



CONTENT ANALYSIS OF STUDIES ON THE QUALIFICATIONS AND ROLES OF PRESCHOOL EDUCATION ADMINISTRATORS

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Abstract

The preschool period are the first years that are important for the holistic development of children who start to learn their environment. The preschool education environment is the first environment where they reinforce the experiences they learn independently from their families with their peers. In order for preschool education institutions to have a sufficient level, administrators must fulfil their roles as required. This study includes research conducted between 2010 and 2023 on the qualifications and roles of administrators. We examined this research using content analysis, a qualitative research method. The research included only articles and theses published in Turkey. In the research, 15 Master's, 1 Doctoral theses, 2 non-thesis master's projects and 12 articles in Google Academic, which are located in the National Thesis Database under the presidency of the Council of Higher Education in Turkey and can be accessed as full text, were scanned. In this process, the relevant publication type, publication year, university, subject, research method, sample type, department, data collection tool, data solutions, and distribution by province were discussed within the scope of the qualifications and roles of preschool education administrators. The research presents the data, derived from the themes and coding of the examined studies, in tables with frequency values. We believe that the study's results will provide valuable insights for future research.

Keywords: preschool period, preschool education, administrators, roles of managers, qualifications of managers.

Introduction

Preschool is the first period of time when children gain experiences about life. The first two years of this period are infancy. The period between the ages of 2-6 is considered as early childhood, or preschool. Preschool education has an important place in this period when children develop rapidly. As a result of the studies conducted, it has been revealed that preschool education has long-term positive effects on the development process of children (Vural and Kocabas, 2016).

According to the results of studies conducted in different countries, experts have determined that children who have received quality preschool education have positive developments in the areas of social development, mental development and language development. It has also been revealed that these children start primary school more prepared (Kıldan, 2012). In order to create a quality preschool education environment, administrators must also contribute. The person who stands at the head and manages an institution in order to achieve its goals is called an administrator (Doğan, 2012).

Susmak & Hacıfazlıoğlu conducted a study in 2013 that revealed the qualities that preschool education administrators should have according to teachers. The point that teachers

find absolutely important is that a preschool education manager should primarily "value people". In addition, managers should support teachers to work together in a team spirit. They should encourage teachers to cooperate. Another important issue is that managers should treat teachers equally in an impartial manner. In addition, managers should support teachers and give them confidence. The characteristics that are not found to be important at all are that managers try to keep themselves in the foreground and act cunningly.

The preschool education manager supports the orderly operation of the school. He/she guides the teachers in the lesson programs they prepare. He/she monitors the work done by the teachers. He/she informs the teachers about the incoming letters. In addition, a person who is a manager in a preschool education institution should be knowledgeable about preschool education. He/she should know that preschool children have individual developmental differences and should purchase appropriate materials accordingly (Doğan, T., 2012).

In addition, a good preschool education manager should establish and maintain positive relationships with teachers. Kutlu (2015) evaluated the communication skills of preschool education managers according to the opinions of the teachers in his/her research. The teachers who participated in the research said that the managers were sufficient in communicating with the people around them. They also stated that the managers did not behave badly towards the teachers.

In order for the management process in schools not to be disrupted, administrators must internalize their roles and behave as necessary. Administrators have three basic roles. The first role is to communicate with the people around them. The second role is that administrators interact with the institutions around them and inform the teachers in their schools about the existing innovations. The third role is that administrators must make the most appropriate decisions regarding their institution (Doğan, H., 2019).

In 2017, Haveydi conducted a study examining the relationship between the management skills of administrators and their ability to influence teachers. Teachers working in independent kindergartens participated in this study. As a result of the study, no significant difference was found between the demographic characteristics of teachers and their perceptions of management. It was found that teachers who had just started their job had a more moderate perspective towards management. It was also revealed that people who had been teaching for a long time were less affected by principals who used their authority.

Özçelik, Yıldız and Yozcu conducted a study in 2023 examining the communication of principals with parents in terms of instructional leadership. A total of eight administrators, five principals and three assistant principals, participated in the study. As a result of the study, it was revealed that each institution has its own special communication methods (such as letters, meetings, and individual meetings). It was determined that the most preferred interview method was meetings. Administrators said that trainings and seminars should be organized in order to develop their leadership skills.

Köse & Uzun conducted a study in 2017 investigating the problems experienced by female administrators. 10 female administrators working as administrators in a preschool education institution participated in the study. While some of the participants stated that administrators should be women, others said that gender was not important. Effective communication with parents and school staff is among the strong characteristics of female school administrators. In addition, female administrators said that they worked better with male teachers as assistants. One of the problems they experienced the most was that administrators could not give enough time to themselves and their families.

The aim of this study is to conduct a comprehensive content analysis of research on the qualifications and roles of preschool education administrators in order to reveal prevailing themes, methodological approaches, and research tendencies.

Methodology

Research Design

In this study, the content analysis design, one of the qualitative research methods, was used. Content analysis is a technique used to examine human behavior. Therefore, this technique was used to examine the behavior of managers (Büyüköztürk, et al., 2017). Content analysis is a technique that brings similar words together as themes and interprets them in a meaningful way (Yıldırım and Şimşek, 2013).

Study Group

The study group of this research consists of master's theses, master's projects, doctoral theses and articles. 30 different studies were examined in this research. 15 of these studies are master's theses, 12 are articles, 2 are master's projects and 1 is doctoral thesis. The theses included in this research were found in the examination carried out in the Council of Higher Education Thesis YÖKTEZ Center between the years 2010-2023 as of October 30, 2024 regarding the key concept of "Preschool Education Administrators".

Data Collection Tools

Ten questions were used to examine the studies conducted on the "Qualifications and Roles of Preschool Education Administrators" included in the research sample. Each of these questions was determined as a "theme" suitable for content analysis for the study. The questions included in the content analysis guideline are given below.

- 1) What is the distribution of studies conducted on the Qualifications and Roles of Preschool Education Administrators by publication type?
- 2) What is the distribution of studies conducted on the Qualifications and Roles of Preschool Education Administrators by publication year?
- 3) What is the distribution of studies conducted on the Qualifications and Roles of Preschool Education Administrators by subject?
- 4) What is the distribution of studies conducted on the Qualifications and Roles of Preschool Education Administrators by research method?
- 5) What is the distribution of studies conducted on the Qualifications and Roles of Preschool Education Administrators by data collection tool?
- 6) What is the distribution of studies conducted on the Qualifications and Roles of Preschool Education Administrators according to data analysis?
- 7) What is the distribution of studies conducted on the Qualifications and Roles of Preschool Education Administrators according to sample type?
- 8) What is the distribution of studies conducted on the Qualifications and Roles of Preschool Education Administrators according to provinces?
- 9) What is the distribution of studies conducted on the Qualifications and Roles of Preschool Education Administrators according to departments?
- 10) What is the distribution of studies conducted on the Qualifications and Roles of Preschool Education Administrators according to universities?

Data Analysis Process

In this study, 30 studies included in the content analysis were read many times and themes were created for the questions specified in the content analysis. Content analysis is one of the most important techniques used frequently, especially in the field of social sciences. Content analysis is defined as the summarization of a text into smaller categories with coding based on certain rules.

Findings

In this section, the data obtained regarding the “themes” questioned regarding the questions specified in the content analysis are shown in tables.

Table 1.

Distribution of studies on the Qualifications and Roles of Preschool Education Managers by publication type

Publication Type	f	%
Master's Thesis	15	50
Article	12	40
Master's Project without thesis	2	6,67
Doctoral Thesis	1	3,33

Table 1 shows the distribution of studies on the Qualifications and Roles of Preschool Education Administrators by publication type. According to Table 1, 15 of the 30 studies are master's theses (50%), 12 are articles (40%), 2 are master's projects (6.67%) and 1 is a doctoral thesis (3.33%).

Table 2.

Distribution of studies on the Qualifications and Roles of Preschool Education Managers by publication year

Publication Year	f	%
2017	5	16,67
2019	5	16,67
2023	4	12,5
2021	3	10
2015	3	10
2010	2	6,67
2011	2	6,67
2014	2	6,67
2012	1	3,33
2013	1	3,33
2018	1	3,33
2020	1	3,33
2016	0	0
2022	0	0

Table 2 shows the distribution of studies conducted on the qualifications and roles of preschool education administrators by year. As can be seen in the table, the years in which the most studies were conducted were 2017 and 2019 with five studies each. There were four

studies conducted in 2023. The years in which the least studies were conducted were 2012, 2013, 2018 and 2020 with one study each. No studies were found in 2016 and 2022.

Table 3.
Distribution of Studies Conducted on the Qualifications and Roles of Preschool Education Administrators by Subject

Subject	f	%
Studies conducted to realize the roles of preschool education institution administrators	7	23,33
Studies conducted on the leadership styles of preschool education institution administrators	6	20
Studies conducted with female administrators working in preschool education institutions	3	10
Communication skills of preschool education institution administrators	2	6,67
Studies on the types of power used by preschool education institution administrators	2	6,67
Studies on the management skills of preschool education institution administrators	2	6,67
Studies aimed at measuring the creative leadership characteristics of preschool education institution administrators	2	6,67
The views of preschool education institution administrators on organizational synergy	1	3,33
Problems experienced by preschool education institution administrators and solution suggestions	1	3,33
The characteristics that administrators in preschool education institutions should have	1	3,33
The role of preschool education institution	1	3,33

administrators in the teacher candidate training process	1	3,33
Evaluation of the performance of preschool education institution administrators from the perspective of teachers	1	3,33
Examination of the anxiety levels of preschool education institution administrators	1	3,33

Table 3 shows the distribution of studies conducted on the qualifications and roles of preschool education institution administrators by subject. According to the table, the most discussed subjects are studies conducted on the level of preschool administrators' realization of their leadership roles and studies conducted on the leadership styles of preschool education institution administrators. The least discussed subjects are the characteristics of preschool education institution administrators, the role of principals in guiding teacher candidates, the evaluation of principals' performances from the perspective of teachers and the studies conducted on the examination of administrators' anxiety levels.

Table 4.

Distribution of Studies on the Qualifications and Roles of Preschool Education Institution Administrators by Research Method

Research Method	f	%
Quantitative	23	76,67
Qualitative	7	23,33

Table 4 shows the distribution of studies conducted on the qualifications and roles of preschool education institution administrators according to research method. 23 of these studies were conducted using quantitative methods. 7 were conducted using qualitative methods. No studies were found using mixed methods.

Table 5.

Distribution of Studies on the Qualifications and Roles of Preschool Education Institution Administrators According to Data Collection Tool

Data Collection Tool	f	%
Scale	23	76,67
Interview Form	7	23,33

Table 5 shows the distribution of studies conducted on the qualifications and roles of preschool education administrators according to data analysis. The most commonly used data collection tool in the studies is the scale. 23 scales were used. The least commonly used data collection tool is the interview form. A total of 7 interview forms were used.

Table 6.

Distribution of Studies on the Qualifications and Roles of Preschool Education Institution Administrators According to Data Analysis

Data Analysis	f	%
SPSS	13	35,14
T Test	6	16,22
Content Analysis	6	16,22
ANOVA	4	10,8
Mann Whitney U Test	3	8,11
Kruskal Wallis Test	2	5,41
Spearman Correlation Analysis	1	2,70
Pearson Product Moment Correlation	1	2,70
Descriptive Analysis	1	2,70

Table 6 shows the methods used in the data analysis part of the studies. According to Table 6, the most commonly used data analysis technique is the SPSS program. The second most commonly used techniques are T-Test and content analysis. The least commonly used techniques are; ANOVA, Mann Whitney U test, Spearman Correlation Analysis, Pearson Product Moment Correlation and descriptive analysis.

Table 7.

Distribution of Studies on the Qualifications and Roles of Preschool Education Institution Administrators by Sample Type

Data Analisis	f	%
Preschool teachers	16	53,33
Administrators	5	16,67
Preschool teachers and administrators	4	13,33
Administrators in independent kindergartens	3	10
Female administrators working in preschools	2	6,67

Table 7 shows the distribution of studies conducted on the qualifications and roles of preschool education administrators according to sample type. According to this table, it was revealed that the opinions were received most from preschool teachers. 5 studies were applied to people who were administrators at all levels. The third place goes to studies applied to preschool teachers and administrators. 3 studies were applied only to administrators in independent kindergartens. The people who received the least opinions were women administrators working in preschools.

Table 8.

Distribution of Studies Conducted on the Qualifications and Roles of Preschool Education Institution Managers by Province

Province	f	%
İstanbul	11	61,11
Denizli	3	16,67
Edirne	1	5,56
Çanakkale	1	5,56

Muğla	1	5,56
Şanlıurfa	1	5,56

Table 8 shows the distribution of postgraduate theses on the qualifications and roles of managers by province. According to the table, the province with the most studies is Istanbul with eleven studies. The province with the second most studies is Denizli with three studies. The provinces with the least studies are Edirne, Çanakkale, Şanlıurfa and Muğla with one study each.

Table 9.

Distribution of Studies Conducted on the Qualifications and Roles of Preschool Education Institution Managers by Department

Department	f	%
Educational Management and Supervision Department	8	44,44
Educational Sciences Department	5	27,78
Primary Education Department	3	16,67
Basic Education Department	1	5,56
Business Administration Department	1	5,56

Table 9 shows the distribution of studies by department. According to the table, the most studies were conducted in the Department of Educational Administration and Supervision. The department with the second highest number of studies is the Department of Educational Sciences. The departments with the fewest studies are Primary Education, Basic Education and Business Administration, respectively.

Table 10.

Distribution of Studies on the Qualifications and Roles of Preschool Education Institution Managers by University

University Name	f	%
Yeditepe University	4	20
Marmara University	4	20
Pamukkale University	3	15
İstanbul Sabahattin Zaim University	3	15
Maltepe University	2	10
Trakya University	1	5
On Sekiz Mart University	1	5
Harran University	1	5
Bahçeşehir University	1	5

Table 10 shows the distribution of postgraduate studies on the qualifications and roles of preschool education institution managers by university. According to this table, the universities with the most studies are Yeditepe University and Marmara University. The universities with the second most studies are Pamukkale University, İstanbul Sabahattin Zaim

University and Maltepe University, respectively. The universities with the least studies are as follows; Trakya University, On Sekiz Mart University, Harran University and Bahçeşehir University.

Discussion, Conclusion and Recommendations

This study examined the studies conducted on the qualifications and roles of preschool education administrators. As a result of these examinations, it was found that four different types of research were used. These are; articles, master's thesis, doctoral theses and non-thesis master's projects. Studies conducted on this subject were mostly investigated within the scope of master's theses. In Doğan and Sönmez's descriptive analysis study on the power sources used by administrators in 2022, 78 studies were examined. 51 of the studies conducted on this subject were master's theses, 26 were articles and 1 was a doctoral thesis. It can be recommended that studies conducted on administrators be conducted in the doctoral field.

This study mostly includes studies on the roles of managers. Kazak and Yıldırım (2022) conducted a study investigating the characteristics that managers should have. According to the results of this study, it was found that managers who are eager to communicate, treat teachers equally, and have a strong personality structure can be the best managers. In studies to be conducted in this field, the leadership characteristics and communication skills of managers can be addressed.

Both quantitative and qualitative methods have been used in the studies conducted in this field. The most commonly used data collection tool is the scale. The most commonly used program in the data analysis process is the SPSS program. In another study, the leadership styles of preschool administrators were examined in line with the opinions of teachers. This study examined whether it changed according to sociodemographic characteristics. The "Leadership Style Behavior Scale" was used for the study. According to the results of the study, it was concluded that there was a significant difference in the leadership styles of administrators according to sociodemographic variables (Çelik, 2019). Studies conducted with qualitative methods can be increased so that everyone can freely express their opinions about administrators.

In the studies examined in the relevant literature, it was determined that the opinions were mostly received from teachers. Another study addressed the problems experienced by preschool education administrators with teachers. According to the results of the study, administrators think that teachers do not want to renew themselves and that there is a lack of interest in their jobs (Kösehan, 2022). Opinions can also be received from different school personnel in the studies to be conducted. In fact, opinions can be received from both school administrators and teachers in the same study. Research on the characteristics that administrators should have and the evaluation of the performance of administrators should be continued by taking into account all school personnel.

Dilmaç and Özbakır (2021) conducted a study investigating the problems experienced by administrators in preschool institutions. Opinions were obtained from 8 different administrators for this study. According to the results of the study, the fact that teachers do not make an effort to improve themselves, have negative character traits, and parents' negative perspectives on preschool are among the most common problems experienced by administrators. In new studies, administrators' expectations for preschool teachers can be asked. Thus, it will be easier to find solutions to the problems experienced in institutions.

As a result of the content analysis, studies conducted on the qualifications and roles of preschool education administrators were analyzed in terms of variables such as publication type, publication year, research design, research method, data collection tool, and sample

type, and it was tried to reveal the topics on which these studies focused. The following suggestions can be made for studies to be conducted on preschool education administrators:

- Studies to be conducted on preschool administrators can be conducted in the doctoral field.
- In-service courses to develop leadership skills can be given to preschool administrators.

Topics to be conducted on preschool administrators can be enriched.

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Ethical procedure

The data collection process was started after getting permission Scientific Research Ethics Committee of the NEU.

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