

## **A Study For Applicability Of A Framework Program On Training School Administrators As Mentors**

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### **Abstract**

Considering the qualifications of training programs of the school administrators in Turkey like - the mentor principals – it is believed to be that this program will contribute positively to school administrators. Thanks to this contributions, there will be high qualified education studies which will effect initially the students, academic success, and as a result education system. Taking into account, especially for the problems that have in their first years, it is accepted that an important transition phase preparing newly appointed school administrators' for their new positions mentored by senior principals (Kocabaş ve Yirci, 2010). From this point, to help newly appointed administrators to solve their problems effectively and accurately, this study aims whether the program is applicable in Turkey for the principals to become a mentor principal.

*Key words:* School Administrators, Training, Mentor

## Okul Yöneticilerinin Mentor Olarak Yetiştirilmeleri Çerçeve Programının Uygulanabilirliği Üzerine Bir Çalışma

### Özet

Ülkemizdeki yönetici yetiştirmeye yönelik çalışmaların nitelikleri dikkate alındığında, bir yetiştirme programının okul idarecilerimize olumlu katkılarda bulunacağı ve bu katkıların etkilerini ise öncelikle öğrenci akademik başarısına ve dolayısıyla eğitim çıktılarına yansiyarak çok daha kaliteli çalışmaların ortaya çıkacağı kanaati öngörülmektedir. Özellikle mesleğe yeni atılan okul yöneticilerinin, ilk yıllarda karşılaştıkları problemler göz önünde bulundurulduğunda, yeni müdürlerin deneyimli müdürler tarafından mentorluk yoluyla mesleğe hazırlanması önemli bir geçiş evresi olarak kabul edilmektedir (Kocabaş ve Yirci, 2010). Bu noktadan yola çıkarak, deneyimli okul müdürlerinin işe yeni atanan okul müdürlerinin yetişmesine ve sorunlarına daha etkili ve kesin çözümler bulmalarına yardımcı olması adına Türkiye’de böyle bir mentorluk eğitim programının uygulanabilirliğine yönelik konu ile ilgili görüşlerine başvurarak bir müdürün nasıl mentor olabileceğinin tespiti amaçlanmıştır.

*Anahtar Kelimeler:* Okul Yöneticisi, Eğitim, Mentor

## Introduction

In the community, school is taken the roll of the most dynamic part. It is assumed from the administrators that to make use of every part of the institution for improvement is to reflect these developments' consequences. When reviewing the management, academic, and leadership qualifications of the school and administrators who are working at present, it has been seen that they posited to their places solely by taking an exam or appointing, therefore it is another issue to be discussed at what percentage of qualification new age education system do these school administrating have. Initially, this can be possible seeing themselves in various perspectives by asking the help from senior administrators to support the newly appointed principals and make them qualified according to the new age education features and make them well-prepared administrators. One of the ways that that fits this situation is named, and also widely used in U.S.A., which is helping the new appointed administrators by providing them, mentors during training. We can figure out just by reviewing the contents of this training program that not only they train the principals for managerial and academic skills, but also to make them improve their social skills respecting differences and varieties, how to cope with technological changes, and doing self-evaluation and self management, in addition, encouraging others to take these courses, too ( The Training Connection, Inc., 2009 ; Collier County Public School District Principla Mentor Handbook, 2011). It is really important for leaders the leaders to reflect all these skills to their schools and the new administrators or whoever needs the help of seniors.

### Aim of the Research

In Turkey, due to lack of any principal training programs or just having ineffective in-service trainings, for school administrators especially the newly appointed ones, this research is aimed to form a sample mentoring program. To alleviate this issue, western counties go through with this kind of training programs for their administrators as mentoring. Yirci (2012) stated that problems which were faced in such counties as in U.S.A (in states of Illinois and Iowa) and Singapore were came into solutions by conducting mentoring for the administrators. Form this point, it is aimed to search out a sample administrate mentoring program, and find out its applicability that of newly appointed school principals can be able to manage this process affectively.

### Limitations of the Research

This research is limited by school administrators who work between May – September 2014 in provinces and towns of Gaziantep and Kahramanmaraş.

### Methodology

In this section, the model of the research, studying group, data collecting tools, collecting data, and analyzing data are given as subtitles.

Data was collected in a qualitative method which is called focus group. In this study, it is thought to be appropriate through the senior school administrators' experiences, feelings, and views of the content in a possible mentor principal training program without generalizing this research for its effectiveness to get qualitative information by multiple dimensions. The main aim of the focus group work is for a specific topic deeply and detailed from the participants' perspectives, lives, interests, experiences, inclines, thoughts, perceptions, feelings, behaviors, and habits (Çokluk, Oğuz ve Yılmaz, 2011).

### The Model of the Research

By getting views from senior principals about the training school administrators as mentor principals to get a framework by improving it, is aimed in this study by using a qualitative model named focus group. Yıldırım and Şimsek (2008) pointed out that why focus group is one of the common methods as a serial of discussions in a calm and unthreading setting.

Why focus group is accepted in this research for evaluating the data is for getting information from the interviews of focus group from the school principals is by having benefit from experiences of the school administrators due to provide a training program framework. Focus group work “the results of the interaction and associations of the participants which activate each group members' feelings and thoughts, so various information can come through. In this method, the group oppression, social acceptance, and social inclination are ignored since it is aimed to figure out the real perceptions, feelings, and thoughts” (Çokluk vd. 2011: 98).

**Study Group.** Study group is consisted of 6 school administrators of Gaziantep and Kahramanmaraş. The appropriate focus group number is not definite and different for many researchers such as Bryer's and Wilcox (1988) it is 8-10, to Macintosh (1981) 6-10, to Kitzinger (1995) 4-9, to Gross & Leinbach (1996) 15, to Morgan & Gibbs (1997) 6-12, and to Edmunds (2000) 8-10. Even different numbers are given, mostly focus group is believed to be more effective with less number of participants, thus it is seen that this number changes between 4-10, however; according to Edmunds (2000) more than 10 participants can decrease the group dynamic, the interaction between the participants, and it could be harder to control the group. As a result, in this study taking into consideration of all these

information above about focus group is defined as 6, and all group members are chosen according to purposeful sampling which criteria was experienced just being a school administrator.

### Demographic Information of Participants

In this part, the demographic findings are given about the participants.

When table 1 is examined, it can be figured out that from two different cities, totally 6 participants joined for this research.

<i>City</i>	<i>Participant Number</i>
Gaziantep	4
Kahramanmaraş	2
Total	6

Table 1

<i>Gender</i>	<i>Participant Number</i>
Woman	0
Man	6
Total	6

Table 2

As it can be understood from the table 2 that whole participants are men.

<i>Yaş</i>	<i>Participant Number</i>
33-38	1
39-44	4
45-50	1
Total	6

As table 3 is examined, the ages of the participants can be found like, there is just 1 participant between 33-38, there are 4 participants between 39-44, just 1 participant between 45-50 joined this study.

Table 4, Information about the how long Participants' were being experienced as school administrators

<i>Experience ( year )</i>	<i>Participant Number</i>
5-10	2
10-15	3
15-20	1
Total	6

Table 4

When the Table.4 is analyzed, it is seen that 2 of the school principals have 5-10 years of experience, 3 of them have 10-15 years of experience, and 2 of them have 15-20 years of experience.

**Collecting the Data.** The questions asked in the focus group meeting which is held in order to identify the thoughts of the principals are identified, and these questions are updated by the help of the experts, and they are asked to the principals by the help of a presentation program in the computer. A week before the meeting, the name of the courses, their contents and the activities were sent to the principals as a booklet, and they were required to examine them. A video recorder aids the meeting. It is stated that this meeting will be a friendly one, so they should feel relaxed. The researcher has written the recordings acquired from the meetings later on. The numbers for the participants, years of experience and the cities are stated in the table below.

Table 5: The Participant Principals

Participant Number	Time of Experience (year)	City
1	7	Gaziantep
2	13	Gaziantep
3	18	Gaziantep
4	9	Kahramanmaraş
5	12	Gaziantep
6	14	Kahramanmaraş

Table 5

**Data Collecting Tools.** The data used in the research is collected via the help of the questions which were asked to the participants in the focus group meeting in order to identify the draft of the program for the principals to be trained as mentors. The updated questions from the experts on field are asked to the participants by the help of a presentation program. These questions are stated below in Table 6.

Table 6: The questions asked to the participants in the focus group meeting

	Questions
<b>1</b>	Should a mentor-training program for the school principals comprise of a communication course? Why or Why not?
<b>2</b>	Should a mentor-training program for the school principals comprise of a conflict management course? Why or Why not?
<b>3</b>	Should a mentor-training program for the school principals comprise of a course on the focus of students, parents and the staff? Why or Why not?
<b>4</b>	Should a mentor-training program for the school principals comprise of a leadership course? Why or Why not?
<b>5</b>	Should a mentor-training program for the school principals comprise of a how to encourage group works course? Why or Why not?
<b>6</b>	Should a mentor-training program for the school principals comprise of a human resources management course? Why or Why not?
<b>7</b>	Should a mentor-training program for the school principals comprise of a technical knowledge course? Why or Why not?
<b>8</b>	Should a mentor-training program for the school principals comprise of a time management course? Why or Why not?
<b>9</b>	Should a mentor-training program for the school principals comprise of an adaption to changes course? Why or Why not?
<b>10</b>	Should a mentor-training program for the school principals comprise of a varieties and differences course? Why or Why not?
<b>11</b>	Should a mentor-training program for the school principals comprise of recognition of the organization course? Why or Why not?

<b>12</b>	Should a mentor-training program for the school principals comprise of a self-management course? Why or Why not?
Table 6	

**Data Analysis.** The data collected from the focus group meeting is analyzed by descriptive analysis method since it includes pre-identified themes because in descriptive analysis researches obtains different perspectives of thoughts from the participants. When compared to content analysis, descriptive analysis is a more superficial method because the data remains unchanged as they are obtained from the participants, and it is transferred as quotations. Also, in this study the data can be analyzed through descriptive analysis by writing the video recordings down, and each of the questions as themes, the researcher has ordered them as participants have indicated—namely thanks to the pre-identified themes, the data is made ready to be commented.

### Findings

In this part of the study, findings and discussions related to the research questions and the answers given by the participants are discussed and reviewed as headings.

#### **1. The thought of the school principals about the need of a communication course in a mentor-training program for the school principals.**

The participant principals have different thoughts about the need of a communication course in a mentor-training program. These ideas are exemplified as follows:

*“A principal should be able to make clear and direct comments. A communication course is essential” (p3).*

*“The way of transferring data is very significant, and unclear statements may cause some problems. It is also significant how you behave different people. It is a need to care about the differences that change from person to person while communicating, and this can be more apparent by a communication course” (p4)*

*“The contribution of voice and body language to communication in verbal and non-verbal feedbacks is very significant, and it can be taken as a course” (p5)*

*“A principal should be trustworthy while s/he is speaking and s/he should have a perfect diction. I think that a communication course can be helpful about these qualifications” (p1)*

*“I believe that there should be a communication course, and it should comprise of efficient listening techniques. The principals should be aware of these techniques and use them (p2)*



*“The principals should take this course, and they should also have different strategies for different people. They should build up trust” (p6)*

A great majority of the participants has stated that a communication course is important, and it should take part in such a mentor training program for the school principals to communicate according to the qualifications of the school shareholders and to use body language and efficient listening techniques in a good way. This can be explained by its effects on lessening the problems caused by the lack of communications and by solving the problems may be caused by misunderstandings. Acquiring the efficient communication skills will resolve possible negative situations.

## **2. The thoughts of the school principals about the need of a conflict management course in a mentor training program for the school principals.**

The participant principals have different thoughts about the need of a conflict management course in a mentor training program. These thoughts are exemplified as follows:

*“They should take such a course for making efficient plans and for critical thinking” (p3).*

*“A conflict solving course is necessary for acting according to the situations, for self knowledge and self criticism. They should use communication techniques to achieve these things” (p4).*

*“Conflicts can be solved by concentrating on informal relations, but this course should be taken for overcoming the stress. Learning the techniques is also important” (p5).*

*“Actually, these two courses are together. The correct way of communication and its planning should have critical thinking and making effective plans. Both of the courses can be taken” (p1).*

*“This course should be taken to use problem solving techniques and persuasion skills” (p2).*

*“It is an important course to be ready to face with the problems and the stress caused by them” (p6).*

The participants think that while managing the possible conflicts in their schools, the school principals should act according to the situations, and they should communicate according to the status of the people. Furthermore, they should think critically, and they should prevent the possible problems by constructive criticism. They have an agreement on the necessity of this course because the efficiency of acquiring persuasion skills and using them are important to reduce the stress in the school environment for the school principals.

## **3. The thoughts of the school principals about the need of a course on the focus of students, parents and the staff in a mentor training program for the school principals.**

The participant principals have different thoughts about the need of a course on the focus of students, parents and the staff in a mentor-training program. These thoughts are exemplified as follows:

*“ The communication course has some of the contents of this lesson, so there is no need to take this course.” (p.3)*

*“ It can be taken under the stakeholder relations, and its name can be changed.”(p.4)*

*“The principals should meet the demands of the society, so I think that this course can be taken.”(p.5)*

*“In my view, the stakeholders should work collaboratively. That’s why, it can be taken.”(p.1)*

*“I think that it is important to collaborate with the school, parent-teacher’s association and the parents. For this reason, it can be taken.” (p.2)*

*“In my point of view, this course should be taken because you can create a culture if you collaborate with people in terms of embracing the events, and if you do so, you will feel relaxed.” (p.6)*

The participants have stated that the importance of principals’ meeting the demands of the society, the teachers, the students and the staff. They have also claimed that collaborating the school stakeholders can play an effective role on improving the school success.

#### **4. The thoughts of the school principals about the need of a leadership course in a mentor-training program for the school principals.**

School administrators participating in the research stated their opinions about whether the class of leadership should be given in the program of educating school administrators as mentors. The examples in the direction of these opinions are given below :

*“The most important leadership types should be known because a school administrate acquired the necessary abilities both knows how to communicate and solves the problem.” (p. 3)*

*“A school administrate should be open to innovations, follow the changes, know the types of leadership, and take this class.” (p.4)*

*“Of course, a school administrate should take. Moreover, s/he should comprehend the transformational leadership very well. I think this is the most important type of leadership.” (p.5)*

*“Actually, with the information in our subconscious , we apply types of leadership without awareness. If we take the class, we will understand what and why we do.” (p.1)*

*“The class of leadership should be taken to give a suitable education and adopt a suitable attitude for all branches.” (p.2)*

*“ I think all school administrators should know what the situational leadership is because environmental factor is determinative, and it is the kind of leadership which will be used much.” (p.6)*

Participants stated their opinions about that school administrators should know the most basic kinds and qualifications of leadership and appropriately to the situation they should apply these types of leadership qualifications.

### **5- School administrators’ opinions about if a lesson for encouraging teamwork in the program of educating school administrators as a mentor.**

School administrators participating in the research stated their opinions about there should be a lesson to encourage teamwork in the program of educating school administrators as a mentor. In the direction of these opinions, examples are given below :

*“ We, as a nationality, aren’t able to do teamwork. Especially the lack of extra payment prevents teachers from staying at school and working for extra time. When these are taken into consideration, I don’t believe the necessity of this class” (p.3)*

*“ The brain of the team is the school administrate. To be effective, they should know the teams well, so there should be such a lesson.” (p.4)*

*“While this system is conducted as groups in Europe and the USA , it can not be conducted because there are no participants. If its function is increased, this class should become. Otherwise, it shouldn’t.” (p.5)*

*“ In fact, if we involve the teachers in problem solving of this class, it may be effective. Collaborative working motivates teachers, too. It may be.” (p.1)*

*“ One class is within the other. A school administrate who takes the leadership lesson, as his or her participant role s/he can conduct that without taking this class.” (p.6)*

Although school administrators make their decisions on their own and don’t involve the teachers in the stages of problem solving, participants stated their opinions about the necessity of that lesson to overcome the problems because school administrators don’t have participant leader qualifications in the usual system. It is really difficult to make decisions with groups and to conduct them in a collaborative way, at the same time, the teamwork of teacher is out of the regular hours and there is no extra payment, the importance of that matter is regarded. However, if awareness is gained with the success of collaborative working to education and school, the necessity of that class will increase.

### **6- School administrators' views about whether the lesson of human resources management should be in the program of educating a school administrator as a mentor.**

School administrators participating in the research stated different opinions about if there should be human resource management lesson in the program of educating school administrators as mentors. Examples in the direction of these views are given below :

*“It is not possible with the current system. Application field is limited. The determination of staff is not possible for government schools.” (p.3)*

*“It may be important for the improvement of teachers and staff. If teachers' interests are determined, it can be made functional.” (p.4)*

*“This is important for the improvement of the staff. Teachers' interests and abilities should be determined. Therefore, we are able to provide the school improvement. That lesson may be taken.” (p.5)*

*“Professional development should be and followed in the schools. School administrators can take that lesson to do these applications in the government schools, too.” (p.1)*

*“If school administrators take that class, they can be effective in the point of increasing their teachers' performance. It will be good.” (p.2)*

*“If it is staff oriented, that lesson can be called as school development, and it can be given to school administrators in that way. “ (p.6)*

Participants stated that there will be no need to that lesson because staff choice is not possible with the current system, the function of that lesson is not compatible with our personnel recruitment and assignment system.

### **7- School administrators' views about the lesson of technical information in the program of educating a school administrator as a mentor.**

School administrators participating in the research stated different opinions about whether the lesson of technical information should be given in the program of educating school administrators as mentors or not. Examples in the direction of these views are given below:

*“There is no school administrator who doesn't use education technologies any more. It must already have been interested. That class should be taken.” (p.3)*

*“ That class should be taken. Especially entering grades, using e-school, giving the opportunity to teachers, school management systems, knowledge about the ministry of*

*national education's data bases, being able to use the programs of word and excel well, these things must be included. (p.4)*

*"The usage of technology and technical abilities has many effects on education. Thus, school administrators should take that class." (p.5)*

*"I think technical information will contribute to the school development." (p.1)*

*"The contributions of that lesson to the education are much and it will be effective when it is combined with presentation skills. We need to use it in activities. We need to use statistic so that we can use it for the analysis of exam results." (p.2)*

*"School administrators should acquire the presentation skills to use in the activities, so they need to take that class." (p.6)*

Participants stated that school administrators should take support about the development of using computer skills for using education technologies effectively, and for the integration of the school to be productive. They are expected to know presentation programs very well and use them for entering grades, using e-school, the school management and knowing about the ministry of national education data bases and also being able to manage the meetings.

#### **8- School administrators' views about if there should be the time management lesson in the program of educating a school administrate as a mentor.**

School administrators participating in the research stated different opinions about whether the time management lesson should be in the program or not. The Examples in the direction of these views are given below:

*" School administrators shouldn't do overgeneralizations in the meetings, and they should limit the time, but I am not sure if such a lesson should be or not." (p.3)*

*"It is important to use the time very carefully and effectively, and this lesson is necessary to acquire the techniques of meeting management." (p.4)*

*" School administrators should use the time very carefully and effectively. They should have agenda topics. They shouldn't take their teachers' time. Many school administrators aren't careful about that matter. That matter needs to be taken into consideration." (p.5)*

*"School administrators should inform the agenda topics, increase the expectations and make careful analysis. If that lesson is taught, they can use the time effectively by learning the techniques." (p.1)*

*“ A school administrate should manage the time very well in the meetings. Agenda topics should be less and clear. He should give teachers a word to tell their ideas. I am thinking of that these techniques will be helpful for them.” (p.2)*

*“ Periodically constant meetings should be done. General evaluations should be kept short. I don't believe that it is a such an important lesson.” (p.6)*

Participants stated opinions about that school administrators should manage the time in a qualified way and effectively, there should be periodically constant meetings by stating different views to apply the meeting management techniques, and these meetings shouldn't be put to very general evaluations, they should decide the agenda topics carefully and they should let teachers have these topics before meetings.

### **9- School administrators' views about the question whether adaptation to changes lesson should be taught in the program of educating a school administrate as a mentor or not.**

School administrators participating in the research stated different opinions about if there should be adaptation to changes lesson in the program or not. The examples in the direction of these views are given below:

*“ When the change becomes every year, of course change and novelty creates intimidation and is getting difficult. That lesson may be taught for keeping up with these.” (p.3)*

*“ We are disturbed about that changes aren't customized. Instead of changeovers, updates can be made, and at that time it can be a subject under the visionary leadership instead of lesson.” (p.4)*

*“It can be taught under another lesson by taking education from stress management techniques experts. It is not necessary.”(p.5)*

*“ When there are so much novelty, the stress is becoming much, too. School administrators should act in a calming manner. Also I don't think there is so much need to teach it as a lesson.” (p.1)*

*“ An education should be taken from experts to cope with stress.” (p.2)*

*“ We always need to update ourselves to follow the novelty. We must have self-confidence while providing adaptation. At that point, any help can be acceptable.” (p.6)*

Participants stated their views about that the system of exams, curricula and other activities which are changing every year creates intimidation, it loses its effectiveness unless it isn't made regarding the needs, a soft transition can be made with updates instead of

changeovers , so that lesson can take place in the program as a support from experts for stress adaptation.

#### **10- School administrators' views about if there should be the lesson of varieties and differences in the program of educating a school administrate as a mentor.**

School administrators participating in the research stated different opinions about whether there should be the varieties and differences lesson in the program or not. The examples in the direction of these view are given below :

*“Our culture has overcome that matter. There is no need.” (p.3)*

*“Not as a lesson, but it can be mentioned as in the lesson of recognizing of organization. “ (p.4)*

*“ It can be mentioned as a unit in student-parent-staff centered lesson.” (p.5)*

*“It isn't necessary. Priority should be given to recognize the environment and staff.” (p.1)*

*“There is no need to that lesson because there is respect and love to foreigners in our customs.” (p.2)*

*“It will be unnecessary because it already exists in our culture.” (p.6)*

Participants stated views about that varieties and differences lesson doesn't fit with our cultural features which are based on respect, and there is no need or it can be mentioned as an under title of recognizing the organization lesson on account of the fact that it has been overcome in our culture.

#### **11- School administrators' views about if there should be the recognizing the organization lesson in the program of educating a school administrate as a mentor.**

School administrators participating in the research stated different opinions about whether there should be recognizing the organization lesson in the program or not. The examples in the direction of these views are given below :

*“ You should make observations on first days you went. Ask questions. Even I wish there is an orientation program. For these reasons, that class can be taught.” (p.3)*

*“ We must be informed about the norms in the school. That class can be taken . “ (p.4)*

*“ That class is important. I think a new school administrate should go to teachers' room, and determine the power center. He should discover awareness of organizational power at school.” (p.5)*

*“You should be careful about your communication way in that matter. Actually, it can be given under the communication lesson.” (p.1)*



*“ A new school administrate should have a very good communication with assistant managers. He should learn how works are conducted at school. That can be given as a lesson.” (p.2)*

*“It can be mentioned under the communication lesson because a new school administrate should use communication techniques very well in that situation.” (p.6)*

Participants put emphasis on that new school administrators should observe and ask questions on the first days, they should determine the components in relation to organization culture, and they should be aware of the organizational power at school. They should observe the teachers’ room, interview with assistant managers, and communicate with institutions and workplaces around the school to achieve a map of being informed about school norms and how works are conducted. As regarding these reasons, they stated their opinions about the necessity of that class.

## **12- School administrators’ views about if there should be self-management lesson in the program of educating a school administrate as a mentor.**

School administrators participating in the research stated different views about whether there should be self-management lesson in the program or not. The examples in the direction of these views are given below :

*“ It may be difficult to add that lesson because it may be problem for people who aren’t open to self-criticism to determine the missing and good aspects of a school administrate. It is better not to add it.” (p.3)*

*“That kind of a synergy aspect may be misunderstood. The person’s maturity is very important, so it is a risky lesson. It may not be added to the education.” (p.4)*

*“In fact , it may be because being professional requires that.” (p.5)*

*“In increasing transparent process, that class can be added by planning before. For example, I put boxes for wishes and complaints in my school and I examine them in each term.” (p.1)*

*“Our school administrators are not open to self-criticism. I think that class will not be useful for a school administrate who has the lack of self-confidence.” (p.2)*

*“ It may be good to reveal missing and good aspects of school administrators. For example, we can make up forms and evaluate, so we contribute to the professional development of the school administrate. That kind of lesson may be in the program.” (p.6)*

Participants stated views about that the necessity of being open to self-criticism to reveal the missing and good aspects of school administrators, so there would be an increase



in their self-confidence in the same direction of being professional thanks to be always open and willing to development and that class should take place in the program of educating school administrators as mentors.

### **Discussion and Result**

In this study, the courses which should be in a training principals as mentors, are presented to the senior school administrators' views. From the findings of this framework of the programs, these results are found;

- In non- verbal communication, it is important to be clear in your interaction. At verbal or non-verbal feedbacks, voice and body language have important factors for a high quality communication. In addition, effective listening techniques should be known by principals in this program.
- Conflict solution course should be in this training since it is important not only for effective planning, self- criticizing, but also for convincing people and using problem solving skills.
- Staff, parents, and students focused course should make an awareness of the importance of how to work in collaboration with community for defining their necessities and interests.
- Mentor principal candidates should know various leadership types and their features to become more qualified, thus it is necessary to have leadership course in the training.
- For encouraging team work, cooperation is really important, and teachers should take part of decision making phase. Due to managing this team work process successfully, it is encouraged to mentor principals to have this course.
- Even though personal development and increasing performance are in the content of human resources course, it is found that because of appointing school administrators is being done by a central system by the government, this course should not take place in this program.
- To make contribution to school improvement, mentor principals should take educational technology course and integrate by having and using computer skills to follow the new trend educational developments.
- In this training, another important course is thought to be time planning for managing meetings and projects successfully, planned, and orderly so, school administrators should have time managing skills by attending this program.

- Stress management techniques should be taught to the school administrators in the trainings. To make easier adapting and following of changings and developments, initially taking necessities of teachers, students, and society into consideration, and then to cope with the anxiety of all these new things,
- Variety and differences course is thought not to be in this training since Turkish culture has a wide range of perspectives of respect for every cultural differences.
- Newly appointed school administrators should know how things are going on in the school, thus, to figure out potential organizational power, there should be a course like organizational orientation.
- School principals should define their strengths and weaknesses, and they should be volunteer for self- critics. To have such an awareness, there is a need as a course like this.
- Participants stated that for 12 courses that are asked in this focus group, just 10 of them should take place, but two – which are human resources and variety and differences- are seen unnecessary for this training program.

### **Suggestions**

In this part, through the results of this research, some suggestions are improved and given;

- To make the managerial skills of the school administrators come out effectively, it is important to have training from the communication experts to have a better communication style with all of the shareholders of the school.
- To have the skills of conflict solving and adapting for the changes, it is a necessary to provide assistance from the professionals on management and stress.
- There should be a demand for this kind of training programs for school principals, and to do this mentoring programs it should be scanned carefully, then by the help of education program makers, there should be sample frameworks by having detailed contents and dimensions inside it.
- There should be promoting and demanding meetings, conferences, and interviews for school administrators to join for self- improving training programs. Likewise, proper working conditions should be provided and arranged for newly appointed administrators to work with their mentors.

Through all of these consequences, it is clear that there should be an awareness on setting up demands to have this kind of training programs for school administrators held by Education Minister of Turkey to make it official.



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