



A Phenomenology Study: Headteacher

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Abstract

This research, which is designed on the phenomenon of a headteacher, which is frequently on the agenda of our country in recent years and which attracts attention in terms of career planning in teaching, examines how the concept of "Head-teacher" is perceived by different participants, the opinions and information of the participants on this subject, how they evaluate the process of determining the title in line with the criteria, and their expectations from the title. aims to explain the reasons. The research has a phenomenological design and maximum diversity sampling, which is one of the purposeful sampling methods, was preferred in the determination of the participants. Thus, interviews were conducted with administrators and teachers working in schools at different socio-economic levels, union presidents and branch managers who are currently working through a semi-structured interview form. The data obtained from the interviews were analyzed by content analysis and the codes obtained as a result of the analysis were interpreted by associating them with appropriate themes. As a result of the analysis, a total of 152 codes were reached. The codes obtained were gathered under six different themes and they were conveyed with the quotations obtained from the participants' opinions. As a result, it was concluded that the participants defined the headteacher phenomenon differently from the career steps defined in the Occupational Law, they had expectations and concerns about the process, and the criteria determined within the scope of the law during the evaluation process were insufficient. Therefore, we foresee that holding information meetings in order to reduce the concerns about the process, redesigning the criteria and evaluation process in a more objective and merit-based way, and organizing the career ladder at a level that meets the expectations of teachers will increase the quality of education and also make teachers give more importance to their personal development.

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INTRODUCTION

Considering that education describes a deep-rooted and versatile structure as old as human history, it is inevitable for scientists to use different definitions. Just as anthropologists, sociologists, psychologists, thinkers, and others have brought different definitions to the “human” phenomenon, “education,” whose raw material is human, has been defined differently over the ages. Plato’s “Education is to give the best maturity to man.” Danzel says education “...to harmoniously develop the body, mind and moral abilities of the individual.” defined as. JJ Rousseau, “Education is the art of raising children and making people.” Durkheim and Spencer defined it by drawing attention to the socialization dimension of education.

On the other hand, Kant emphasized the process of revealing the innate information on the function of education by saying, “Education is the development of all the hidden abilities in human nature” (Çelikkaya, 1991). All these definitions exemplify industrial society-type education that explains the learner-teacher relationship in line with the transfer of formal knowledge (Aydın, 2002). In line with all these definitions, it can undoubtedly be concluded that education is based on an interaction between learning and teaching. While the learning direction qualifies the student, the teaching direction can be associated with the teacher (Çelikkaya, 1991).

Over time, the change in people’s perspective has also been reflected in the understanding of education. In Turkey, the search for modernization and innovation in education started with the Tanzimat. As the interaction with the West increased, our education system, which began to be perceived as a science, evolved positively (Güven, 2004). With the proclamation of the Turkish Republic on October 29, 1923, changes were made in many institutions and structures, and positive developments were experienced in education in the natural process (Işık, 2020). Thus the understanding of education adopted between 1924-1936, the philosophy of Progressionism, in which the student was centered, was adopted in line with the nationalist education policy based on Atatürk’s principles and reforms (Aydoğdu, 2020). In other words, the perception of “student- teacher” in our education system has been reshaped, and the need to redefine the teaching profession has arisen.

The social and political developments in the West and east have also affected the understanding of education, and reshaped the perspectives of societies on education, for instance learners and teachers: With the changing of understanding, the teacher has become the dynamic element of the process, not the stable narrators of the system. In this context, “teaching” is defined as stated in Annex 1 according to Article 43 of the National Education Law dated 14.6.1973 and numbered 1739 (Official Gazette, 2022). Büyükkaragöz (1990), Başaran (1985) and Bilen (1996) defined teachers as professional experts who work on student behaviors, take on the role of planner and implementer in the solution of problems and reach the goals determined in line with predetermined gains, and enable students to reach the desired goal in line with their own learning profiles . . Paul in the 1960s Freire’s In line with the belief that “education is political”, he described the teacher as an expert who conveys the cultural, social and economic structures of countries and societies to individuals and also gives individuals a political perspective (Kincheloe, 2018).

While the teaching profession was expressed as stated in Appendix 2 in the “Regulation for Advancement in Teaching Career Levels” published in the Official Gazette on August 13 2005, the teaching profession was stated in Appendix 3 in the “Teaching Profession Law” published in the Official Gazette on February 14 2022. defined as such and partially expressed in the responsibilities related to the profession. In line with the definitions of the concept of teacher, career planning for the teaching profession has also changed over time.

Career refers to the position and advancement that individuals achieve in their own work and professional fields in return for more responsibilities and rewards during their working time (Bakioğlu & İnandı, 2001). In this context, within the scope of the law published in the Official Gazette on the

teaching profession, teaching is divided into three career steps: candidate, teacher, chartered and headteacher. Candidate teaching within the scope of the law; The term is limited on the condition that it is not less than one year and more than two years. It has been defined following the provisions specified in Annex 4 (Official Gazette, 2022). While the teacher covers the professional experts whose candidacy process has ended, another career step, expert teaching, is defined in line with the criteria set in Annex 5 within the scope of the law.

The last teaching career step has been determined as “Head-Teacher.” The title of “Head Teacher of National Schools” was given to Mustafa Kemal Atatürk by the Government of the Republic of Turkey for the first time on November 24, 1928, in return for the education campaign he initiated and for his outstanding efforts to teach the new alphabet to the public during this process (Akyüz, 1992). In one of his speeches, Mustafa Kemal Atatürk said, “My main personality is my teaching; I am the teacher of my nation... If I were not the President of the Republic, I would like to get the Ministry of Education...” he expressed his respect and value towards the teaching profession (Akyüz, 1992). Apart from having the well-known professional qualifications that our teachers, whom Atatürk addressed as “respectable pioneers of our future liberation” as head teachers, are not limited to in-school duties but also work hard for society to reach a higher level and for people to be in unity-together, raise the level of education to solve problems. It also requires parents to have a personality structure that can persuade their children to read by informing them, which is an essential dimension of the education process (Fedai, 2013). The explanation in Annex 6 of the Official Gazette on February 14, 2022, the title of “Head Teacher” was defined, and the criteria for determining the title were enacted with the latest regulations made in May 2022 (Official Gazette, 2022). a force with the publication of the Official Gazette dated 08.07.2004 with the law numbered 5204, made a rapid entry into our lives with the regulation published on 13.08.2005. Teaching career steps, which have been on the agenda since its publication, have been defined as the career steps from specialist teaching and chartered teacher to head teacher, as defined in the first stage, and have been defined as a status obtained by gaining the necessary qualifications. However, as defined and published in the Official Gazette, the exams for promotion in the career ladder of teaching, which was held once in 2006 and has not been repeated until today, have come to the fore again. At the end of the sixteen years in its current form, the point of view of those who earned the title of expert teacher and who did not have the title despite their deserving status, both on the situation of promotion in the career ladder and on the definitions of head teacher made in the regulation today, including 2005, has changed considerably. Definitions based on both regulations have caused our teachers, who are already doing the teaching profession, to be in a dilemma and create different perceptions about the phenomenon. In the face of this situation, which has become a complex process, in the present study, the concept of a headteacher is perceived by teachers, administrators, union presidents, and branch managers working in state schools at different socioeconomic levels in various unions, branches, professional years and status, the depth of their knowledge about the concept, and the depth of their knowledge about the concept. In this study, the perceptions of the headteacher as a career step were investigated.

Aim and Importance

In this study, the concept of headteacher was investigated as a fact, and for this purpose, answers to the following questions were sought:

1. How is the concept of “headteacher” considered by different participants?
2. Does the concept of headteacher fully cover teaching qualifications?

Criteria for determining the title of headteacher?

4. What are the participants’ opinions and suggestions regarding determining the title of headteacher?

5. What are the participants’ expectations regarding the title of headteacher?

As a result of the field survey conducted in this context, it is thought that the current study will attract attention by closing the gap in the field in terms of both the preferred design and the fact that the headteacher is popular and complex when taken into account in national and international studies.

METHOD

In this study, phenomenology design, one of the qualitative research approaches, was used. The phenomenology pattern, which is an inquiry strategy, can be defined as a pattern that focuses on facts that we are aware of but do not have in-depth knowledge of and reveals the experiences and experiences associated with this phenomenon and the deep meanings they attribute to the phenomenon (Kocabiyık,2016; Creswell,2016; Yıldırım & Şimşek,2016). . In this context, the phenomenology design was preferred in order to reveal the experiences, experiences, and thoughts of different participants on the concept of a headteacher, in line with the purpose that is the source of motivation for the current study.

RESEARCH DESIGN

While the validity and reliability of quantitative studies in social sciences is a process provided by the data collection tools used and the meticulous testing and reporting of the research design, in qualitative studies, this process starts with the role of the researcher. It ends with reaching the data, interpretation, and conclusions, and reporting includes the process (Yıldırım & Şimşek, 2016). In this context, to eliminate the doubts based on the credibility of the research in the current study, A long-term interaction with the participants was ensured, the participant's views on the phenomenon were discussed holistically, and participant confirmation was provided after each interview. In addition, the process was conveyed to the expert at the evaluation meetings, and his opinion was taken. In terms of transferability, the sampling method of the current study was arranged to provide flexibility and was associated with the most appropriate sampling method.

The data obtained from the interviews were directly transferred to the study in its raw form. Moreover, in the last stage of the analysis of qualitative data, in order to confirm the findings, evaluate and confirm the results (Merriam, 1998), the codes and related themes obtained by returning to the data sets were reviewed again (Miles & Huberman, 1994). At this stage, an objective evaluation was provided by asking another expert and competent researcher to extract the codes for the data sets instead of the codes being extracted by the same person again. Since the important thing at this stage is the similarity ratio of the codes reached (Fidan & Öztürk, 2015), the similarity formula in the Miles and Huberman model was used to calculate this ratio. The calculation made is given in Appendix 7. In line with the titles below, what has been done in the current study process in the name of credibility and transferability has been explained in detail.

Maximum variation sampling, one of the purposive sampling methods, was used in the present study. According to Patton (1987), probability-based sampling can help make valid generalizations. However, it allows purposeful sampling for the facts and situations where we aim to have more detailed and in-depth information, and in many cases, it helps to reveal and explain the facts (Yıldırım & Şimşek, 2016).). In this direction, maximum diversity sampling, which is one of the purposive sampling methods, was preferred in order to find out whether there is any common opinion about the phenomenon, to reveal different perceptions about the phenomenon, to create a small sample while at the same time to ensure the diversity of individuals who may be a party to the problem (Yıldırım & Şimşek, 2016).

In order to ensure diversity in the study, a working group was formed with administrators and teachers working in public schools at high-middle and low socioeconomic levels, union presidents, and branch managers working in the National Education Directorates. In the reason for the selection of the participants, it was noted that the professional experience of the teachers who would participate in

the research was ten years or more to have experience and experience about the phenomenon, and therefore to provide in-depth and rich information. The demographic information of the participants is given in Table 1 in detail.

Table 1. Demographic Information of Participants

Group	Gender	Age	Seniority	Branch	Chartered Teacher	Socio-economic Level of Establishment	Syndicate Registration	Level of Education	
Departmental Manager	DM1	M	35-45	16-20	Turkish Teacher	X	Mid	✓	Undergraduate
	DM2	M	45-55	20+	Other	X	Mid	✓	Master Degree
	DM3	M	35-45	20+	Turkish Teacher	X	Mid	✓	Undergraduate
	DM4	M	45-55	20+	Other	X	Mid	✓	Master Degree
Principal	P1	M	45-55	16-20	Turkish Teacher	X	Low	✓	Undergraduate
	P2	M	35-45	16-20	Elementary School Teacher	X	Mid	✓	Undergraduate
	P3	M	45-55	20+	Other	X	High	✓	Master Degree
Teacher	T1	M	55-65	20+	Elementary School Teacher	✓	Mid	✓	Undergraduate
	T2	M	45-55	20+	Elementary School Teacher	✓	Mid	✓	Undergraduate
	T3	F	25-35	11-15	Elementary School Teacher	X	Low	X	Undergraduate
	T4	F	35-45	16-20	Elementary School Teacher	X	Low	✓	Undergraduate
	T5	F	35-45	16-20	Elementary School Teacher	X	High	✓	Master Degree
Syndicate Leader	SL1	M	45-55	20+	Other	✓	Mid	✓	Master Degree
	SL2	M	35-45	20+	Elementary School Teacher	X	Low	✓	Undergraduate

In this current study, fourteen participants were interviewed, and 28.6 percent of the participants included in the study are branch managers, 21.4 percent are school administrators, 14.3 percent are union leaders, and 35.7 percent are teachers. 21.4 percent of the surveyed participants are women, and 78.6 percent are men. 50 percent of the participants are between the ages of 25-45, and the remaining fifty percent are between the ages of 45-65. Only 14.2 percent of the participants whose professional seniority is 35.7 percent between sixteen and twenty years have seniority outside this range. While 92.9 percent of the participants stated that they were registered with any union, 7.1 percent stated that they were not registered with any union. In addition, three people 28.6 percent declared that they had the title of a chartered teacher with the previous exam, and eleven with 78.6 percent who do not have this title. At the same time, the participants were asked to classify the institutions they currently work in according to their information files. Accordingly, 21.4 percent of the participants stated that they work in schools with a high socioeconomic level, 50 at a medium level, and 28.6 percent at a low socio-economic level.

Throughout the study, "DM1, DM2..." using the abbreviation "ŞM" for the branch managers, "P1, P2..." using the abbreviation "Y" for the managers, "T1, T2..." using the abbreviation "Ö" for the teachers, and finally for the union presidents. It will be used as "SL1, SL2..." using the abbreviation "SB."

DATA COLLECTION (THIRD LEVEL HEADING, *Italic Size 10, Left Aligned, Calibri Font, 6nk before and after*)

In order to gain in-depth knowledge in phenomenology studies, interviews, observations and documents are generally used (Creswell,2016:238-239). In the current study, a semi-structured interview form developed by a doctoral faculty member and two researchers were used as a data collection tool. The questions are “what?”, “how?” to provide in-depth information about the phenomenon and to consider the views on the phenomenon holistically. And “why?” in an open-ended form. In order to ensure the validity and reliability of the interview form, the opinions of two faculty members and two field experts were taken, and the structured interview form was given its final form. Below are the questions used in the semi-structured interview form.

1. If you had to associate the concept of headteacher with three words based on your experiences, what would they be?
2. What do you think about the concept of a headteacher? Define headteacher.
3. Do you think the concepts of teacher, chartered teacher, and headteacher have similar and different aspects?
4. What are your thoughts on being a headteacher as a career step?
5. Considering the qualifications a teacher should have, do you think that the concept of headteacher fully encompasses teaching qualifications?
6. Do you think the criteria for determining the title of headteacher are sufficient?
7. What are your expectations from the title of headteacher as a career step?

Interview questions were shaped according to the course of the interview in terms of being semi-structured. Among the participants who answered “Yes and Partially” to the third question, “Can you explain if you think they have similar and different aspects?” participants who answered “No/Partly” in the fifth question, “If your answer is no, can you explain the reasons?” were asked to answer the question. Participants who answered “No/Partly” to the sixth question answered “If your answer is no/partially, can you explain why?” and “If your answer is no/partially, what qualifications do you think should be added to the process of determining the title of a headteacher? What are your suggestions in this regard?” They were asked to clarify their questions and make suggestions.

Table 2. Information on Data Collection Tool

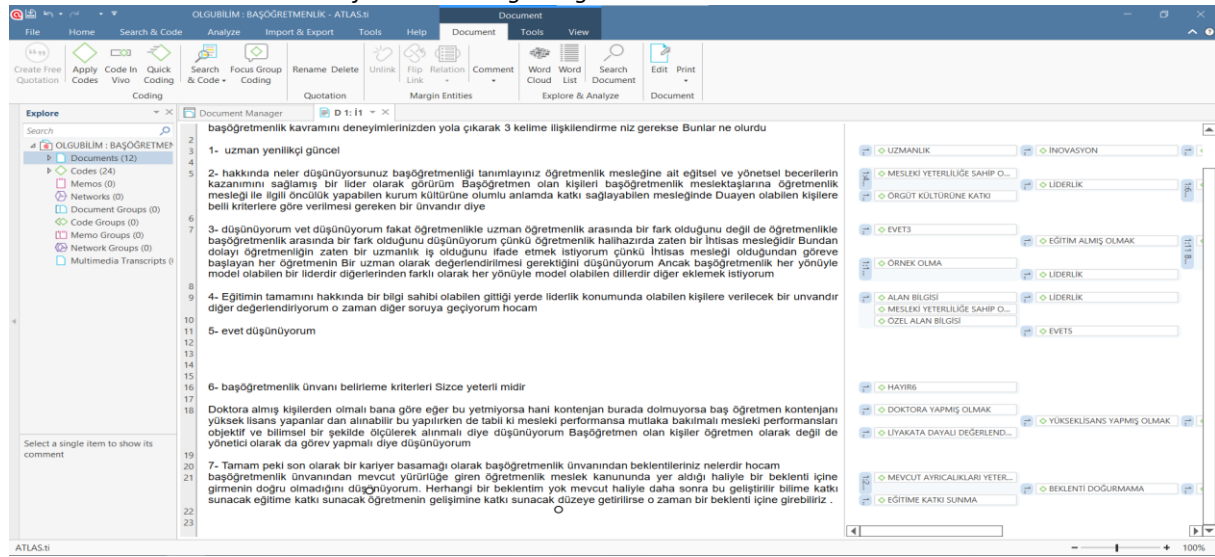
Data Collection Tool	Number of Items
Semi-Structured Interview Form	7
• Total 156 minutes with 4 Departmental Managers	7
• Total 62 minutes with 3 Principals	7
• Total 52 minutes with 2 Syndicate Leaders	7
• Total 92 minutes with 5 Teachers	7

A suitable environment and relations were provided for the interviews, which would last for 20-25 minutes on average with the participants. The interviews were recorded in written and audio form. At the end of the interview, the participants were read and confirmed by taking their opinions about any lack of information or misunderstanding. During the research, no situation would guide the participants. In addition, with the evaluation meetings, the interview process and the data obtained

from the interviews were transferred to the expert, and expert opinion was taken. The interview times and the number of items during the data collection process are given in Table 2 in detail.

Content analysis was carried out on the interview records obtained in the data analysis. Content analysis is an approach that is carried out in an objective and systematic process over all kinds of documents (Tavşancıl & Aslan, 2001). The content analysis applied to the data in the current study was carried out in four stages by adopting the “content analysis processes” of Yıldırım and Şimşek (2016). In this direction, the data were coded in the first stage, then the themes were developed, and after the codes and themes were organized, the findings were defined (Yıldırım & Şimşek, 2016). ATLAS.ti qualitative data analysis program was used in the data coding process. The screenshot of translating the interview data into writing with the ATLAS.ti program is presented in Picture 1.

Picture 1. Screen Interface For Coding Using ATLAS.ti



The data coding consists of the codes created while reading the data sets, not based on the literature. All the codes obtained were combined with the appropriate themes created by considering their similar and different aspects. The codes created during the data analysis were checked repeatedly to prevent similar or reminiscent codes from being under different themes, and the theme-code relationship was arranged to form a meaningful whole within the data set. As in the data collection process, during the analysis of the data sets, the researcher analyzed without mixing his preliminary knowledge, assumptions, and judgments about the phenomenon into the study. At the end of the coding process, the data sets were re-coded by another expert and competent researcher and compared with the first coding. The internal consistency formula in the Miles and Huberman model was used to calculate the similarity ratio. As a result of the calculations, the Confidence Coefficient (Δ) = 96.7. According to Miles and Huberman (1994) and Patton (2002), the consensus among researchers should be 80%. The $\Delta=96.7$ value reached in this direction shows that the similarity rates of the coding carried out by the researchers are pretty high.

RESULTS

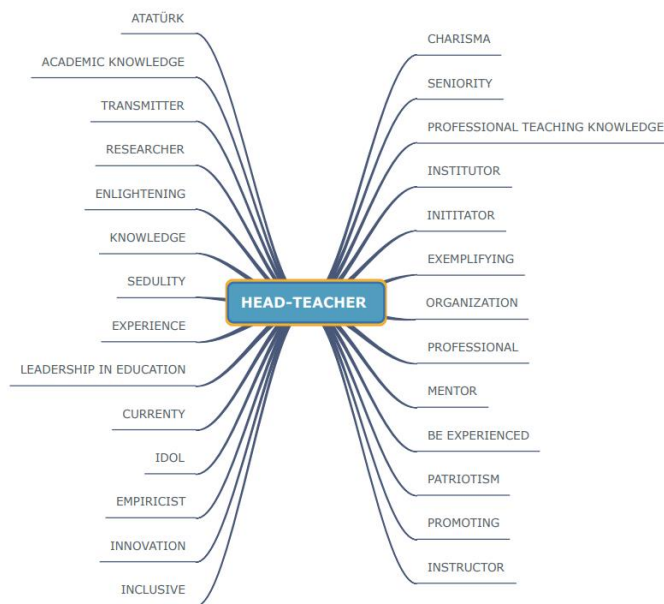
Within the scope of the current study, semi-structured interviews were conducted with fourteen participants to determine their perceptions about the phenomenon of “Head-teacher.” In this section, the codes obtained from the available interview data are grouped under six main themes. These themes were (a) Participants’ Connotations Regarding the Head-Teacher Phenomenon, (b) Participants’ Definitions Regarding the Head-Teacher Phenomenon, (c) Participants’ Suggestions Based

on the Detection of the Presence of the Head-Teacher Phenomenon, (d) Participants' Expectations from the Head-Teacher Phenomenon, (e) Participants' Concerns About the Head-Teacher Phenomenon. (f) Participants' General Perspective on the Phenomenon (similarity and difference, inclusion of teacher qualifications and adequacy of existing criteria, and necessity of career ladder).

Connotations of the Participants Regarding the Head Teacher Phenomenon

In the study, the researcher asked the participants, "If you had to associate the concept of a headteacher with three words based on your experiences, what would they be?" The question was asked, and the participants were asked to say three words that came to their minds related to the phenomenon. In this context, the participants associated the phenomenon of headteacher with twenty-seven different words. The codes reached are "Atatürk, academic knowledge, transmitter, researcher, enlightening, knowledge, sedulity, experience, leadership in education, currency, idol, empiricist, innovation, inclusive, charisma, seniority, professional teaching knowledge, institutor, initiator, exemplifying, organization, professional, mentor, be experienced, patriotism, promoting, the instructor." In Figure 1, the words used by the participants regarding the phenomenon were modeled using Wise Mapping.

Figure 1. Headteacher Word Association



Similar and close word associations made by the participants were grouped, and 27 codes were formed due to grouping from 42 words obtained. Atatürk (f =9), experience (f = 6), and educational leadership (f = 4) were determined as the most frequently repeated codes, respectively. SL2 on the Atatürk code: "When I think of the concept of a headteacher, I immediately think of the great leader Mustafa Kemal Atatürk." At the same time, stating that as "experience, rise, Atatürk," regarding the experience code, T5 used the expression. One of the most repetitive codes is the educational leadership code. Regarding this code, DM1: "educational leadership,..." expressed his opinion by using the word directly.

Definitions of the Participants Regarding the Head-Teacher Phenomenon

Another theme from the research questions in line with the purpose of the study is the participants' definitions and perceptions of the phenomenon. In this direction, for the participants to describe the phenomenon, "What do you think about the concept of a headteacher? Define head

teacher. The question has been posed. In order to obtain more in-depth information, the phenomenon was asked to be defined as a career step, and it was expected to be explained in terms of similar and different aspects from other career steps. For this purpose, the participants were asked, "What are your thoughts on Head Teaching as a career step?" and "Do you think that the concepts of teacher, chartered teacher, and head teacher have similar and different aspects?" The questions were asked sequentially, and detailed answers were obtained, with the questions added in line with the answers given by the participants. The codes from the data obtained in line with the answers given by the participants are given in Table 3.

Table 3. Definitions of the Participants Regarding the Head Teacher Phenomenon

Codes	Frequency (f)	Participant Opinion
Sense of Dedication	(6)T1,3,SL1,DM1,3,P3	DM1: <i>"Other than that, touching the soul of a student, giving that achievement to the student, after giving it to the student, his/her student...."</i>
Professional Qualification	(9)DM1,2,T1,3,4,P1,2,SL1, 2	P1: <i>"I see myself as a leader who has gained the educational and managerial skills of the teaching profession."</i>
	(3)DM1,2, T4	T4: <i>"When he reaches the title of a headteacher, he has a certain knowledge...."</i>
Knowledge	(2)T1, P1	T1: <i>"There will be a consensus on the concept of a headteacher, and science will be open to science..."</i>
Scientific Sedulity	(3)SL1,2, P3	P3: <i>"They can be defined as opinion leaders who are assumed to do that job better than others."</i>
Sustainable Personal Development	(3)T1, SL1, P3	SL1: <i>"If you do not renew yourself in the changing world when you go from one different environment to another, if you do not open your horizons...."</i>
Be Experienced	(4)DM1,P2, T3,4	P2: <i>"We can define them as more experienced people who can transfer their experiences to new generations."</i>
Postgraduate Education	(3)P1,2, 3,	P3: <i>"Masters and doctorate degrees should not be subject to exams but should be done in their field. That is, they should not have a show master's degree in different fields and not be a head teacher. He must have done it in his field."</i>
Human Feelings	(5)P2,3, SL2, T1,4	P2: <i>"He thinks that taking care of stray animals is here, making us feel those feelings or living wholeheartedly can contribute to them."</i>
Contribution to Education	(2)P1, SL1	SL1: <i>"I see people who can contribute in the field of education with their work in the head teacher society as people who can contribute to the positive progress of education."</i>
Positive Personality Traits	(3)DM2,3, SL1	DM3: <i>"To be able to show resistance to the academic positions of students and parents in order to defend and stand up for rights. Being in a leadership position and being able to resist is not accepting everything unconditionally. However, I think of a strong figure with a tooth in the background when it comes to a head."</i>
Communication Skills	(3)DM2,3, T4	DM3: <i>"... be able to resist the educational positions of students and parents."</i>

Sedulity	(3)DM2, SL1, P3	P3: <i>"They can be defined as opinion leaders who are assumed to do that job better than others."</i>
Leadership	(3)DM3, P1, T3	P1: <i>"I consider another title to be given to people who can be in a leadership position wherever they go."</i>
Being Active	(5)T3,4, P2,3, DM3	T4: <i>"A head teacher must first be active inside and outside the school."</i>
Contribution to Organizational Culture	(2)DM2, P1	P1: <i>"A person who can lead his colleagues about the teaching profession, can contribute positively to the corporate culture, can be a doyen in his profession...."</i>
Initiator	(3)SL1, P3, DM2	SL1: <i>"...in addition to this, I see other colleagues as people who can lead professionally."</i>
Exemplary Citizen	(3)T2,4, DM2	T4: <i>"Is he an exemplary citizen, an exemplary teacher, participating in community service activities outside of school,...."</i>
Problem Solving Ability	(3)T1,4, DM2	DM2: <i>"As an elder of them, in all kinds of problems, the teacher openly positively interprets the events in terms of school...."</i>
Prestige	(6)DM1,2,SL2,P1,3,T5	DM2: <i>"A person whose stance and approach is respected among friends with respectable ideas...."</i>
Experience	(8)T1,2,4,5 P1,2,DM2,3	T1: <i>"... and this should be in a transfer, so I think these expert teachers should transfer the transfers they have learned from other teachers to those who come from behind."</i>
Pedagogical Knowledge	(4)T2,4,SL1, P2	P2: <i>"... nothing caught my attention, not that it was technologically equipped. I have never seen such an item. This may be the simplest example."</i>
National and International Success	(3)DM1,SL1, P3	P3: <i>"For example, having achieved success in the projects he participated in with his students, or having students in his field achieved success based on exams."</i>
Product	(6)T2,3,4, P2,3, DM4	T3: <i>"... I think he has done at least a few articles and studies in the field of education in an academic sense."</i>

As it can be understood from the quotations, the concept of headteacher consists of a perception where the spiritual aspect and unmeasurable skills predominate, rather than the regulation's definition. Participants approached the phenomenon from many different angles. They defined the phenomenon with more observational and process-based features that could not be determined directly by any measurement tool, as well as measurable teacher competencies. It was observed that most participants (T1,2,3,4,5, SL1, DM2,3,4, P2) used the three words they used in word association while describing head teachership. Participant T3 expressed, *"Atatürk would be the second one, leadership, and the third one was inclusiveness"* as the word related to the concept, while in his definition of head teacher T3: *"When I look at the words that remind me of Atatürk, the things that he brought to us when I look at him are the first thing a teacher who has taken the title of Head Teacher. He should be an expert..."* used expressions.

Suggestions of the Participants Based on Detection of the Presence of the Headteacher Phenomenon

Another theme created in line with the answers given by the participants to the questions was determined as "Suggestions regarding the evaluation process." "Do you think the criteria for determining the title of head teacher are sufficient?" The question was asked, and 85.71 percent of the participants answered "No ($f = 12$)," and 14.29 percent answered, "Partly ($f = 2$)". All participants

were asked, "If your answer is no/Partly, what qualifications do you think should be added to the process of determining the title of a headteacher? What are your suggestions in this regard?" were posed. As a result of the analysis of the interview data obtained from the participants, the codes in Table 4 were reached.

Table 4. *Suggestions of Participants Regarding the Evaluation Process*

Codes	Frequency (f)	Participant Opinion
Based On Performance	(11)DM1,2,3,P1,2,3, T1,4,5, SL1,2	SL2: <i>"The mirror of the person is not looking at the words, but the mirror of the person is the job. One does not look at the exam. One looks at the performance, and one looks at the years of experience."</i>
Based On Scientific Foundations	(2)P1, DM2	DM2: <i>"... I think the classification and difference should be examined scientifically."</i>
By The Commission	(2)DM1, P2	DM1: <i>"...an application can be introduced where an adequate jury commission can also measure the teacher's performance in the classroom."</i>
Based On Leadership Skill	(5)DM1,2,3, T3, P3	T3: <i>"I think he should be a leader in communication and orientation. Based on..."</i>
In-Service Training	(2)SL1,2,	SL1: <i>"Training courses have been increased, and our teachers are teachers according to their fields..."</i>
Increasing Inclusiveness	(7)DM1,2,4, P2,3,SL2, T5	P2: <i>"Because every institution is a family in itself, I think it would be wrong to exclude one of the children in this family, I think it should include everyone."</i>
Based On Student Success	(3)SL1,P3,DM4,	DM4: <i>"Only the student's academic success is considered. Was that teacher able to strengthen the cultural bond of the child..."</i>
Based On Projects	(5)T2,4, P2,3,SL2	P2: <i>"Taking an active role in projects such as Teknofest and Tübitak, having success with his students...."</i>
Present A Product	(6)T2,3,4, P2,3, DM4	T3: <i>"I think he has done at least a few articles and studies in the field of education in an academic sense."</i>
Merit	(6)DM3,P1,2,3,T1,SL1	P2: <i>"It is based on merit, not political discourse or a different subject...."</i>
Student-Parent Opinions	(2)T1,4	T4: <i>"Parents and students should also be consulted ."</i>
Evaluation By Managers	(3)T4, DM3, P3	P3: <i>"... everything you do will not be very general. However, as a manager, I would like to be a side with an opinion."</i>

Looking at the excerpts from the interview recordings, it is seen that the participants expect an evaluation based on performance and product rather than the exam criteria explained within the scope of the regulation. In addition, the participants expressed their opinions about the evaluation and involvement of parents, students, and administrators in the process. In this respect, DM2 regarding the inadequacy of the criteria: *"Of course, it is not enough. Personality traits, approach to events, attitudes and behaviors do not have any of these, so it is not correct to determine a head teacher without these criteria."* when using expressions, T3: *"No, I do not see it as sufficient. I do not think that the title of head teacher can be obtained by looking at a part of the photograph with the training and*

exam that will be given for a few months." He stated that he found the exam and even the training insufficient.

The Expectations of the Participants from the Phenomenon of Head Teacher

After the definitions and opinions of the participants regarding the phenomenon and the process were received, their opinions were asked about their expectations regarding the title to be obtained at the end of the process. "What are your expectations from the title of Head Teacher as a career step?" The question was asked, and they tried to understand what they expected from the title as material-spiritual. The code obtained from the interview recordings regarding the question and the quotations from the participant's views are given in Table 5.

Table 5. Expectations of Participants from Head Teachers

Codes	Frequency (f)	Participant Opinion
Differentiation Of Responsibilities	(7)T2,3,4,DM2,3,P2,3	DM2: "The headteacher function needs to change accordingly, and their work needs to be reconstructed accordingly."
Eliminating Habituation Blindness	(5)DM1,2,P1,3,SL1	DM1: "He has the blindness of getting used to it without renewing ourselves in his professional life and over time...."
Democratic Approach	(6)DM3,SL1,P1,2,3,T1	SL1: "When the deserving is in the place they deserve, the teachers are in the provinces where they are at their schools when there is a democracy in this regard."
Prestige	(5)DM1,2,P2,T5,SL1	T5: "...my expectation is prestige in the eyes of the parents in and outside the school."
Material Return	(9)T1,2,4,5SL1,2, DM1,2,4	P2: "There must be an expectation in the material sense. A financial privilege must be provided in return for the title obtained."
Status	(2)T5, P3	P3: "Headteacher should bring a status."
Being Appreciated	(2)T1, DM1	T1: "You give your years and work, and an appreciation can be considered an honor."
Competitive Environment	(2)DM1, T5	T5: "In this respect, it is good that it provides such a competitive environment."

Eight codes for the interview data of the participants were obtained. The codes related to the question were collected under a single theme, considering their similar aspects. The theme with the minor code regarding the number of codes reached is related to expectations.

The Concerns of the Headteacher Phenomenon of the Participants

The opinions we received within the scope of the questions asked to the participants in the direction of the study were also interpreted as the participants' concerns about the title of Head

Teacher, which will be given as a career step, and the codes reached through the opinions of the participants were gathered under the theme of "Concerns Caused by the Title of Head Teacher." The codes related to the theme are given in Table 5 with the participants' opinions.

Table 6. *Concerns Caused by the Phenomenon of Headteacher*

Codes	Frequency (f)	Participant Opinion
Disrupting The Peace Of Work	(5)DM1,3, SL1,2, P3	DM1: "... it would be good to draw attention to this issue, which is a disturbing aspect of the work peace of this career ladder system."
Discrimination In Terms Of Parents	(4)DM2, SL1,2, P3	DM2: "We do not know how the parents will approach us, whether there is a classification in our work or not, whether there will be discrimination."
Contrasting With The Spiritual Aspect	(2)T3, DM3	DM3: "I do not like that this title should be given so much, and it should be so empty inside. The title of the head teacher has so far belonged to only one person. Chamber of Mustafa Kemal Ataturk. I do not favor it being used to unexpected people in unexpected places and that it erodes."
Experience-Year Relationship	(3)SL1,2, T5	SL1: "Professional experience is not directly proportional to years."
Title-Proficiency Relationship	(2)P2, T4	P2: "Being a specialist teacher or head teacher does not mean that the person has developed himself/herself too much."
Identity	(6)P1,3,T2,4,5,DM 2	P3: "The person who will be a head teacher should not continue like an ordinary teacher, but may be an opinion leader such as the head of the department."
Insufficient Privileges Granted	(12)P1,2,3 ,DM2,3,4,SL1,2,T1 ,2,3,4	DM4: "I find the foreseen financial resource insufficient."
Finding The Exam Unsatisfactory	(12)P1,2,3 ,T1,3,4,5,SL1,2,D M1,2,3	T5: "Experience cannot be measured with an exam ."
Finding Insufficient Criteria	(7)SL1,DM1,2,3,4, T3,P3	DM2: "Their personality traits, approach to events, attitudes and behaviors do not have any of these, so it is incorrect to determine a head teacher without these criteria."
Not Being Sustainable	(7)P1,3,T2,4,5,DM 2,3	P3: "He must be continuing his master's and doctorate, whether in the field or out of the field. For example, he made it and put it aside at the time, but then he did nothing. should continue it and continue to produce products...."
No Expectation	(2)P1, T2	T2: "Also, I do not think this career step will provide me with any comfort privileges."

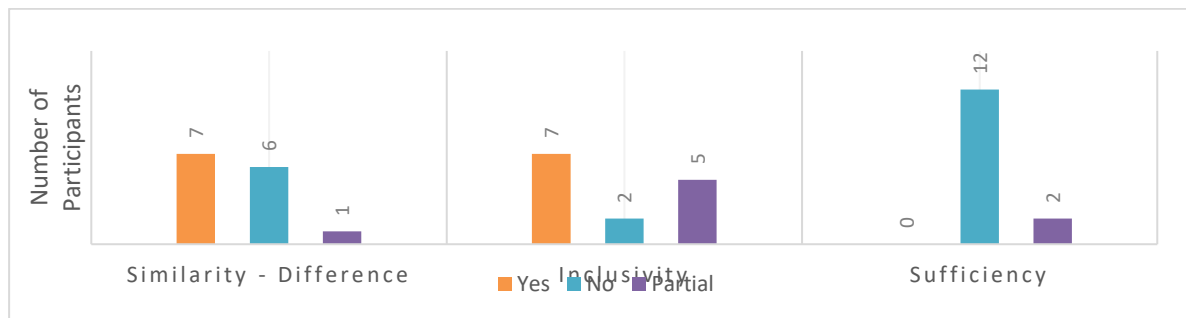
According to quotations from the participants, it is seen that the educators have concerns about the process of determining the title and the sustainability of the title, especially after the title is given. In addition, it was determined that the participants had concerns about whether the title would sustainably contribute to education, as they witnessed the expert teaching process based on their experiences. One of the participants P3: "How have those who received the title of specialist teaching, given years ago, participated in education since then, I think a much more correct decision will be made in this sense. They continued the criteria of becoming a chartered teacher, and it can be seen what they have contributed to the field." this drew attention to this concern.

Another situation that worries the participants and suggests that it will disrupt work peace is related to the inclusiveness of the career ladder. Ask the participants, “Should it cover everyone with a teacher background?” The question was asked, and seven participants (DM1,2,4, P2,3, SL2, T5) expressed their concerns by expressing their views on increasing its inclusiveness. In conclusion, P3: *“It should be included. A criterion should be set in itself, and they should be included in the process. Because after a while, the head teacher will receive more salary than a branch manager. Of course, this situation will prevent more qualified people from becoming managers. As a result, status also expects financial rewards. they should be included.”* DM4: *“As a branch manager, I still work to keep my knowledge fresh so as not to stray from my field. We are teachers. Even though we are outside, we still work in the name of education. We think this professional law will cover us as well.”* their concerns. In addition, SL1 from the participants: *“It should be more inclusive. No one should be left out. Moreover, arrangements should be made for our teachers who lost their rights years ago.”* In his words, he expressed his concerns by drawing attention to the loss of rights of teachers who could not take the chartered teacher exams for various reasons years ago and could not meet the criterion of *“having spent 10 years in specialist teaching”* in the name of a headteacher.

Participants’ General Perspective on the Phenomenon

In order to provide an overview of the answers given to the questions posed to the participants within the scope of the current study, the answers received from the participants were evaluated based on their frequencies and modeled through graphics. In Graph 1, the opinions of the participants on whether some similarities and differences distinguish the concept of headteacher from the concepts of teacher and specialist teaching (Yes / No / Partially), their views on whether the phenomenon covers professional and unique field qualifications that teachers should have (Yes / No / Partially) and Teaching The opinions (Yes/No/Partly) on the adequacy of the criteria for the Determination of Career Steps Head-Teacher Title published in the Official Gazette within the scope of the Occupational Law were modeled and supported by the participant opinions.

Graph 1. Participants’ Overview of the Phenomenon and Process



The participants were asked, “Do you think the concepts of teacher, chartered teacher, and headteacher have similar and different aspects?” The question was asked, and the participants compared the concept of headteacher with the concepts of teaching and expert teaching based on their experiences. As a result, seven of the participants answered Yes to the fact that they have similar and different aspects. T2: *“There are different aspects, yes. I think their similar aspects are the same as teachers, but the only different aspect is their tenure.”* explained in his words. In addition, six participants answered No and stated that the concepts did not contain any difference. P3: *“No, there is no difference. There are many specialist teachers in our schools, but they have no contribution or difference other than the title in front of their names. I think this will continue in the same way as a headteacher,”* he explained. Finally, two of the participants who gave their opinion answered Partially.

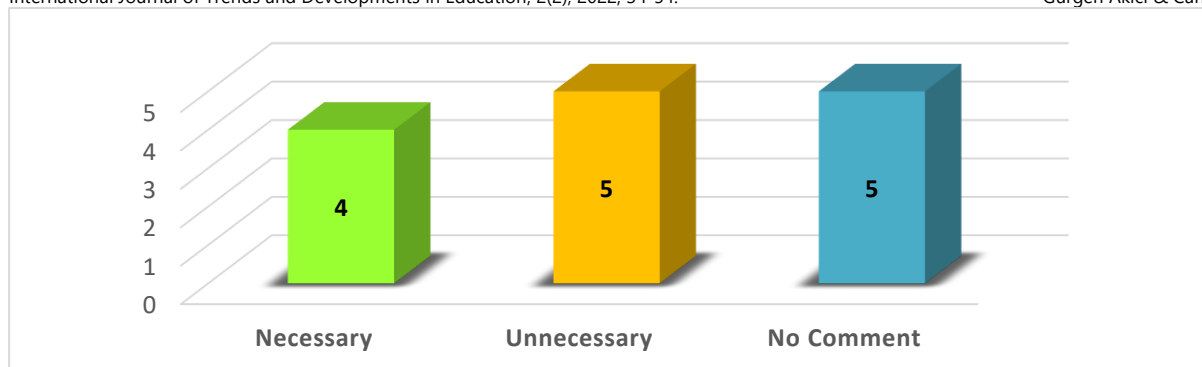
DM3 on this subject: *“Partly. Generally speaking, teaching is a prophetic profession. From a professional point of view, it is the most sacred profession.”* Regardless of the difference in title, he pointed out the sanctity and spirituality of the profession and stated its similar side.

Another question posed to the participants in the study was, “Do you think that the concept of headteacher fully encompasses teaching competencies when considering the qualifications that a teacher should have?” It has been. In this direction, seven participants answered Yes and T3: *“Yes. I think it should be covered based on its definition. A person who has the title of headteacher should cover all professional qualifications.”* expressed his opinion. T2, one of the two people answered no: *“Actually, I do not think it includes no. A teacher, who is a headteacher, must have professional and special field knowledge. He needs to be a leader. He needs to have a command of the curriculum. He needs to have a command of teaching methods and techniques.”* Based on the definition specified in the Occupational Law, he stated that the concept should be much more comprehensive. Finally, five of the participants answered Partially. Participant T5: *“I think it partially covers it. I think that the people who will be headteachers will be selected based on experience. Suppose the deficiency is added in a situation such as performance evaluation. In that case, it seems like it will be more compatible with the headteacher.”* drawing attention to the process of determining the title, he expressed his opinion that it partially covers it in line with the criteria.

Another question in the interview held in line with the purpose of the current study is whether the criteria published in the Official Gazette are sufficient in the title determination process. Twelve participants stated No, and 2 of them said it partially covers it. No one has expressed an opinion that the criteria are sufficient. DM2 from the participants: *“Of course, it is not enough. Personality traits, approach to events, attitudes and behaviors do not have any of these, so it is incorrect to determine a headteacher without these criteria. We hear that academic studies are carried out. If the headteacher is not determined based on scientific foundations, the title of headteacher will not bring anything to education.”* While expressing the opinion that the current criteria will only measure the theoretical knowledge about the profession and not include the features and skills that cannot be measured, participant T1: *“I do not think the exam is sufficient because I can say that as someone who took the expert teacher exam, I am a geophysics engineer from outside the field. I studied geophysics and later became a teacher. I did not have any difficulties in the teaching exam, I think I even got a degree in Osmaniye. I was ranked 200th in Turkey, I do not think the exam is too much.”* they stated that the teaching profession is much more than the theoretical knowledge given in faculties.

In addition, during the interview, the participants also made statements about the necessity of such a classification at the career level. Based on the content analysis, the “Career Steps are Required/Unnecessary” code was created. While 28.6 percent of the participants ($f=4$) (T1,5, DM1, P2) expressed a positive opinion about the necessity of such a career step, 35.7 percent of the participants ($f=5$) (T2,3, SL1,2, P3) expressed a negative opinion that the career step is unnecessary. In addition, no clear statement about the code was found in the analysis of the interview records of 35.7 ($f=5$) of the participants. Graph 2 below was used to model the answers the participants gave about the necessity of the career ladder and was supported by the participants’ opinions.

Chart 2. *Opinions on the Necessity of Career Step*



During the interview, the participants also expressed their views on the necessity of such a career classification among teachers. During the meeting, DM1 said, *“A late career step for our education community. In order to increase the quality of the teaching profession, a competitive environment had to be created. It is a very appropriate and appropriate decision to be made with concepts that arouse prestige among people who sound good and to be equipped with various personal and financial rights.”* While expressing his thoughts on the necessity of career classification, one of our participants, T2: *“I think it is an unnecessary practice. It will cause class differences among teachers. Instead, it would be better if our teachers were educated on professional issues. The only concept that will come to my mind is Atatürk. Because this country already has a head teacher.”* He pointed out the spiritual aspect of the phenomenon and stated that he found the career classification unnecessary.

DISCUSSION, CONCLUSION, AND IMPLICATIONS

This study was designed regarding the headteacher phenomenon, which has been on the agenda of our country in recent years. The aim of this study is also to explain how the concept of “Head- Teacher” is perceived by different participants, the thoughts and information of the participants on this subject, and how they evaluate the process of determining the title in line with the criteria, together with the reasons. For this purpose, interviews were conducted with the participants of various statuses, seniority, and branch with a semi-structured interview form consisting of seven questions, and detailed and in-depth information was obtained from the participants by asking additional questions according to the course of the study. The data collected from the participants were analyzed with content analysis, and a total of 152 codes were reached. The codes obtained were grouped under six different themes, and as a result, a decision was made regarding the phenomenon. In order to compare the results, the literature was searched for the last time, but because it is a current issue, no study was found on the career ladder of a headteacher. For this reason, the data obtained are based on studies investigating the issues of the “professional teaching career ladder,” which is one of the steps of career advancement and which has been debated for a long time, and “teaching career ladder,” which has been on the agenda for a long time.

The first findings obtained in the current study are the word association codes made by the participants regarding the concept of a headteacher. Participants were asked to say three words about the concept, and 42 words were obtained from fourteen participants. When similar words were separated, 27 words related to the concept were accepted as codes. When the codes obtained are considered together, it is clear that the participants have positive thoughts about the phenomenon and that they see it as a title that they find valuable, especially regarding its spiritual aspect. None of the participants made any adverse associations regarding the concept. This shows the importance and value of the concept in terms of the participants’ approach to the concept and the feelings and emotions it evokes in them. In addition, most participants used the concepts they used in word association when describing head teachership. This can be considered proof that they gave sincere answers to this question. This situation proves that the phenomenon evokes positive and positive

thoughts in the light of the participants in the current study, contrary to the study of Bakioğlu and Banoğlu (2013), which investigated metaphorical perceptions about career steps with teachers.

Another theme based on the codes obtained from the interviews was the participants' definitions of being a headteacher. Twenty-four codes were reached in line with the answers given. When the interview data are considered in general terms, it is seen that each participant approaches the phenomenon from different perspectives and makes definitions based on different characteristics of the phenomenon. Although we cannot make an up-to-date comparison due to the absence of any study in the literature on the definition of the head teacher phenomenon, it seems that it partially overlaps with the definition made by Fedai (2013) in his study titled "*A Head-teacher: Mustafa Turgut Sarica.*" Based on the codes in our study, a new and up-to-date head teacher definition can be made, and the qualifications and criteria can be rearranged in line with the required characteristics. In addition, it is seen that the obtained codes coincide with the results of the study conducted by Göksoy, Sağır, and Yenipinar (2014) with school administrators, in which perceptions based on expert teaching were determined.

Participants were asked to make suggestions based on detecting the existence of the headteacher phenomenon, and twelve codes were reached in this direction. When the codes and participant statements are examined, it is understood that the participants find the current exam criteria and method insufficient. It is understood from the teachers' suggestions that the current system measures the academic knowledge of the teacher rather than the qualifications and that an evaluation based on performance and experience will not be made. The studies of Turan (2007), Çelikten (2008), and Göksoy, Sağır, and Yenipinar (2014) show that the same situation has been experienced in the process of determining the title of an expert teacher. The most important criterion that the participants agree on is the performance-based evaluation. This result is also in line with what Gündoğdu and Kızıldağ (2008) and Kocakaya (2006) obtained as a result of their research. It is seen that the participants want the title of the headteacher to be determined at the end of an objective evaluation process based on not only academic knowledge but also a merit-based evaluation process, which is based on scientific foundations that determine performance, products, projects, and personality traits. Although Tosun and Yengin Sarpkaya (2014) stated in their study that it is more objective to evaluate academic achievements and that it is difficult to determine the existence of other criteria for advancement in career ladders, it can be concluded that teachers' performance, skills and personality traits can also be evaluated by making necessary arrangements and taking measures to ensure objectivity. We are thinking.

Although the Occupational Law explained this whole process, a total of eleven codes were reached in the theme created for these concerns, which were determined by the codes reached that the participants had various concerns about the process. Based on the views of the participants, there are concerns arising from the uncertainty of this process, which will be experienced for the first time, the moral responsibility of the title, the thought that it will disrupt the working peace, and the fact that the title cannot make positive contributions to both education and teachers at the end of the process. Dağlı (2007) also obtained similar results in his study and determined the level of similar anxieties regarding promotion in the career ladder, which is the subject of the study. He concluded that these anxieties and reservations could be reduced by giving more seminars, courses, and conferences. It is foreseen that the anxiety of our teachers, who are experiencing the same reservations and concerns as in the past, can be reduced through information meetings, seminars, courses, and conference-like activities. In addition, it is possible to minimize the concerns about the subject by assuming that the moral obligation regarding the head teacher phenomenon will be guaranteed and that the people who hold this title will act in line with this obligation. Another concern is the inclusiveness of the career ladder. Since the studies on this subject do not include an opinion on inclusiveness in the previous title determination process, the current study predicts that the inclusiveness of the career determination process should be increased in line with the codes reached

and that the process can be arranged to include teacher-based administrators with the arrangements to be made.

Another judgment reached from the codes is the participants' expectations regarding the title. In this direction, eight codes were reached within the scope of the study. This theme is the theme with the minor code in terms of the number of codes reached. We can interpret this situation in two ways. Firstly, teachers should be reluctant to think about their expectations due to their belief in the sanctity of the profession. Secondly, they should have a negative belief about the process due to the necessity of the career step and their experience based on the expert teaching process.

In the study of Gündoğdu and Kızıltaş (2008), it is mentioned that teachers are satisfied with the start of career classification and that this title determination process is necessary, albeit late. Contrary to what is known, this result is not considered possible for the current study. However, most participants said they found it unnecessary or did not want to express their opinions. It is thought that this situation may be due to the uncertainties experienced in the process, incorrect and incomplete information sharing on social media, and the participants' concerns. In addition, another result obtained is that career classification will create a competitive environment among teachers so that more efforts can be made in both professional and personal development. This result contains equivalent judgments to the studies of Dağlı (2006) and Kocakaya (2006).

The cases of teacher, expert teacher, and headteacher were evaluated in terms of similarity differences in the codes reached regarding the answers given clearly and clearly by the participants to the questions directed to the participants about the headteacher phenomenon and the reasons for which were explained later. While the opinion of the participants who think that they have similar aspects is the same, even if the titles change and the profession that will be done afterward is dominant, the opinion that both professional knowledge and knowledge about the field become different as they rise in the career ladder based on the answers given by the participants who stated that they have different aspects. On the other hand, the partial answer also shows that the definition of head teacher specified in the regulation is not separated from the definitions related to other career steps. This situation also shows that the definition is not unambiguous based on the statistical closeness of the participants who say they have similar and different aspects. On the other hand, as published in the Official Gazette, the headteacher phenomenon does not statistically include a clear view of covering professional qualifications. During the interview, it was observed that the participants were undecided about covering the competencies. Some participants even changed their minds during the confirmation phase of the interview recordings and responded in the opposite direction. This shows that the explanations about the qualifications that the head teacher should have are not clear. Therefore it is not very clear. We can understand this situation most clearly from their answers about the inadequacy of the criteria. Almost all of the participants stated that the criteria were insufficient. An example of the inadequacy of the criteria is that the participants stated that they achieved a degree in the chartered teacher exam held for the first time, despite not graduating from the Faculty of Education. This situation shows that regardless of the title, the criteria for promotion in the career ladder should be reviewed and replanned.

Another finding in the study relates to the necessity of such a classification regarding the teaching profession. Based on the answers given by some of the participants, while they found it necessary for teachers to develop themselves and have a title in a competitive environment, other participants stated that this practice, which separates and disrupts the work peace, is unnecessary and will harm the spiritual aspect of the head teacher phenomenon, which is determined as a career step. Some participants did not comment on this question, citing political and social conflicts. The abstention of some of the participants, who are currently expert teachers, about necessity shows that they have developed negative beliefs about both the phenomenon and the advancement in the career ladder at the end of the last sixteen years.

As a result, at the end of the interviews, the participants reached the definitions of the phenomenon, and the perception of the phenomenon was examined in depth. The codes obtained from the data obtained in this context, while revealing the concerns and expectations of the participants about the process, also shed light on the ongoing uncertainty and debates on social media and among teachers. In order to minimize all these uncertainties and concerns, information meetings should be held at every stage. At the same time, necessary explanations should be made to teachers, parents, and the public without ignoring the phenomenon's moral importance in society's eyes.

Suggestions

As a result of the research, some suggestions were made for researchers who want to work on the headteacher career step in the following process.

1. Existing studies can be repeated with more participants by changing the sample size.
2. After determining the professional teaching career step, it can be investigated whether the teachers who have been working with the title of expert teacher for many years have contributed to education, students, and the field.
3. After the process is completed and the titles of headteachers are given to the beneficiaries, the change in the functional responsibilities of the teachers with the title can be evaluated.
4. In addition, after the completion of the process, the adequacy of the career steps in meeting expectations can be investigated.

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AUTHOR CONTRIBUTION

- The first author made significant contributions to the creation of the conceptual framework, planning, data acquisition and analysis and interpretation of the data.

- The second author contributed to the review of the findings related to the article's content, the preparation of the draft, and the final form of editing.

APPENDIX

Appendix 1. “A specialized profession that takes over the educational and related administrative duties of the State.” (Official Gazette, 2022).

Appendix 2. “Those who have been trained in general culture, special field and pedagogical formation and after the candidacy period carry out education-training and related management services in formal and non-formal education institutions of all degrees and types.”

Appendix 3. “It is a specialized profession that undertakes education, training, and related management duties. Teachers are obliged to fulfill their duties following the aims and basic principles of Turkish National Education and the ethical principles of the teaching profession.”

Appendix 4. “Reserving the provisions in the special legislation, in order to be appointed as a candidate teacher, in addition to the conditions listed in Article 48 of the Civil Servants Law No. 657 of 14/7/1965, graduating from higher education institutions determined by the regulation, dated 7/4/2021 According to the Security Investigation and Archive Research Law No. 7315 and 7315, security investigation and archive research and success in the exams to be held by the Ministry of National Education and/or the Measurement, Selection and Placement Center Presidency are sought. (Official Gazette, 2022).

Appendix 5. “... among teachers who have served for at least ten years, including candidate teaching periods, who have completed the chartered teacher Training Program, which is organized for not less than 180 hours for professional development, provided that they meet the conditions specified by law, 70 in the written exam for the title of specialist teacher, and covers those with higher scores.” (Official Gazette, 2022)

Appendix 6. Regarding the title of head teacher in the “Teaching Profession Law,” “Expert teachers who have at least ten years of service in specialist teaching and who are not punished to stop their advancement, have completed the Head Teacher Training Program organized for not less than 240 hours for professional development and have worked as a head teacher in the fields of professional development. Those who complete it can apply for the written exam for the title of headteacher. Those who score 70 and above in the written exam are considered successful. A head teacher certificate is issued to those who are successful in the written exam.

Appendix 7. The similarity formula, internal consistency, is in the Miles and Huberman model (Miles and Huberman, 1994).

$$\Delta = C \div (C + d) \times 100; \Delta = 59 \div (59 + 2) \times 100 = 96.7$$