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LEADERSHIP IN EDUCATION

Perceptions of School Administrators Related to the Contribution of Their Completed Postgraduate Education to School Management Duties

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This research aims to reveal the contribution of completed postgraduate education to school management duties. Research was designed as a case study model. The study sample consists of 48 school administrators working in İzmir, having completed postgraduate education programs. Data were subjected to content analysis. According to findings, school administrators found some courses beneficial in scientific thinking and research, data collection and analysis, science literacy and critical thinking skills, as well as in system analysis and school problem-solving skills. A few school administrators found the courses not beneficial. Practice-oriented activities (student presentations, discussions etc.) were found more effective than lectures presented by academicians.

Keywords: postgraduate education, school administrator training

Introduction

In recent years, many studies dealing with the relationship between effective school and the school management have shown that the school administrator plays a key role in effectiveness and development of a school (Yasseen 2010; Toprakçı and Altunay 2015).

Rapid changes are taking place in all areas of life nowadays and school administrators are expected to understand and adapt them to processes in the school. Individuals who are expected to undertake such an important function and fulfill it properly should be equipped with qualifications required for the job. Therefore, school administrator training should not be left to chance, indiscriminate practices and inexperienced units and environments. Different applications are practiced in different countries. For instance, selection and appointment of school administrators in Germany is performed under the responsibility of the state Ministry

of Education, and practices may vary according to states. Legal criteria for the selection of candidates are merit, competence and performance (Huber and Pashiardis 2008). Candidates are required to have adequate education at the school level they apply for (such as graduate education) and several years of teaching experience (EURYDICE 2010). In the UK, NPQH (National Professional Qualification for Headship) program is applied in order to provide vocational skills to those who want to become school administrators (Çınkır 2002). In addition to having completed the NPQH program, it is necessary to have sufficient teaching experience, management knowledge and skills that applicants should have for school administration. Moreover, methods such as interviewing candidates, conducting an introductory presentation, psychological tests, and obtaining parents' opinions are used (Huber and Pashiardis 2008). In Singapore, the 'select and educate' model is applied in the selection of school heads (Bakioğlu and Göçmen 2013). Selected candidates get to receive top-level management training and become part of school leadership team after their training is completed. Prior to this position, candidates undergo interviews and screening processes, and those selected would undergo extensive training (Levent and Yazıcı 2014).

In Turkey, as for the history of training school administrators, some researchers as Şimşek (2004) and Balcı (2008) divided its stages into an apprenticeship model until the 1970s, an educational science model in the 1970s, and an examination model in 1999. This regulation in 1999 highlights a two-stage examination system. The school administrator candidates who passed the first stage exam were subjected to an in-service training course covering 120 hours, the field of education management included. At the end of training, a test was held again and those who passed it successfully were given certificates. After the regulation dated June 10, 2014, additional points are given to those having master and doctorate in the management field. According to the regulation dated June 21, 2018, in the school administrator assignment process, a candidate having a postgraduate degree in management and in other fields has priority. In this context, in addition to in-service training practices, graduate education is also important for the training of school administrators. In the 2023 education vision report, postgraduate education is shown as a prerequisite (see https://2023vizyonu.meb.gov.tr). Therefore, graduates of these programs are expected to do their jobs better, besides having an academic career. The content of postgraduate education programs,

especially non-thesis master's programs in the field of educational management, is structured to support the practices in schools in Turkey. The majority of school administrators who have completed postgraduate education continue to work in schools rather than academies. It is important for them to have postgraduate education in the field of education management in order to make them more functional in performing their administrative duties. The content of these programs and the manner of conducting the courses are also expected to be related to duties of school administrators. Therefore, these programs should be examined from this aspect.

Jacobson, Johansson, and Day (2011) expressed some acquisitions and school administrator standards for the management candidates being educated in postgraduate educational management programs. First of all, postgraduate education programs aimed at educating school administrators, supporting candidates to explain and clarify educational values, beliefs and visions. These programs facilitate school development and address the different needs of society to implement and manage a learning vision shared and developed by all school stakeholders. They promote risk taking and flexibility, and encourage accepting differences and caring for equality. They teach the management candidates to systematically question and take action with awareness of moral consequences. These programs help school administrators in adopting school culture and curriculum that will ensure staff development and student learning and, last but not the least, they help administrator candidates develop abilities to understand, react and influence the political, economic, legal and cultural context. Similarly, Huber (2010) stated that many factors need to be taken into consideration, from the structure dimension of school administrator training practices, program diversity, inter-institutional coordination and cooperation, contents to be taught, training philosophy, training practices and evaluation. It can be said that educational management programs should be effective in preparing school administrator candidates for school management in every aspects. It is understood that due to the nature of the education management field, it should cover three basic dimensions: practical knowledge, professional knowledge and academic knowledge. Brooks and Normore (2010 cited in Balcı 2011) underline that contemporary school leaders should be globally literate in the following nine areas: political literacy, economic literacy, cultural literacy, moral literacy, pedagogical liter-

acy, information literacy, organizational literacy, spiritual literacy, organizational literacy, religious literacy and temporal literacy, while Şişman (2011) states that school administrators are mainly trained as managers rather than leaders, and that programs aimed at training school administrators do not sufficiently emphasize the leadership behavior of candidates. Therefore, postgraduate education programs for school administrator training should be interdisciplinary based on concepts, principles and theories of social sciences, humanities and behavioral sciences, which are generally performance-based and practice-based. These programs should provide candidates with qualifications for their practical duties, contribute to their training as training leaders, ensure that they are extensively prepared, and it is expected that teachers and administrators studying at postgraduate level will be able to synthesize and use the knowledge acquired in their fields through the analysis process. To realize these objectives, Karstanje and Webber (2008) suggested that group work, case studies, problem solving studies, transforming theory into practice, creating theory through application analysis, reflection, discovery and collaboration activities should be included in programs aiming to educate school administrators. Such practices are considered to be important in educating school administrators who are capable of scientific thinking and have research skills in solving the problems of the schools they manage. There is also some criticism related to the education management programs. Leithwood et al. (1996) state that postgraduate education programs are not associated with daily work problems of school administrators, but rather performed in almost purely theoretical content, and they add that in schools, there is an understanding of meeting the legal expectations and procedures that do not focus on the realities in practice, but there is little understanding of cultural differences and ethnic dimension of leadership. As for the contents of courses, course contents are not sufficiently related to situations and problems encountered in practice (Sezgin, Kavgacı, and Kılınç 2011; Şimşek 2002; Şişman and Turan 2003). Selection of managers, practices of education ministries for in-service training support make it difficult to say that there is an understanding of professional management (Bredeson 1996). The learning outcomes of management programs are at the knowledge and comprehension stages of the cognitive field, and the acquisitions towards the practice (skills development) and evaluation stages are not enough (Özdemir, Köse, and Kavgacı 2014). Research findings indicate that the emphas-

is on leadership, capacity building and work-oriented emphasis is less on ECTS program objectives, while the emphasis on improving student qualifications is almost non-existent (Tonbul, Akduman Yetim, and Ölmez Ceylan 2012).

There are some related studies about the contribution of postgraduate education to their profession. Turhan and Yaraş' (2013) and Yılmaz, Tonga, and Çakır' (2017) studies show that school administrators accept the contribution of postgraduate programs to their professional development, but this contribution cannot be turned into practice sufficiently. Therefore, it is important to train school administrators and ensure their professional development by means of a postgraduate education program. And school administrators should be equipped with the qualifications required by the job. With this research, we aim at revealing the contribution of completed postgraduate education to school management duties and at developing recommendations for researchers and practitioners in the light of the findings. For this reason, the following questions are asked:

- Which postgraduate education programs have the participants completed?
- What are the academic and professional activities of the participants during or after the postgraduate education?
- What is the percentage of participants to follow scientific publications in the field of educational management?
- What are the publishing rates of theses and how they are published?
- According to participants, what is their opinion about the benefits of the courses taken in the postgraduate education process distributed according to their themes?
- Which teaching practices were found effective?
- What competences did the thesis develop in school administrators?
- What are the problems faced related to the course content, processing, variety, qualifications of academicians and related institutions while developing postgraduate education programs?

Methodology

Model of the Study. The research was conducted in the form of a case study model. Case studies are a way of looking at what is

TABLE 1   Features of Study Group

Features	Category	f	%
Duty	Administrator	28	58.3
	Vice-principal	18	37.5
	Administrator in Provincial/District National Education Directorate	1	2.0
	Unspecified	1	2.0
School level	Primary	9	18.7
	Secondary	15	31.2
	General High School	14	29.1
	Vocational High School	9	18.7
	Unspecified	1	2.0
Branch	Primary School Teachers	9	18.7
	Maths, Science, Physics etc. Teachers	12	25.0
	Literature, Social Studies etc. Teachers	19	39.5
	Vocational Teachers	3	6.2
	Unspecified	5	10.4
Completed Postgraduate Program Level	Masters with thesis	30	62.5
	Non-Thesis	8	16.6
	Doctorate	7	14.5
	Unspecified	3	6.2

actually happening in the environment, collecting, analyzing data systematically and presenting the results. The resulting product is a sharp understanding of why the event is taking place and what needs to be focused on in more detail for future research (Davey 1991).

Study Group. The research is focused on 226 school administrators having completed postgraduate education program and working in Izmir. None of the sampling techniques was used. Questionnaire was sent to all participants. The sample of the research consists of 48 school administrators. Working sample is classified according to duty, school level, branch and completed postgraduate degree.

According to duty, the sample mostly consists of 28 administrators (58.3%). According to level of the school that they work in, 15 (31.2%) administrators are working at Secondary School, 14 (29.1%) administrators are working at General High School. According to branch, before they were appointed as an administrator, the majority, 12 (25%) administrators were working as Mathematics, Science, Physics etc. teachers and 19 (39.5%) administrators were Literature, Social Studies etc. teachers. According to com-

pleted postgraduate degree, most of the administrators 30 (62.5%) completed masters with thesis.

Data Collection Tool. As data collection tool, the 'Contribution of Completed Postgraduate Education to Performing School Management Duties' questionnaire developed by the researchers was used. The questionnaire consists of two parts. In the first part of the questionnaire, personal and professional information of school administrators is given. In the second part of the questionnaire, there are 5 questions about the contribution of postgraduate education to school management duties.

Validity and Reliability. The internal validity of the study (credibility) was increased by sharing the results with the participants in informational meetings and obtaining their confirmations about the findings. For descriptive validity, the study group and process were reported in detail. In order to increase external validity, raw data was stored in case it would be demanded or intended to be used in future studies. Moreover, the diversification of data was conducted by collecting data from a large number of administrators of different types and levels. In the literature, it is stated that expert opinion giving direct examples of data and diversification of working sample can increase the reliability of the research (Shenton 2004). Responses to interview questions were categorized and themes were created. For re-encoding, these themes were given to two academicians with experiences in qualitative research. The intercoder reliability is 0.86. According to Miles and Huberman (1994), an inter-rater reliability of 0.70 and above is considered to be adequate for internal reliability. Finally, the raw data and analysis were kept for further researches.

Findings

1. Sub-Problem: Which postgraduate education programs have the participants completed? As shown in table 2, more than half of the administrators completed postgraduate programs other than the faculty of education. Just one third of the administrators completed postgraduate education in the field of educational management.

2. Sub-Problem: What are the academic and professional activities of the participants during or after the postgraduate education? In table 3, more than half of the administrators attended congress as audience, that was followed by paper or poster presentation, article writing, conference participation, book writing and book

TABLE 2   Postgraduate Education Programs the Participants Completed

Item	f	%
Department of education management	16	33.3
Faculty of Education Departments (Primary School Teaching, Turkish Language Teaching, Psychological Counseling and Guidance, Special Education and etc.)	7	14.5
Departments Other than Faculty of Education (Department of Business, Basic Islamic Sciences, Sociology of Religion, Microbiology, Nuclear Physics and etc.)	25	52.0

TABLE 3   Academic and Professional Activities of the Participants during or after the Postgraduate Education

Item	f	%
Attending the Congress (as an audience)	32	66.6
Attending the Congress (Paper-Poster Presentation)	10	20.8
Article Writing in Refereed Journals	9	18.7
Giving Conferences, Becoming a Panelist	9	18.7
Book Writing	7	14.5
Book Chapter Writing	5	10.4
Participation in Professional Interviews on Radio and TV	1	2.0

TABLE 4   The Percentage of Participants Following Scientific Publications in the Field of Educational Management

Item	f	%
Journals Only on Educational Management	1	2.08
Journals on Educational Management and Other journals	4	8.30
Only Other Journals	9	18.75
Not following-up	34	70.83

chapter writing, as well as participating in professional interviews on the radio and TV respectively. Administrators having written a book stated that those books were not about school administration topics and they were more related to their interests.

3. Sub-Problem: What is the percentage of participants that follow scientific publications in the field of educational management?

4. Sub-Problem: What are the publishing rates of the thesis and how are they published? As shown in table 5, more than half of the administrators did not publish their thesis in any way. One fifth of administrators published their thesis as articles. This was followed by papers, books and book chapters respectively. Some of the participants published their thesis both as an article and as a paper.

5. Sub-Problem: According to the participants, how are the opinions about the benefits of the courses taken in the postgraduate

TABLE 5   Publishing Rates of the Thesis and How They are Published

Item	f	%
Published	24	45.20
Article	10	20.80
Paper	8	16.60
Book	2	4.10
Book Chapter	1	2.00
Unspecified	3	6.25
Unpublished	29	54.80

TABLE 6   The Benefits of the Courses

Courses	Benefits
Science and Research	Scientific thinking and research
Statistics	Data collection and analysis
Assessment and Evaluation	Science literacy
Critical Approach	Critical thinking skills
Speech Analysis	
Philosophy of Education	
Education Management	System analysis
Education System Analysis	Thinking with concepts
Planning lessons	Skills for solving school problems
Leadership in Education	
Conflict Management	
Education Systems	

education process distributed according to their themes? School administrators found the courses taken in postgraduate education process, such as science and research, statistics, assessment and evaluation, critical approach, speech analysis and philosophy of education beneficial in scientific thinking and research, data collection and analysis, science literacy and critical thinking skills. In addition to these courses, they found courses such as Education Management, Education System Analysis, Leadership in Education, Conflict Management and Education Systems beneficial in terms of system analysis and skills for solving school problems. Five administrators not mastering in educational management program stated that they would not get any benefit from the courses. Two postgraduates in educational management program also stated that education they accomplished did not have any benefit in expressing academic information, that practices in educational institutions did not meet each other and that because of the lack of coordination and compromise between the University and the Ministry of Education, courses were not beneficial.

TABLE 7 Teaching Practices, Which Were Found Effective

Item	f	%
Presentations by students	16	33.30
Discussions	13	27.00
Case study and Current issue	12	25.00
Research assignments	11	22.90
Problem solving sessions	8	16.60
Examination of research texts and reports	7	14.50
Application-oriented activities	4	8.30
Question and answer	3	6.25
Academicians giving lectures	3	6.25
I didn't see any benefit	3	6.25
All methods	2	4.10
Others (Student coaching, Drama, Peer education,…)	4	8.30

6. Sub-Problem: Which teaching practices were found effective? As shown in table 7, most school administrators found presentations by students effective, followed by discussions, case study and current issue, research assignments, problem solving sessions, examination of research texts and reports, application-oriented activities, question and answer and academicians giving lectures respectively. There are 3 administrators having stated that they did not find teaching practices effective.

7. Sub-Problem: What competences did thesis topic develop in school administrators? In table 8, competences that the thesis topics developed in school administrators are divided into general and specific competences. As for competences that their thesis developed in school administrators in general, almost all of the administrators stated working and discipline, researcher qualifications, communication skills and human relations, and help in becoming goal-oriented, solution-oriented and provided with self-improvement. Seven school administrators having stated their thesis topics confirmed that their competences, such as teaching literacy, knowledge about water pollution and quality, ability to establish relationship between philosophy and education, development of occupational health and safety systems at school, consideration of stakeholder views and provision of publicity for the professions in vocational education developed specifically related to the subjects they studied.

8. Sub-Problem: What are the problems faced related to the content of the courses, processing of the courses, course variety, qualific-

TABLE 8   Competences That the Thesis Topic Developed in School Administrators

General competences not related to the thesis topic ($f = 46$, 95.8%)	Specific competences related to the thesis topic ($f = 7$, 14.5%)
Working and discipline	Teaching literacy
Researcher qualifications	Water pollution and quality
Communication skills/human relations	Ability to establish the relationship between
Self-improvement	philosophy and education
Awareness	Developing occupational health and safety
Being goal oriented	systems at school
Solution-oriented/decision-making	Considering stakeholder viewsPublicity of the
	professions in vocational education

TABLE 9   The Problems Faced While Developing Postgraduate Education Programs

Problem areas	Items	Quotations stated
Content of the courses	Lack of theory-practice balance. Not being based on real problems. Excess in the number of courses, lack of deepening. Failure to fulfill student needs.	The content of the courses does not include real problems in the field and solutions to these problems.
Processing of courses	Lack of practical courses. Having difficulty in understanding and solving the problems encountered in practice. Not having courses to develop research ability.	A person equipped with theoretical pure knowledge is neither a teacher nor an administrator.
Course variety	Lack of variety in research courses. Courses related to school management not meeting the needs to manage the school perfectly.	The biggest problem seen in graduate students is that they do not know how to do scientific research and that they are lacking in different methods. The number of scientific research techniques and courses are very few.
Qualifications of academicians	Not having the Experience of Working in Schools. To be stranger to the problems of the close environment and not to study these topics.	First of all, the biggest problem I have seen in this field is; academicians do not know the school, students and teachers. They don't know what is happening in schools. They are doing research by asking 3 questions to 10 students or 10 teachers and they say this is a scientific research.
Institutions (Ministry of National Education, University)	Lack of inter-institutional interaction.	I believe that academic courses do not contribute much to our duties in our schools. Since there is lack of communication between universities and the Ministry of National Education.

ations of academicians and related institutions while developing postgraduate education programs? School administrators stated the problems faced while developing postgraduate education pro-

grams. They confirmed problems related to the content of the courses, such as lack of theory-practice balance, courses not being based on real problems, excess in the number of courses, lack of deepening and failure to fulfill student needs. As for the problems related to processing of courses, they stated that there was a lack of practical courses and difficulties in understanding and solving the problems encountered in practice and they also stated that there were no courses for developing research ability. School administrators declared that there was a problem related to course variety, that there was a lack of variety in research courses and courses related to school management did not meet the needs to manage the school perfectly. As for qualifications of academicians, administrators complained about them not having the experience of working in schools and being unaware of the problems of the close environment, and not studying these topics. Moreover, school administrators stated some problems related to institutions such as Ministry of National Education and University. They stated that there was a lack of inter-institutional interaction and postgraduate education made no sense.

Results and Discussion

According to results of the research, more than half of the administrators completed postgraduate programs other than the faculty of education. The rates of attendance at scientific congresses in educational administration and following management journals by school administrators were too low. School administrators found the courses taken in postgraduate education process beneficial. However, there are some problems related to the content of the courses, processing of courses, course variety, qualifications of academicians and the cooperation of institutions.

School administrators found the courses taken in postgraduate education process generally beneficial. Balcı and Çınkır (2002) emphasize that educational management programs should be based on performance and practice, and interdisciplinary with concepts, principles and theories of social sciences, humanities and behavioral sciences. These programs should provide candidates with qualifications for their practical tasks and contribute to their training as an educational leader, as well as ensure that they are generally prepared. However, it is generally seen that the learned knowledge remains in the theoretical dimension. It is expected that teachers and administrators studying at postgraduate

level will be able to synthesize and use the knowledge acquired in their fields through the analysis process. In this respect, it is important to determine the level at which the postgraduate education process meets these expectations and to achieve the targeted objectives. In the process of training school administrators, courses/subjects, such as curriculum development, evaluation, teaching expertise, assessment and evaluation, material development can be suggested. These courses should be handled with content and approach to manage the teaching processes of the school administrators in school, not with the content and understanding of the postgraduate programs. In other words, courses should provide benefits in schools. The approach that schools are open systems and their survival depends on changing environmental factors in this context (Hoy and Miskel 2010) requires school administrators to monitor and manage the internal and external factors affecting the school. School administrators are therefore responsible for getting all the support of the environment, sharing the opportunities and activities of the school with the environment, making use of the opportunities of the near and distant environment in the education and training processes and transforming the environment. Some of the courses and subjects can also be structured to cover these subjects. As for teaching practices, practices necessitating active participation, such as presentations by students, discussions, case studies, research assignments and problem solving sessions are found effective. Similarly, Karstanje and Webber (2008) suggested that group programs, case studies, problem solving studies, transforming theory into practice, creating theory through application analysis, reflecting, exploring and collaborating activities should be included in these programs aiming to educate school administrators.

Moreover, school administrators stated that there was a lack of theory-practice balance and deepening and that there was excess in the number of courses, that the course content was not based on real problems and that they fail to fulfill student needs. As for the problems related to processing of courses, they stated that there was a lack of practical courses and a difficulty in understanding and solving the problems encountered in practice. The results show a lack of variety in research courses and courses related to school management did not meet the needs to manage the school perfectly. In line with all these results, as a solution, Bredeson (1996) stated that an application-oriented approach to education would lead to a shift away from traditional postgraduate educa-

tion and would contribute positively to the research culture (research areas, collaborations, research designs, etc.) of the teaching staff. When the literature is examined, it is understood that different and successful practices are employed in a holistic manner in order to educate school administrators, such as implementing different strategies and employing technology, employing rich course contents, benefiting from experienced administrators and internship practices can be used as examples (Bush and Jackson 2002). Moreover, in the programs, practices such as teamwork, case studies, problem solving studies, transforming theory into practice (Karstanje and Webber 2008), discovering alternatives for solving educational problems (Aydın and Pehlivan 2002), problem-based learning, narration and ethnography research, multi-media simulations, improvisation and design studios, reflective coaching and intensive internship practices (Bredeson 1996) are more appropriate to train school administrators. When the contents of postgraduate programs within the scope of Education Management are examined, there is some criticism that the programs are shaped in line with the expertise areas of faculty members within the faculties (Celep 2008).

Also, it is seen that the basic functional standards for school administration programs are not defined when achievements of the courses taught in educational management programs are examined (Özdemir, Köse, and Kavgacı 2014). Balcı (2011) states that the contents of educational management postgraduate programs should be reviewed as a result of emerging forces and trends and that the programs should include lessons or courses such as Knowledge Management, Strategic Planning, Strategic Management, Marketing, Market Economy, Moral Education, Cultural Leadership and Intercultural Leadership. As for the course process, in the literature, Karstanje and Webber (2008) stated that the learning principles and habits of adults in the education programs should be taken into consideration and that the activities to be organized should include features such as creating educational situations through real problems, utilizing theory for possible solutions, encouraging solutions to produce, generating information that can be used and translated into other problems. Hale and Moorman (2003) state that schools which are the best learning environment of school administrators, should be considered as a field of application in the process of raising school administrators through postgraduate programs. These support the findings. In this research, school administrators complained about academ-

icians not having the experience of working in schools and being strangers to problems of the close environment, not even studying these topics. In addition to academicians having suitable academic background in the field (having field studies and working experience), they should be interested in different disciplines and fields, which may provide interdisciplinary and interactive execution of these programs (Huber 2010). However, it is obvious that a significant portion of academicians working in postgraduate programs do not sufficiently participate in school activities, and consequently school administrators have difficulty in adapting acquirements in these programs to the real problems in schools (Murphy and Vrieseng 2006). Actually, it can be said that better results will be achieved if the postgraduate education program is implemented by considering social network theory and stakeholder theory since it necessitates the cooperation and compromise between the Ministry of Education and University and also cooperation between academicians and school administrators.

Conclusion

It is obvious that many factors play a role in the success of postgraduate programs: Application conditions, selection of candidates, standards, variety of programs (type of school, task level, etc.), courses taught, course contents, instructional practices, assessment and evaluation, internal factors such as the quality of academicians as well as the expectations of the Ministry of Education from the administrators, assignment style, cooperation tendency, continuity of staff development activities, authority and responsibility areas of school administrators, the way schools are organized, working conditions of administrators and the quality of teacher training system. Regardless of these factors, the impact of structural and contextual arrangements on postgraduate programs would be limited. First of all, the question which features we want to train administrators should be answered. It is important to identify the 'minimum' qualification standards to establish the most effective practices (acquisitions, contents, activities, tools, etc.), to introduce these practices in higher education institutions, to develop models, and to bring effective academicians together. This can be considered as a problem in terms of the Social Capital Theory, which addresses the competencies of corporative employees, and the Dynamic Capabilities Theory, which addresses the change capacity of the human capital in the hands of the in-

stitution. School management should be regarded as a profession requiring different qualifications than teaching in its field.

Suggestions

1. School administrators should complete postgraduate education in educational management program. When appointing a school administrator, authorized institutions should require the completion of postgraduate education in education management programs.
2. The active participation of school administrators or candidates in academic environments (congresses, symposiums, etc.) should be encouraged during the postgraduate education process.
3. Publication of theses should be encouraged and in the appointment of the school administrators, a high score should be given to those who publish their thesis.
4. The number of research courses should be increased and courses should be conducted in practice.
5. Courses should be practiced mostly by mean of student presentations, discussions, case study and current issues, and problem solving sessions.
6. Cooperation and interaction between the University and the Ministry of Education should be increased for the purpose of school administrators training.
7. Academicians should be aware of the school practices and pay attention to the needs of school administrators.

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