are as follows:

- Being a qualitative or mixed study,
- Clear explanation of the purpose, method, findings, and results of the study,
- Limiting the sample of data sources to Türkiye,
- The school principal or vice principals who were appointed as school administrators for the first time in the samples of the studies included in the research,
- Accessing the research that are open to access as full text,
- The deadline for the literature review to determine the studies included in the research was January 01, 2023.

In addition to all these criteria, in articles produced from theses, theses were included in the study since the basic research was theses. Since meta-synthesis research requires in-depth analysis, it is considered sufficient to include up to 10 studies

(Sandelowski et al., 1997, p. 368). Polat and Ay (2016, p. 59) also stated that the optimum number of studies (8-12) should be examined on the subject to be researched. When the studies are examined in general; 47 studies meeting the criteria were identified, and after evaluating the objectives and methods of 47 studies, it was decided that 9 studies fully met the criteria. Whether 9 studies fully met the criteria was checked by the second researcher. Detailed information about these studies; study codes, bibliography, and study subjects are presented in Table 1.

Table 1. Information on Studies Included in the Study

Study Code	Author(s) and Publication Year	Type	Purpose	Participants	Data Collection Tool	Data Analysis
S1	Akbaba and Yağmur (2022)	Article	The aim of this research is to determine the opinions of the village school administrators who have just started working on the administrative problems they face.	12 school administrators	Semi-structured interview form	Content analysis
S2	Ateş and Tabanlı (2022)	Article	The main purpose of this study is to reveal the expectations of school principals in different career stages, the problems they face and the solutions to the problems.	20 school principals	Semi-structured interview form	Content analysis
S3	Aydın, Günbey and Kara (2020)	Article	The purpose of this study is to identify the problems faced by school principals assigned for the first time. The study is designed as qualitative research.	8 school principals	Semi-structured interview form	Descriptive analysis
S4	Çakır (2021)	Thesis	In this study, it was aimed to reveal the adaptation problems of the teachers who were appointed as deputy principals and the roles of school principals in solving these problems.	15 vice principals and 10 school principals	Semi-structured interview form	Content analysis
S5	Deniz (2019)	Thesis	The aim of this study is to identify the problems faced by the school assistant principals who are new to the office in the process of adjustment and socialization, and to evaluate the support they receive for these problems	19 vice principals	Semi-structured interview form	Content analysis
S6	Erkuş et al. (2021)	Article	The aim of this project is to examine the managerial problem faced by school principals.	75 school principals	Semi-structured interview form	Content analysis
S7	Kayar (2022)	Thesis	The aim of this study is to examine the opinions of new school administrators about the difficulties they face.	20 school principals	Semi-structured interview form	Descriptive analysis and theme analysis
S8	Keman (2019)	Thesis	The aim of this study is to determine the problems faced by the novice school principals in Başakşehir district of Istanbul and to present the solution suggestions of them.	60 novice school administrators	Semi-structured interview form	Descriptive analysis
S9	Yetim and Toprakçı (2020)	Article	The aim of this study is to examine the problems faced by novice school heads and solution suggestions for them.	25 school administrators	Semi-structured interview form	Content analysis

Table 1 shows that most of the studies were master's theses, semi-structured interview form was used as data collection tool in all studies, and descriptive or content analysis was used in the studies.

Data Analysis

In the analysis of the research, semantic content analysis (semantic analysis), one of the content analysis types, was used. Semantic content analysis refers to the process of creating categories to reveal the main subject areas, dimensions, and special sub-areas within these dimensions and areas (Tavşancıl & Aslan, 2001). Accordingly, firstly, the studies included in the present study (S1, S2, S3, ..., S9) were coded. Then, the findings of each study were read in detail and the codes obtained from the studies were listed by making open and axial coding. The codes were classified by associating them with each other in order to reach common themes. It was examined whether the codes had common points and common themes were reached by taking the opinions of two experts. Finally, the codes and themes were presented without changing them by remaining faithful to the data.

Validity and Reliability

In the validity of qualitative research methods, internal validity, and external validity; In reliability, care is taken to ensure internal reliability and external reliability (Koşar, 2018). Internal validity in qualitative research depends on the consistency of the determined categories and interpretations with the actual truths. Therefore, measures such as the researcher behaving impartially

and continuing the research away from prejudices, carrying out long and intensive studies (Büyüköztürk et al., 2010), conducting observations and interviews in their natural environment, being consistent in data analysis and interpretation processes from different data sources, ensure the internal validity of the research. (Yıldırım & Şimşek, 2011). External validity in qualitative research is related to the generalizability of the results (Büyüköztürk et al., 2010). For this reason, for the validity of the research, the steps followed in the research were clearly reported and explanations were included to ensure that the findings obtained could be tested by other studies.

Since it is accepted that qualitative researchers perceive and interpret events, the reliability of these studies is different from quantitative studies. Defining the individuals constituting the data source, the environment in which the data is obtained, and the data collection and analysis methods clearly provides the external reliability of the research. In addition, the inclusion of more than one researcher in the research and the detailed definition of the conceptual framework also increases the internal reliability of the research (Yıldırım & Şimşek, 2011). For this reason, Miles and Huberman's (1994) reliability formula was used to examine the internal consistency of the research. Accordingly, the level of reliability was calculated as 88%.

FINDINGS

The problems faced by novice school administrators in Türkiye were tried to be determined by examining the studies given in Table 1. Figure 1 shows the main themes and sub-themes obtained as a result of the meta-synthesis of the studies included in the research. In this part of the study, the codes handled within the framework of the themes and sub-themes obtained as a result of the analysis of qualitative data are presented in tables. In addition, the main themes and sub-themes related to the problems faced by novice school administrators were interpreted. The findings were supported and explained with direct quotations from related research.

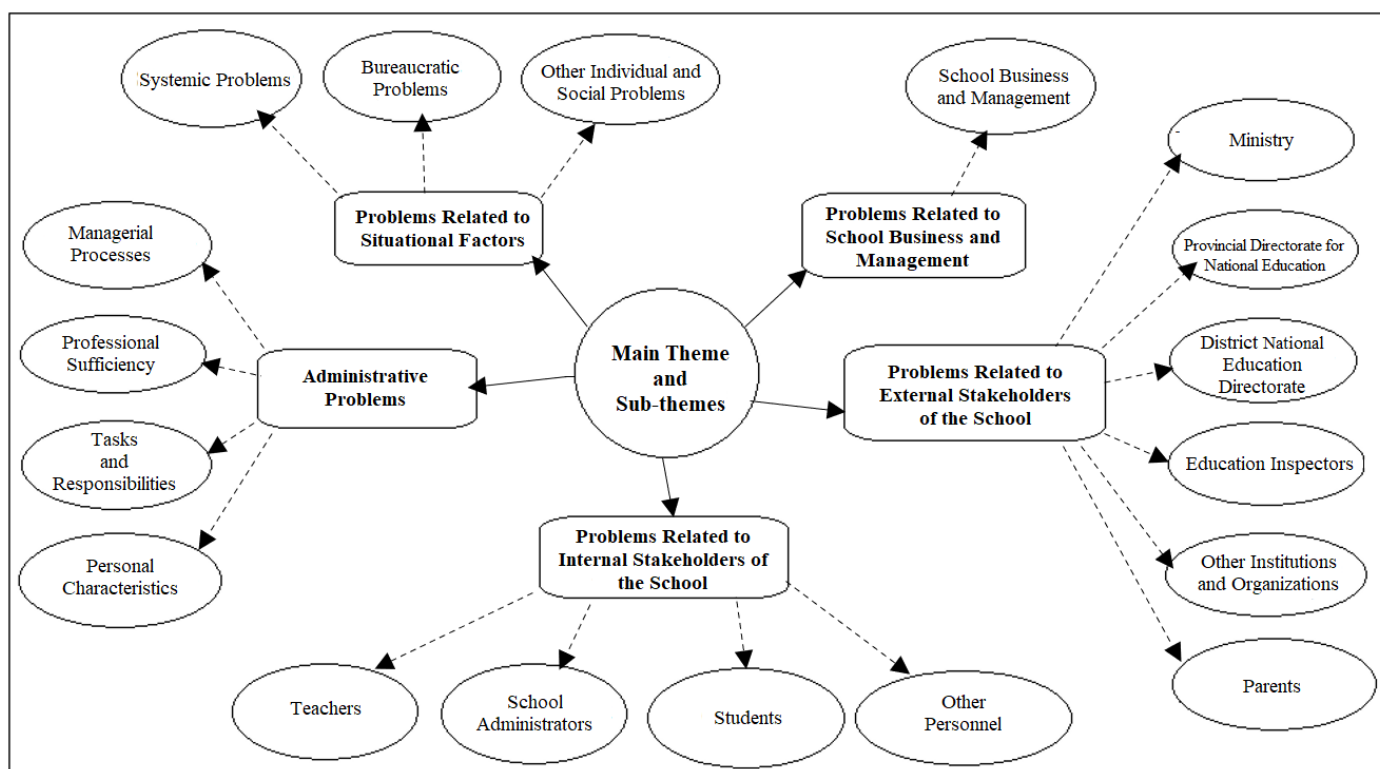


Figure 1. Main theme and sub-themes

Administrative Problems

In the studies included in the study, it was mentioned that newly appointed school administrators encountered various administrative problems in S1, S3, S4, S5, S6, S7, S8 and S9. In Table 2, the sub-themes and codes within the main theme of administrative problems obtained as a result of the meta-synthesis of the studies included in this study are given.

Table 2. Administrative Problems of Novice School Administrators

Sub-Themes	Codes	
Managerial Processes	Communication	Organizing
	Decision	Planning
	Supervision	
Professional Sufficiency	Lack of knowledge and experience	Lack of knowledge about information systems
Tasks and Responsibilities	Work intensity	Problems related to official correspondence
	Too much responsibility	Failure to meet the expectations and demands of teachers
	Long working hours	
Personal Characteristics	Work-life imbalance	The task is not considered suitable for the personality
	Longing for teaching	Career planning problem
	Inability to spare time for yourself	

In Table 2, the findings related to the problems encountered by novice school administrators in terms of administration are presented. Accordingly, administrative problems were categorized under four sub-themes. These themes are managerial processes, professional sufficiency, tasks and responsibilities, and personal characteristics. In the managerial processes sub-theme, problems in communication, decision-making, supervision, organization, and planning processes were mentioned. When the opinions on communication in the studies are examined, it is seen that this problem is experienced by the internal stakeholders of the school such as teachers, school administrators, and students, as well as with the ministry, provincial and district national education directorates, inspectors, other institutions and organizations and parents. The views of some participants in the studies related to the communication code are given below.

S3: "Since we came here during a period of political power, teachers take their guard up because they think that we are close to that political thought. When you say something, they try not to understand or oppose."

S7: "There is a lack of communication because the institutions do not recognize the new manager."

When the opinions within the framework of the communication code are analyzed, it is seen that school administrators have problems with teachers, school administrators, and students who are internal stakeholders of the school. In addition, it is seen that school administrators have communication problems with the external stakeholders of the school such as the ministry, provincial and district national education directorates, inspectors, other institutions and organizations, and parents. When the studies included in the research are examined, it is seen that school administrators experience problems in decision-making, supervision, organization, and planning processes as well as managerial communication in the process they have just started to work.

In Table 2, it is seen that school administrators also experience problems related to their professional sufficiencies, tasks, and responsibilities within the scope of administrative problems. Under the sub-theme of professional sufficiency, the insufficiency of school administrators' knowledge and experience related to administration was mentioned, while under the sub-theme of tasks and responsibilities, it was also mentioned that administrators faced problems in terms of the intensity of work, excessive responsibilities, length of working hours, official correspondence, inability to meet the expectations of teachers and inability to ensure the discipline of students. Participant views on these sub-themes are given below.

S5: "I experienced the difficulties of not knowing anything about management and other jobs. I learnt by living without knowing anything. This situation can make people hesitate in every subject and question their self-confidence."

S4: "I would like to point out that the workload of assistant principals has increased a lot in recent years. On the one hand, it is very tiring to operate the systems in the school, on the other hand, to follow the education process, and on top of that, it is very tiring when students come by the school bus."

In addition to all these opinions, it was mentioned in the studies included in the research that the personal characteristics of the administrators are among the problems they face in the process of starting to work.

Problems Related to Internal Stakeholders of the School

Among the studies included in the research, S1, S3, S4, S6, S7, S8, and S9 included the problems encountered by novice school administrators regarding teachers, S4, S7, S8, and S9 included the problems encountered with school administrators, S3, S4, S6, S7, S8, and S9 included the problems encountered with students, and S4 included the problems encountered with other staff. Table 3 presents the sub-themes, categories, and codes within the main theme of problems related to internal stakeholders of the school.

Table 3. Problems of Novice School Administrators Regarding Internal Stakeholders of the School

Sub-Themes	Categories	Codes	
Teachers	Professional sufficiency problem	Insufficiency of field knowledge	Professional awareness
		Inability to communicate effectively with students	Professional ethics
		Low-class dominance	
	Problems in fulfilling tasks and responsibilities	Indifference and insensitivity	Not knowing the limits of tasks and responsibilities
		Failure to comply with class start and end times	Opposition to taking part in free and additional courses
		Failure to submit documents on time	Preparation of plans without labor
		Not performing the assigned tasks on time	Failure to comply with the rules of seizure
		Carelessness in fulfilling duties and responsibilities	Avoidance of fulfilling tasks and responsibilities
		Missing documents, lack of care	Objecting to assigned tasks and responsibilities
		Avoiding self-sacrifice	Task sensitization
	Problems of approach to school administration	Comparing with the old administrators, not accepting the new administration	Not taking the vice-principal seriously as they are dependent on the principal's words
		Lack of trust in administration	Teachers' prejudiced approach to administrators
Wishing to continue old habits		Resistance to change	
Problems related to personal characteristics	Evaluating personal requests and demands only from his/her own point of view	Expectation that the syllabus will be organized according to their own wishes	
	Escalation of personal disputes and problems to the administration	Not following innovations and not being open to innovations	
	Self-development	Being open or closed to criticism	
	Lack of sense of belonging and dedication to work	Being closed to communication	
School Administrators	Adaptation problems	Differences of opinion	Lack of co-operation
		Do not deviate from common decisions	Disagreement on task sharing
	Negative approaches	Difficulty in accepting novice school administrators	Intervention in the work of the novice school administrator
		No change in the way of doing business	
	Problems in fulfilling tasks and responsibilities	Failure to comply with task hours	Failure to pay due attention to tasks and responsibilities
The other vice principal not doing work			
Problems related to personal characteristics	Old administrators are not open to innovations		
Students	Problems with behavior and attitudes	Absence of attendance	Failure to comply with disciplinary rules
		Late for class	Damaging school fixtures
		Truancy from school	Harmful habits
		Peer bullying	Tell lies
		Slang and abusive language	Failure to comply with dress code
		Disrespectful, rude and indifferent behaviors towards teachers	Failure to comply with the general rules of the school
		Reflecting minor disagreements to the administration	
	Academic qualification problems	Lack of academic success	Failure to fulfil course responsibilities
Problems related to personal characteristics	Shyness	Readiness	
Other Personnel	Behavioral problems	Assistive staff thinking that they are managers	Jealousy among auxiliary personnel
		Unwillingness of auxiliary personnel to work	Asking for too much permission

In Table 3, the problems encountered by novice school administrators regarding the internal stakeholders of the school are given. Accordingly, the problems related to the internal stakeholders of the school were analyzed under four sub-themes. These

themes were determined as teachers, school administrators, students, and other personnel. The views of some participants in the studies related to the sub-theme of teachers are given below.

S8: "Teachers neglect their duties, their professional competencies are very low, they complain to the school administration instead of solving the problem with the student, they seek solutions by reflecting every problem they have with the student to the school administration."

S6: "The problems we encounter in the teacher dimension are especially the fact that some teachers are insensitive and indifferent to many issues. Just as all people are not structurally the same, all teachers do not have the same structure. Therefore, while some teachers struggle hard for the development of students, some teachers, unfortunately, have almost no interest in students. In the region where we live, the indifference of families towards education and training plays into the hands of insensitive teachers, so to speak, and these teachers carry out an inefficient and unqualified education process just to get a salary. On the other hand, in schools and neighborhoods where there are conscious families, teachers are unable to adopt this careless and indifferent attitude even if they want to. As a matter of fact, it is a well-known fact that conscious families sometimes force teachers in terms of the quality and quality of education."

When the opinions within the sub-theme of teachers are analyzed, it is seen that teachers face problems in terms of deficiencies in their professional sufficiencies, not fulfilling their tasks and responsibilities on time, inadequacies in being attentive and interested in their tasks and responsibilities, and having difficulty in accepting novice administration by insisting on adopting the old administration approaches. It is noteworthy that novice school administrators have problems fulfilling the tasks and responsibilities expected from teachers. Table 3 also includes the sub-theme of school administrators. The views of some participants in the studies related to this sub-theme are given below.

S8: "Although joint decisions were made several times, the other vice principal did not comply with these decisions and sent the students home during free periods. However, we had decided to go down to the library and read books during free hours, and our friend does not comply with this."

S7: "There are difficulties in imposing oneself on other administrators in the institution to be an employee and administrator of that institution."

When the opinions addressed within the framework of the sub-theme of school administrators are analyzed, it is seen that novice school administrators face adaptation problems such as having differences of opinion with other school administrators working in the educational institution where they take office, going beyond the common decisions taken, not cooperating and experiencing disagreements in task sharing. In addition, it is understood that novice school administrators have difficulty in being accepted by the other administrators in the educational institution where they work; they face negative approaches of the administration such as intervention in the work of the novice school administrator and wanting to change the way of doing business, as well as having problems in terms of not fulfilling the duties and responsibilities of the other school administrators in the same institution besides themselves. In addition to all these, it is seen that they also have problems with personal characteristics such as not being open to innovations by other school administrators in the institution where they work.

In Table 3, it is seen that in the sub-theme of students; the categories of problems related to student behaviors and attitudes, academic qualification problems, and problems related to personal characteristics were formed. It is seen that the other staff sub-theme consists of the category of behavior problems. The opinions of some participants in the studies related to the sub-theme of problems related to students are given below.

S6: "As a school directorate, we encounter problems related to students, especially absenteeism and violence. There are many family reasons underlying these. Especially in the geography we live in, family awareness is not sufficiently developed, so we often encounter such problems."

S8: "Students do not obey the rules set for them. They lie to their parents and to us if they don't have clothes, my mum didn't wash them or they lie to the parents that we will go with free clothes today."

When the opinions under the sub-theme of problems related to students are examined, it is understood that students' behaviors such as absenteeism, peer bullying, having harmful habits, not complying with school rules, and lying are considered problems for novice school administrators.

Problems Related to External Stakeholders of the School

In S7 and S8, the problems encountered in terms of the Ministry, provincial national education directorates, inspectors, and other institutions and organizations were included. In S6, S7, and S8, the problems encountered by novice school administrators in terms of district national education directorates are given. In S3, S4, S6, S8, and S9, the problems encountered in terms of parents were included. Accordingly, the sub-themes of ministry, provincial directorate of national education, district directorate of national education, inspectors, other institutions and organizations, and parents were formed within the framework of the theme of problems related to external stakeholders. In Table 4, the problems encountered by novice school administrators regarding the external stakeholders of the school are given.

Table 4. Problems of Novice School Administrators Regarding External Stakeholders of the School

Sub-Themes	Categories		Codes
Ministry	Functioning problems	Problems with procedures	Failure to respond to appropriation requests
		Lack of planning and timelessness	Problems with projects
Provincial Directorate for National Education	Functioning problems	Unnecessary assignments and requests	Slow execution of works
District National Education Directorate	Functioning problems	Discrimination	Needs not being met
		Requesting more documents than necessary	Extension of processes
		Failure to comply with duty hours and responsibilities	Coordination problems and uncertainties about the distribution of tasks
		Incomplete information	Organizing an unnecessary number of meetings
Education Inspectors	Staff quality and quantity problems	Indifference / Irresponsibility	Correspondence
		Lack of knowledge of officers working in the institution	Employees' lack of awareness of their duties and responsibilities
		Fewer number of qualified employees	Inadequacy of branch managers
Other Institutions and Organizations	Behavioral problems	Not having enough information about schools	Lack of merit
		Behaviors far from the purpose of guidance	Inconsistent decision-making among themselves
Parents	Functioning problems	Practices of non-governmental organizations that go beyond their objectives	The negative response of the municipalities to the requests
		Discrimination between schools	Insufficient support for education
		The indifference of the district governorship	Late response of municipalities to requests
		The municipalities are making excuses for not providing support	
Parents	Behavioral problems	Non-legislative requests	Negative behavior in address and style
		Parent complaints	Not being involved in the solution
		Accusatory and judgmental behaviors	Not understanding the legislation
		Expecting and demanding more than the tasks and responsibilities of administration and teachers	Interfering in the area of responsibility of administrators and teachers
		The verbal insistence to improve their children's grades	Threatening to complain to higher organizations when their demands are not met
		Not attending class meetings	Making comparisons with the previous administrators
		Parent apathy	Failure to follow the rules
		Parents not coming to school	The idea of expecting everything from school
		Rude and disrespectful behavior	Always seeing their children as right
		Excessive defense and objection when their children are unfair	Not sending girls to school
Problems related to personal characteristics	Problems related to personal characteristics	Willing to make contact outside of working hours	
		Economic inefficiencies	Parent ignorance
		Lack of awareness about education	Low rate of literate parents
		Not being aware of the importance of education	

When Table 4 is examined, it is seen that school administrators who have just started to work in the Ministry, provincial and district national education directorates, and other institutions and organizations face various problems in terms of the functioning of the relevant institutions. In the studies, it was also mentioned that school administrators had problems in terms of the qualifications of the personnel working in the district national education directorates and the quantity of these personnel within the institution, and the behaviors of the inspectors during the inspection process. Within the scope of the sub-theme of parents, problems related to the behaviors and personal characteristics of parents such as requests outside the legislation, parent complaints, and indifference are mentioned. Some of the participant's views on the subject in the studies are given below.

S9: "We are complained by parents at the slightest problem. Although we are contacted on some issues, we are subjected to complaints and slander. Even if we prove that we are right, we are stressed unnecessarily and our motivation decreases."

Problems Related to School Business and Management

It was determined that the novice school administrators in studies S2, S3, S4, S6, S7, and S8 encountered problems related to school management. Accordingly, the findings of the research on the problems faced by the novice school administrators in terms of school business in the studies in the research group are presented in Table 5.

Table 5. Problems of Novice School Administrators Regarding School Business and Management

Sub-Themes	Codes	
School Business and Management	Lack of financial support	Transport
	Lack of physically and equipment	Editorial Affairs
	Parents refraining from making donations	Insufficient cleaning materials
	The low number of parents making donations	Security
	Reluctance to participate in the school-family union	Insufficient number of staff
	Inadequate school-family co-operation	Garden
	Financial inadequacy of the school	Increasing the workload of the canteen
	Limitation of maintenance, repair, and repair facilities	Lack of facilities such as laboratory, conference hall, and sports hall
	Insufficient resources and buildings	Selling products that should not be sold in the canteen
	Deficiencies of the new building	Increasing the workload of the services
	Not having a say in canteen, cafeteria and service tenders	Late start of the employment of labor and Employment Agency staff

When Table 5 is analyzed, it is understood that novice school administrators experience various problems in school business and management. Accordingly, it was mentioned that they experienced problems related to the budget of the school such as lack of financial support, parents' refraining from making donations, financial inadequacies of the school, insufficient cleaning materials, as well as problems related to different school business operations such as physical and equipment deficiencies and the sale of products that should not be sold in the canteen. Participant opinions supporting the research findings are given below.

S2: "... Inadequate support for education and training and the school. I would like to talk about financial support here because we are in a difficult financial situation..."

S6: "We have great difficulty in solving the physical and hardware problems we face. In order to have school-related work done by the district national education, or until we get it done, we have to go through a lot of trouble. We can only solve a problem by begging and pleading. There is a perception as if the school is the personal home of the school principal and only the school principal should deal with all kinds of problems related to the school. Most of the time, the school principal tries to provide any repair work or material needs related to the school himself."

Problems Related to Situational Factors

In Table 6, the findings of the research on the problems faced by novice administrators in terms of situational factors are presented.

Table 6. Problems of Novice School Administrators Regarding Situational Factors

Sub-Themes	Codes	
Systemic Problems	Lack of pre-task manager training	Regulatory uncertainty
	Lack of financial gain from the administration	Mixed buildings of other institutions and organizations
	Paid teachers	National education does not care about village schools
	Absence of a counselor	School image
	Transport	Supervision of the novice administrator before he/she has a good command of the school
	Need for officers in schools	Village school
Bureaucratic Problems	Some works remain on paper	High-level guest hospitality
	Protocol rules	Bureaucracy problems
	Authorization that does not meet the responsibility	Personnel affairs, leaves, promotions
Other Individual and Social Problems	Mobbing	Competition and conflict between teachers
	Bad examples in TV series and films	Stylistic problem
	Health issues	

When Table 6 is analyzed, it is seen that within the main theme of situational factors; systemic problems, bureaucratic problems, and other individual and social problems sub-themes are included. In these sub-themes, in the studies examining the problems of novice administrators, problems related to the system such as the training of school administrators before their duties as administrators, inadequacy of the salary they receive, paid teaching practice, lack of guidance teachers, as well as problems

related to bureaucracy such as the fact that some studies remain on paper and that the authorities, they have done not meet their responsibilities were also mentioned.

DISCUSSION

When the findings obtained in the study are analyzed, it is seen that school administrators face administrative problems in the first years of their tasks. In the majority of the studies included in the research, within the scope of administrative problems, it was mentioned that novice school administrators faced problems related to management processes. Among the striking findings of the study, it is stated that they have problems with communication with internal and external stakeholders of the school. Based on this finding, it can be said that school administrators have problems with formal and informal and two-way communication. Similar findings are also found in studies conducted regardless of being appointed as administrators for the first time (Aküzüm, 2017; Aslanargun & Bozkurt, 2012; Keskinılıç-Kara & Şentürk-Tüysüzer, 2017). In this context, it is thought that the training that school administrators will receive on communication during their pre-service training process will help to reduce communication-related problems; however, it is thought that it will not be sufficient to completely eliminate the problem situation experienced in communication. In Aküzüm's (2017) study, it was observed that in the official correspondence of school administrators with senior management units, the fact that senior management units do not take these correspondences into consideration poses a problem in terms of the execution of administrative affairs. In Kurt and Çalık's (2009) study, it was found that the organizational structure of the Central Organization of the Ministry of National Education affected organizational communication at a low level and negatively. In the study conducted by Erol (1995), it was determined that inadequacies in school principals' communication with their superiors are among the obstacles faced by principals in fulfilling their duties.

When the studies included in the research were analyzed, it was found that novice school administrators had problems related to professional sufficiency, tasks and responsibilities, and personal characteristics as well as administrative processes. Among the findings emphasized by the studies within the scope of the research, it was found that school administrators who were appointed as administrators experienced problems related to their tasks and responsibilities in their first years such as being busy with work, having too many responsibilities, and not being able to complete official correspondence on time. Similarly, in Karasoy's (2010) study, it was concluded that vice principals pull all the workload in schools and spend all their time with clerical work, student affairs, and teacher-parent dialogues.

According to another finding of the study, it was stated that school administrators encountered problems related to teachers, school administrators, students, and other staff in terms of internal stakeholders of the school in the first years of their duties. In the study, it was found that novice school administrators experienced various problems related to their tasks and responsibilities such as deficiencies in teacher professional suffices and fulfilling their tasks and responsibilities completely, on time, and with care. In the study, it was also observed that novice school administrators had problems with adaptation such as having differences of opinion, acting outside of common decisions, and not cooperating with the other school administrators in the school. In addition, experiencing difficulty in accepting novice school administrators, intervention in the work of the novice school administrator, and showing negative approaches such as wanting to change his/her work style are also among the problems experienced. It was also found that novice school administrators experienced various problems in terms of tasks and responsibilities, such as having disagreements in task sharing and not paying due attention to their tasks and responsibilities. In Köse's (2018) study, it was found that teachers did not pay attention to the course and working hours, were insensitive, and did not do their work; and in terms of management, school principals did not make a fair task sharing and left all the responsibility on the assistant principals.

Another finding of the study is related to the problems of novice school administrators regarding student behaviors such as student absenteeism and bullying among students. Similar findings were found in the studies of Türnüklü, Zoraloğlu, and Gemici (2001), Memduhoğlu and Meriç (2014). In the study conducted by Memduhoğlu and Meriç (2014), absenteeism of students was mentioned among the problems faced by school administrators. Among the findings obtained from the studies included in the research, it was found that novice school administrators faced problems related to the behaviors of other staff such as staff not wanting to work and thinking that they are administrators.

In this research, it was seen that novice school administrators faced problems in terms of the external stakeholders of the school, regarding the ministry, provincial and district national education directorates, education inspectors, other institutions and organizations, and parents. In the studies included in the research, it was found that there were problems at the ministry level such as procedures problems, unplanned and untimely, not responding to requests for appropriations; at the provincial directorate of national education level, there were problems at the provincial directorate of national education such as unnecessary assignments and requests, slow execution of work; at the district directorate of national education level, there were problems at the district directorate of national education such as discrimination, requesting more documents than necessary, indifference, incomplete information; and in terms of other institutions and organizations, there were problems at the municipalities such as negative responses to requests and not providing sufficient support to education. In the study, it was observed that novice school administrators encountered problems related to the quality and quantity of personnel such as inadequate knowledge of the civil servants working in the institution, insufficient number of qualified employees, as well as the functioning at the level of the district directorate of national education.

When the findings of the research are examined, it is also understood that novice school administrators also encounter problems related to parental behavior such as parents' requests outside the legislation, indifference, and complaints. This finding coincides with the findings of the studies conducted by Memduhoğlu and Meriç (2014), Gülder (2007) and Çetin (2019). In addition, among the findings obtained from the studies included in the research, it is also included that novice school administrators have problems with the behaviors exhibited by the inspectors during the inspection process.

In the studies conducted on the problems faced by school administrators in the first years of their tasks, it was determined that school administrators also had problems in school business. In this respect, deficiencies and inadequacies related to school operations such as the budget and financial resources of the school and school buildings and equipment were stated as problems for school administrators. Similarly, Aküzüm (2017) found that founding principles faced many administrative problems such as the building and infrastructure of the newly opened educational institution, bureaucratic procedures, and expenditures for the purchase of goods and services. Similar findings were found in the related literature (Aslanargun & Bozkurt, 2012; Çetin, 2019; Memduhoğlu & Meriç, 2014; Turan, 2007).

In addition to all these, according to the findings of the research, it was concluded that novice school administrators face various problems in terms of bureaucratic aspects such as the lack of pre-service administrator training, the lack of financial return of administration, the practice of paid teaching, the lack of a counselor, and the fact that some studies remain on paper. In Memduhoğlu and Meriç's (2014) study, it was concluded that the decisions and practices regarding education remain on paper. It is thought that this situation stems from the fact that some practices in schools are carried out in order to appear as if they are being carried out because they are compulsory. In Aküzüm's (2017) study, it was observed that teachers who came to school with paid or temporary assignments decreased their commitment to the school due to the limited time they stayed at school and that their inexperience in the profession created problems in their teaching methods, classroom management and communication with students. In Gülder's (2007) study, it was stated that there is an insufficient number of permanent teachers in approximately three-quarters of the schools. In Ural's (2002) study, inadequate number and quality of employees are among the administrative stress situations for school administrators. From this point of view, it can be said that necessary measures should be taken by the Ministry of National Education about the insufficient number of teachers, which is an important issue for education. When evaluated from these perspectives, it is supported by the results of the research findings that the problems experienced by school administrators in terms of both systemic and bureaucratic aspects are similar.

CONCLUSION AND RECOMMENDATIONS

In this study, in which the studies examining the problems faced by novice school administrations were evaluated by using the meta-synthesis method, important findings were obtained regarding the evaluation of the problems faced by school administrators in the first years of their tasks from a holistic perspective. A significant part of these findings includes that school administrators face various problems not only in terms of administration but also in relation to both internal and external stakeholders of the school in the first years of their tasks. Based on these data, it can be said that the quality of the training received by school administrators in the pre-service training process should be reviewed. This situation is important in terms of ensuring that the teachers who succeed in the exam and are appointed as administrators manage the schools in line with their aims.

As a result of the analysis of the data, five main themes and their sub-themes were revealed. Within the main theme of administrative problems; managerial processes, professional sufficiency, tasks and responsibilities, personal characteristics sub-themes; within the main theme of problems related to the internal stakeholders of the school; teachers, school administrators, students, and other personal sub-themes; the sub-themes of ministry, provincial directorate for national education, district directorate of national education, education inspectors, other institutions and organizations, parents under the main theme of problems related to external stakeholders of the school; the sub-theme of school business and management under the main theme of problems related to school business and management; the sub-themes of systemic problems, bureaucratic problems, other individual and social problems under the main theme of problems related to situational factors.

When the findings obtained from the studies examining the problems faced by novice school administration are evaluated with a holistic approach, it can be said that the problems faced by school administrators in the first years of their tasks are not only related to their competencies related to administration and school management but also related to systemic and bureaucracy, including both internal and external stakeholders of the school. In this context, first of all, school administration should be handled as a professional profession and an administrator training system that can provide the necessary guidance to school administrators who are appointed for the first time in the first years of their tasks and provide healthy feedback on the development of administrators can be established. Therefore, there is a need to address the necessary arrangements for school administration to be a career profession based on competence and merit from a holistic perspective in terms of selection, placement, appointment, and assignment of educational administrators. In addition, in order to minimize the problems faced by school principals in the first years of their principalship and to help raise educational standards, studies can be carried out to solve the financial problems of schools. In future studies, qualitative research that investigates the solution suggestions developed by novice school principals regarding the problems they face and systematic review studies that examine the studies in the literature on solution suggestions can be conducted.

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We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

G. T. G. and F. S. conceived of the presented idea. T. Ç. formed the theoretical basis of the study. G. T. G. and F. S. developed the theory and performed the computations. G. T. G. and F. S. collected and analyzed the research data. F. S. and T. Ç. verified the analytical methods. All authors reported research results, discussed research results, and contributed to the final manuscript.

Ethics Committee Approval Information

Since the document review was carried out, no permission was needed.

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