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Research Article

Ortaokul Öğretmenlerinin Okul Yönetiminden Beklentileri: Nitel Bir Araştırma

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ÖZET

Bu çalışma, ortaokul öğretmenlerinin okul yönetiminden beklentilerini analiz ederek, öğretmenlerin ihtiyaçlarını ve okul yönetimi ile olan ilişkilerinin eğitim süreçlerine olan etkisini ortaya koymayı hedeflemektedir. Öğretmenlerin yönetimden beklentilerinin karşılanması hem öğretmenlerin mesleki gelişimini destekleyecek hem de öğrencilerin eğitim sürecindeki başarılarını artıracaktır. Bu nedenle, bu tür bir araştırma, eğitim kurumlarında daha etkin ve verimli yönetim stratejileri geliştirilmesine katkı sağlayarak, eğitim sisteminin genel kalitesini yükseltecek önemli bir adım teşkil etmektedir. Araştırmada nitel bir yöntem ve veri toplamak amacıyla yarı yapılandırılmış görüşme formu kullanıştır. Araştırmada 22 öğretmene ulaşılarak veriler toplanmıştır. Araştırmanın sonucunda öğretmenlerin okul yönetiminde karar alma, iletişim, motivasyon vb. konularında destek istedikleri ve eğitim-öğretim alanlarının özellikle fiziksel donanımı konusunda okul yönetiminin yardımcı olmasını istedikleri ön plana çıkmıştır.

Anahtar Kelime: Ortaokul öğretmenleri, okul yönetimi, beklenti.

ABSTRACT

Expectations of Secondary School Teachers From School Administration: A Qualitative Research

This study aims to analyze the expectations of middle school teachers from school administration, exploring how these expectations and their relationships with the administration impact educational processes. Addressing teachers' expectations not only supports their professional development but also enhances student success, making this research a crucial step toward developing effective management strategies to improve the overall quality of education. Using a qualitative methodology and semi-structured interviews, data were collected from 22 teachers. The findings revealed that teachers seek support from school administration in areas such as decision-making, communication, and motivation, while also emphasizing the need for improvements in the physical infrastructure of educational environments.

Key Words: Middle school teachers, school administration, expectation.

ENTRANCE

Structural changes, technological advancements, and social transformations in the Turkish education system in recent years have diversified the roles and responsibilities of middle school teachers and also shifted their expectations of school management. In particular, the support mechanisms teachers expect from school management, such as professional development needs, classroom management strategies, parent communication, and technology integration, have gained importance. This study aims to analyze middle school teachers' expectations of school management using a qualitative approach, revealing the current situation, and contributing to the improvement of educational management practices (Gömleksiz & Kılınç, 2015).

An examination of the transformations schools have undergone throughout history reveals a shift from traditional approaches to contemporary educational approaches. While traditional schools were teacher-centered, rigidly disciplined, and focused on knowledge transfer, today's schools are defined as student-centered, democratic, participatory, innovative, and open to continuous improvement. Contemporary schools function as institutions that address students' cognitive, affective, and psychomotor development holistically, aiming to equip them with the skills required for the 21st century (Aydın, 2007).

For schools to function effectively, a strong collaboration and communication network must be established among school administration, teachers, students, parents, and other stakeholders. In this regard, the school administration's leadership approach plays a decisive role in establishing the school climate and achieving educational goals. School administrators are key players in determining the school's vision and mission, ensuring the effective implementation of educational programs, supporting the professional development of teachers, and ensuring the efficient use of school resources (Balci, 2008).

Today, the functions of schools are not limited to focusing solely on academic success; supporting students' social and emotional development and equipping them with life skills such as critical thinking, problem-solving, communication, and collaboration are also among the fundamental duties of schools. In this context, schools must be innovative institutions that are open to change and responsive to the needs and expectations of society (Erçetin & Arifoğlu, 2016).

Purpose and Importance of the Research

The purpose of this study is to analyze the current situation by identifying middle school teachers' expectations of school administration and to examine how these expectations impact educational management. This study aims to develop strategies for more effective teacher involvement in school management processes. Another objective is to identify middle school teachers' expectations of school administration. To this end, the following questions were addressed:

Sub-Problems

1. Is there a significant difference in the expectations of middle school teachers from school administration based on their demographic characteristics (age, gender, professional experience, education level)?
2. What are the opinions about the school administration's practices in supporting teachers' professional development?
3. What are the recommendations for making communication processes and channels more effective?

4. What are the expectations of the school administration regarding participation in decision-making processes?
5. What is the school administration's support for challenges encountered regarding classroom management and student behavior?
6. What are the opinions regarding the school administration's support for physical resources (materials, technology, classroom organization, etc.)?
7. What are the opinions regarding the school administration's support for parent communication and collaboration?
8. What are the expectations of the school administration for increasing professional motivation and job satisfaction?

Middle school encompasses a period when students experience rapid physical, emotional, and cognitive development. Teachers working during this period must adopt and implement educational approaches that take into account students' developmental characteristics. Understanding the support mechanisms teachers expect from school administration during this challenging period can contribute to the development of secondary school educational policies and practices. The research results may offer suggestions for making educational leadership practices at the secondary school level more effective. This may enable secondary school administrators to develop management strategies that meet teachers' expectations and create a more supportive school environment. This research is important for understanding the challenges teachers face in implementing the educational approaches needed by middle school students during their specific developmental periods and for determining how administrative support can be provided in this regard. The research results will guide both teachers and administrators in educating adolescents and contribute to improving the quality of secondary school education.

METHOD

This research is a qualitative study designed using a survey model to identify teachers' expectations of school administrators. Qualitative research is an approach that requires a holistic approach to perceptions and events and is based on qualitative data collection methods. Survey models, on the other hand, are research types that aim to

describe current or past situations as they are (Karasar, 2005). Data were collected in this study using a semi-structured interview form.

Working Group

The study group consisted of teachers receiving postgraduate education at TURTEP during the 2024-2025 academic year. Twenty-two of these teachers were included in the study. As part of the research, teachers were informed about the study, and a data collection tool was provided to those who volunteered to participate. Participating teachers were encouraged to share their opinions through the relevant form, and the resulting data were analyzed.

Data Collection Tool

The seven questions included in the data collection tool were asked to the 22 teachers in the study. The data collection tool used in the study was a semi-structured interview form developed by the researcher. This form consists of two parts. The first part includes questions regarding participants' personal information, such as their job title, gender, age, and graduation status. The second part consists of seven questions aimed at assessing teachers' expectations of school administrators.

Data Analysis

Content analysis, a qualitative research method, was used to analyze the data in the study. Content analysis aims to organize data with similar characteristics by bringing them together around specific concepts and themes in a format that the reader can easily understand. This method attempts to reveal concepts and relationships that will clarify the data obtained (Yıldırım & Şimşek, 2016). In this context, written data obtained through interviews with teachers was examined, and problems were coded and grouped within the framework of management functions. The codes were reviewed and their accuracy confirmed. Furthermore, teachers' views on their expectations of administrators were examined using descriptive analysis and presented with interpretations.

FINDINGS

Participants in the study were asked, "**What are your opinions about school administration's practices in supporting teacher professional development?**" Some of the participants' responses are provided below.

“(T1): The school administration is working to improve the teaching and learning environment to support teachers' professional development (improving physical spaces for professional practices and social spaces for teachers). (T4): They are trying to do good things within their own means. (T13): The school administration could do more to support teachers' professional development. Conferences, seminars, and various educational programs could be organized. (T22): Throughout my career, I have seen various in-service trainings, seminars, and workshops that support professional development. However, since most of this training remains theoretical, more specific and applied programs should be organized to address the problems teachers encounter in practice. Practices such as academic career opportunities, consultancy, and mentoring programs could be increased for senior teachers.”

Themes and sub-themes were created based on the data obtained from the participants.

Table 1. Findings regarding the actions of school administration to support teacher development

Theme			Sub-theme	Frequency
Current Practices and Deficiencies			Improvements in education and social areas	4
			Deficiencies in practices and lack of support for professional development	2
Studies Conducted for Professional Development			Available seminars, meetings and in-service training	7
			Orientation process and guidance needs for new teachers	2
Opportunities Suggestions Development		and for	Workshops, hands-on programs and one-on-one mentoring opportunities	5
			Academic career, personal development activities and field expertise training	2

An evaluation of current school administration practices in supporting teachers' professional development, as shown in Table 1, reveals some positive initiatives, such as improving social and physical environments. However, it is emphasized that these initiatives are generally inadequate and that more systematic and comprehensive steps are needed for professional development. It was stated that practices such as improving orientation programs, increasing workshops, and increasing individual mentoring support would significantly contribute to teachers' professional development. Furthermore, the need to develop applied programs that can address practical problems, in addition to theory-based training, was emphasized. In this context, it is stated that developing more effective strategies for professional development will also contribute to improving the quality of education.

Participants in the study were asked, **"What are their suggestions for making communication processes and channels more effective with school administration?"** Some of the participants' responses are provided below.

"(T2): I don't have any problems communicating with the school administration. It's always possible to communicate with the administration. (T5): We have a friendly relationship with the administration. We can meet occasionally and organize activities together. (T7): We can have face-to-face meetings with the school administration whenever we want. We use technology to share information. Monthly meetings can be held to improve communication. The previous month can be evaluated. (T9): More online and face-to-face meetings can be held with the school administration and teachers. (T17): Communication is sufficient, but there should be more one-on-one meetings with the administration. (T21): Communication with the administration is generally sufficient, but sometimes the feedback mechanism between administrators and teachers can be weak. More regular meetings should be held where teachers can freely share their experiences and suggestions. In addition, senior teachers can be encouraged to take a more active role in determining education policies."

Themes and subthemes were created based on the data obtained from the participants.

Table 2. Findings regarding their communication with school administration

Theme	Sub-theme	Frequency
Openness of Communication Channels	No problems in communicating with the school administration	2
	Having a friendly and easy communication with the management	2
Strengthening Communication	Organizing more online and face-to-face meetings	3
	Monthly meetings and evaluations of the previous month	1
Feedback and Transparency	Administrators should give more feedback to teachers	1
	Making management processes more transparent	4
Participation and New Application Needs	Increasing one-on-one meeting opportunities with management	1
	Implementing an open-door policy for new teachers	1
	Providing environments where young teachers can express their ideas	4
	Senior teachers taking an active role in education policies	3

According to Table 2, communication between school administration and teachers was generally assessed as clear and functional. However, it was stated that more meetings should be held, feedback mechanisms strengthened, and processes made more transparent. Furthermore, creating environments where young and senior teachers can take more active roles in management processes is emphasized as a crucial necessity. In conclusion, while there are positive aspects to communication, developing more participatory and systematic approaches will strengthen professional interaction.

Participants in the study were asked, "**What are the expectations from school administration regarding participation in decision-making processes?**" Some of the participants' responses are provided below.

"(T1): During the decision-making process, we express our opinions if we are informed about the issues we are aware of. (T4): Some issues are already decided, but we only learn about them later. There could be a little more transparency in this regard. (T6): Of course, we expect support from the administration. Speaking specifically about my own administration, I am happy with the current situation. (T9): Your opinions

should be listened to and evaluated more in the meetings. We should have a say in the decisions that are made."

Themes and subthemes were created based on the data obtained from the participants.

Table 3. Findings regarding participants' expectations from school administration regarding decision-making

Theme	Sub-theme	Frequency
Participation in the Decision-Making Process	More active participation of teachers in decision-making processes	4
	Involving new teachers in processes	3
Evaluation of Opinions	Listening to and evaluating teachers' opinions in meetings	1
	Benefiting from the knowledge and experience of senior teachers	4
Transparency and Collaboration	Ensuring greater transparency in decision-making processes	3
	Effective use of common sense and consultation culture	2
	Creating platforms where teachers can share their ideas	5

According to Table 3, increasing the active participation of teachers in decision-making processes is a crucial requirement for a more inclusive approach to education management. Leveraging the experience of veteran teachers and including new teachers in these processes will contribute to the development of a collective decision-making culture. Furthermore, increasing transparency in processes, fostering a culture of consultation, and creating platforms where teachers can express their opinions are considered key elements that can strengthen the management processes of educational institutions.

Participants in the study were asked, **"What support do school administrations provide for challenges faced with classroom management and student behavior?"** Some of the participants' responses are provided below.

"(T2): The school administration and the guidance service provide the best support they can in such matters. (T5): When applying disciplinary punishments to problematic students, teachers' wishes should be taken into account. After all, it is the teacher who has to attend the class and deal with

them. Compromises should be avoided in this regard as much as possible. (T6): Our school administration is always there for teachers in such situations. (T13): I expect mentoring support from experienced teachers. (T15): More common strategies should be developed for behavior management. (T17): The school administration should provide more support for difficult students."

Themes and subthemes were created based on the data obtained from the participants.

Table 4. Findings regarding participants' expectations from school administration regarding classroom management and student behavior

Theme		Sub-theme	Frequency
Support from School Administration		School administration supports teachers in problem situations	2
		Reducing the burden on teachers by cooperating with the guidance service	4
Behavior and Discipline Management		Giving importance to teachers' opinions on disciplinary issues	4
		Developing common discipline strategies	1
Support from Experienced Teachers		Providing mentoring from experienced teachers	5
		Guiding new teachers by developing a mentoring system	3
Classroom Management and Changing Dynamics		Supporting teachers who have difficulties in classroom management	2
		Developing and implementing classroom discipline policies	1

According to Table 4, the support provided to teachers by school administration regarding issues such as discipline and classroom management was generally evaluated positively. However, it is emphasized that these support mechanisms need to be strengthened more systematically. Providing mentorship from experienced teachers and developing collaborative discipline strategies can play a significant role in helping teachers overcome the challenges they face. Furthermore, effective collaboration with the guidance service and the implementation of classroom discipline policies will contribute to more efficient management of educational processes. In this regard, the need to develop comprehensive and sustainable solutions that address teachers' experiences and needs is crucial.

Participants in the study were asked, "**What are your opinions about the school administration's support for physical resources (materials, technology, classroom layout, etc.)?**" Some of the participants' responses are provided below.

“(T1): It is sufficient, improvements and developments are being made. (T2): I think the necessary support is being provided within the available resources. Sponsors can be found for this purpose. The necessary financial support can be provided by naming and advertising them. (T8): The school administration spends as much of its resources as it should on physical resources, but unfortunately, the budget is not sufficient. Existing resources should be used for more educational materials. (T11): The laboratories in the school can be enriched with materials according to the needs of the students. A chess room, music classroom, and visual arts classroom could be created. Students can come to the classroom for these lessons.”

Themes and subthemes were created based on the data obtained from the participants.

Table 5. Findings regarding participants' expectations from school administration regarding physical equipment

Theme		Sub-theme	Frequency
Evaluation of Existing Resources		Physical and technological facilities are generally sufficient.	2
		Existing resources need to be used more efficiently	3
Need for Physical and Technological Support		Enrichment of laboratories, art and music classes	4
		Eliminating equipment deficiencies in classrooms and providing equal conditions	2
		Providing support to new teachers regarding classroom organization and material supply	2
Developing Financial and Material Support		Finding sponsors and collaborating to provide financial support	6
		Providing educational materials in a timely manner to meet teachers' needs	3

Table 5 indicates that school administration supports teachers with existing physical and technological resources, but this support is not sufficient in all areas. It is emphasized that educational materials should be provided on time, classroom

equipment deficiencies addressed, and support mechanisms for new teachers should be developed. Furthermore, evaluating sponsorship partnerships for financial support and ensuring equal opportunities are considered crucial for the effectiveness of education. In this context, steps are recommended to ensure more efficient use and development of resources.

Some of the participants' responses to the sub-problem **"What are their opinions about the support provided by the school administration in parent communication and collaboration processes?"** are given below.

“(T1): The school administration provides sufficient support in parent-teacher communication and collaboration processes. (T2): We mostly ensure parental cooperation and support the school administration in this regard. (T18): It seems that new teachers sometimes have difficulties in parent-teacher communication. The school administration can provide guidance services and organize informational meetings for teachers to enable them to communicate effectively with parents.”

Themes and subthemes were created based on the data obtained from the participants.

Table 6. Findings regarding participants' expectations from school administration regarding parent communication and collaboration

Theme	Sub-theme	Frequency
The Role of School Administration in Parent Communication	The school administration provides adequate support to teachers in parent communication.	3
	In problematic situations, the administration should be on the side of the teachers and produce solutions to the problems.	3
Supporting Parent and Teacher Communication	Organizing guidance services and information meetings for new teachers	4
	Organizing regular seminars to raise awareness among parents	5
	Adopting a more systematic approach to strengthening the teacher-parent relationship	2
Strengthening Parent Collaboration	Organizing more effective meetings regarding parent collaboration	2
	Developing continuous collaboration	3

between parents, teachers and administration as a supportive element of education.

According to Table 6, the school administration's support for teachers in parent-teacher communication and collaboration processes is generally evaluated positively. However, it is emphasized that parent-teacher collaboration needs to be strengthened and more effective meetings should be held. It is recommended that guidance services be increased and awareness seminars be held to overcome the challenges new teachers face in communicating with parents. Furthermore, a more systematic approach to teacher-parent relationships will significantly contribute to increasing the effectiveness of educational processes.

Participants in the study were asked, **"What are the expectations from school administration to increase professional motivation and job satisfaction?"** Some of the participants' responses are provided below.

“(T2): Things that can be done in the current situation are already being done. They can be improved as opportunities increase. (T3): I think that being rewarded for good performance, both verbally and with a plaque, will increase my motivation. For example, teachers who are never late to class or who do not take reports as much as possible should be appreciated. (T5): Our successes need to be supported. This would be encouraging. (T7): The educational environment should be organized and informed about the changing education system. Physical and technological facilities should be organized. Increasing unity through group activities. (T19): One of the things that new teachers need most is motivation. Therefore, encouraging activities, social activities, and programs that strengthen cooperation among teachers can be organized within the school. At the same time, recognizing the successes of new teachers will increase their professional satisfaction.”

Themes and subthemes were created based on the data obtained from the participants.

Table 7. Findings regarding participants' expectations from school administration regarding professional motivation and job satisfaction

Theme		Sub-theme	Frequency
Physical and Technological Improvements		Organizing educational environments and eliminating physical deficiencies	2
		Developing technological opportunities and using them more effectively	1
Motivation and Incentive		Increasing material and moral reward systems	3
		Recognizing the achievements of new teachers	3
		Strengthening motivation through social activities and incentive programs	1
Collaboration Between Teachers		Organizing activities that will strengthen solidarity among teachers	2
		Increasing cooperation between school administration and teachers	2
Professional and Academic Support		Providing career development opportunities and academic incentives	3
		Receiving mentoring and consultancy support from senior teachers	4
		Encouraging teachers' participation in academic projects	1

According to Table 7, developing material and moral incentives to increase teacher motivation stands out as a significant need. School administration is expected to strengthen teachers' job satisfaction through supportive practices such as social activities and career development opportunities. Improving physical and technological facilities will contribute to the efficiency of educational processes. Furthermore, mentoring from senior teachers and increasing collaboration among teachers are considered elements that support the professional development of both new and experienced teachers.

RESULTS, DISCUSSION AND RECOMMENDATIONS

School administrations' initiatives to support teachers' professional development, despite some positive aspects, are insufficient. Developing more systematic and comprehensive strategies to enhance professional development, developing applied

programs to address practical issues, and expanding supportive practices such as mentoring will significantly contribute to improving the quality of education.

While communication between school administration and teachers is stated to be clear and functional, it is emphasized that this relationship needs to be made more systematic and participatory. Strengthening feedback mechanisms and creating environments where both young and senior teachers play an active role will enhance professional interaction and collaboration. Ensuring the active participation of teachers in decision-making processes is a critical requirement for adopting an inclusive approach to education management. In this process, leveraging the experience of senior teachers and including young teachers will support the development of a collective decision-making culture. Furthermore, strengthening transparency and consultation mechanisms will increase the effectiveness of management processes.

While the school administration's support for discipline and classroom management is positively evaluated, these mechanisms need to be more systematic and sustainable. Providing mentorship from experienced teachers, strengthening collaboration with the guidance service, and developing shared discipline strategies will increase the efficiency of educational processes. For the support provided by school administration through physical and technological resources to be effective, resources must be planned and developed more systematically. In particular, timely provision of educational materials, ensuring complete classroom equipment, and evaluating sponsorship partnerships will increase the efficiency of educational processes.

While the support provided by school administration for parent communication and collaboration processes is positive, these processes need to be more systematic. In particular, increasing guidance services, organizing awareness-raising seminars, and structuring meetings more efficiently will contribute to the effectiveness of educational processes. To increase teacher motivation, material and moral incentives, as well as social activities and career development opportunities, should be provided. Furthermore, improving physical and technological facilities, expanding mentoring support, and strengthening collaboration among teachers will support professional satisfaction and development.

Argument

A study conducted by Durgut & Kartal (2021) reveals that school principals share their experiences, encourage teachers' work, and undertake professional informational roles to support the professional socialization processes of new teachers. For teachers coming from other institutions or schools, they provide information about the school's operations, facilitate integration and socialization, and ensure participation in the process by assigning specific roles to teachers. Furthermore, it is noted that school principals generally provide guidance, communicate, and organize educational activities for teachers deemed inadequate. The research results can be said to be supportive.

A study conducted by Yeşilbaş Özenç & Başaran (2024) demonstrates that expectations regarding school activities encompass various dimensions, including educational processes, teacher-student interactions, and school-environmental relationships. Furthermore, it emphasizes that school administrators are expected to possess qualities such as fairness and understanding. The results of the study highlight the need for comparative research on the extent to which the leadership and management styles of school administrators across different school types and levels meet teachers' expectations. Furthermore, recommendations are made for school administrators to consider teachers' opinions and ensure that the school achieves its established goals, support teachers' professional development, and strengthen school-family collaboration. It can be concluded that the research results are similar.

A study conducted by Karataş & Akça (2023) analyzed the responses of generations to statements to identify significant differences. The analysis found a generally positive relationship between generations' perceptions and expectations of management, but a negative relationship existed regarding the equality and justice dimensions of management. The research results are similar.

The study conducted by Şahin and Cemaloğlu (2024) provides a significant contribution to the literature by determining school administrators' perceptions of their responsibilities, increasing educational efficiency, and revealing differences in administrative behavior. The research results indicate that teachers expect school

administrators to be fair and equitable, meet the physical needs of the school, serve as role models through their experience, motivate teachers, support professional work, possess strong communication skills, and include teachers in decision-making processes.

Suggestions

- It is recommended that workshops, individual mentoring support, and practical application programs be increased to support teachers' professional development. Furthermore, this process can be made more effective by developing systematic and comprehensive strategies that integrate theory and practice.
- It is recommended that feedback mechanisms be strengthened and processes be made more transparent through regular meetings. Furthermore, management processes can be made more participatory by creating environments that encourage the active participation of both young and veteran teachers.
- It is recommended that transparency and consultation mechanisms be strengthened in decision-making processes. Furthermore, leveraging the experience of veteran teachers and including new teachers in processes can contribute to the development of a more inclusive management culture.
- It is recommended that material and moral incentives, as well as social activities and career development opportunities, be increased to increase teacher motivation. Furthermore, expanding mentoring support and strengthening collaboration among teachers can support professional development.

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