

Principal Authorized Teacher as a Management Form

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Abstract

The purpose of this study was to ascertain the attitudes of teachers who are authorized as principals about the concept of “principal authorized teacher.” The snowball sampling method was used to enroll 40 principal authorized teachers for the study. They were requested to create metaphors for the concept of “principal authorized teacher” in the provided form to determine their mental thoughts and demographic data. Due to missing information and illegible writing in the gathered data, only 32 participants’ data were examined. The analysis revealed that the metaphors indicated by the principal authorized teachers were classified as overworked, competent, self-sacrificing, working beyond their job duties, and other conceptual categories, respectively. When the suggestions are examined, it is necessary to reduce the workload of the principal authorized teachers. Thus, the principal can do the work of authorized teachers more effectively.

Keywords: Principal authorized teacher, primary school, metaphor

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Introduction

According to the Ministry of National Education's Regulation on Educational Institutions Administrators, one of the classroom teachers is appointed as a principal authorized teacher at primary schools with a student population of 149 or less. The principal authorized teacher undertakes the duties, powers and responsibilities of the principal. The Principal Authorized Teacher is appointed to carry out the duties of principal and administrative services in addition to the duties of a classroom teacher in primary schools where there is no permanent principal staff, on the request of the Provincial/District Directorate of National Education and with the endorsement of the administrative chief. The Ministry of National Education defines a teacher authorized as the principal as "a teacher who provides administrative duties as well as teaching in primary schools without an independent directorate." In recognition of the way that principal authorized teachers, unlike regular teachers, execute a management task as a course, 12 hours per week during the semester and summer vacations, and 3 hours per week during the school year are viewed a management task, for which an additional course fee is paid in exchange for actual serving (MEB, 1999).

However, some studies outlined the problems experienced by principal authorized primary school teachers. For example, Tosun and Filiz (2017) stated that principal authorized teachers had major financial difficulties in schools. According to another study, the principal authorized teachers "accepted the duty since it is compulsory, regarded the principal authorized teacher concept as a problem for the system," and "primarily experienced challenges in administrative and educational affairs." (Kubanç & Şama, 2017). In addition to studies on identifying problems in the literature, there are studies on whether there is a difference in terms of different variables between principal authorized teachers and school principals. There was no significant relationship between leadership styles and job title in a study that looked into whether there is a significant relationship between the leadership styles of principal authorized teachers and school principals (Üstün & Çam, 2016). Nevertheless, none of these studies provides direct information about how principal authorized teachers evaluate their roles, and what their prominent concerns considering their dual duties. In this regard, this study aims to determine the difficulties of being principal authorized teachers by employing metaphors to be able generate mental thoughts about the concept. Metaphor, rather than being a language skill, is said to be a mental material and a means of understanding individuals (Lakoff & Johnson, 2005). Döş (2010) defined metaphors as the "union of our unconscious, daily life, and general communication tool" that aids in expressing thoughts. In scientific research, it has been noted that qualitative, quantitative, and both qualitative and quantitative studies on "metaphor" are carried out concurrently (Çoşkun, 2010). Morgan (1997) underlined that metaphors are a major approach to working within organizations as a complex social system, arguing that metaphor studies offer deep knowledge about organizational analysis.

Method

Research Design

The study was organized according to the qualitative research method. It was carried out following the phenomenology pattern, one of the qualitative research methods. The phenomenological study defines the common understanding of numerous people’s experiences of a phenomenon or concept (Creswell, 2013). Phenomenology is a sort of qualitative research that looks at the details of phenomena (such as an event, experience, or circumstance) that we come across in our lives but don’t know plenty about or think about (Yıldırım & Şimşek, 2008).

Study Group

The snowball sampling method was chosen as the sample selection method in the study. The initial step in the snowball sampling method is to contact one of the study universe’s units. The second unit is contacted with the assistance of the first unit, and the third unit is reached with the assistance of the second unit. In this way, the sample size expands like a snowball (Yazıcıoğlu & Erdoğan, 2004). In total, 40 principal authorized teachers were participated in the study, but, due to the incomplete data in some cases the data from 32 participants were included in the analysis process.

Table 1. Participant’s Demographic Information

Bachelor’s degree	Gender	Seniority		Total
		1-2 f (%)	3-7 f (%)	
Primary School Teaching	Female	7(21.875%)	4(% 12.5)	11(34.375%)
	Male	10 (31.25%)	8(25%)	18(56.25%)
	Total	17(52.9%)	12(37.5%)	29(90.4%)
Other than Primary School Teaching	Female	-	1 (3.125%)	1 (3.125%)
	Male	-	2(6.25%)	2(6.25%)
	Total	0	3(9.15%)	3(9.15%)

Data Collection

The data were collected from principal authorized teacher using the written form. Of participants, 8 teachers were approached using technological tools, whereas 36 were reached via printed forms. Demographic questions were asked to learn which school the teachers work in, their responsibilities, seniority, and undergraduate graduation years. Besides that, they were asked to complete sentences of “the principal authorized teacher resembles Because;”. The data used in the research were obtained through such a standardized but free written form.

Data Analysis

The metaphors chosen by the principal authorized teachers who took part in the study are listed with numbers. Metaphors were analyzed and classified based on their source and qualities, allowing for identifying common points. Frequencies and percentages were calculated for each classification.

Results

As a result of the research, five main categories were reached (Table 2).

Table 2. Frequency (f) and Percentage (%) Values of Categories Created from Metaphors Regarding the Concept of Principal Authorized Teacher

Category	Metaphors	Frequency (f)	Percentage (%)	Number of Metaphors
Extra Work	Being a spare tire (1), an effort for nothing (1), being something from everything (1), like catching lightning in a bottle (1), union (1), driving a truck with a class b license (1), sailing in the ocean (1)	7	21.87%	7
Compassion	Mom (4), dad (1)	5	15.62%	2
Authorized	Key (1), Superman (1), ship captain (1), deputy (1)	4	12.5%	4
Hard Worker	Tree (1), octopus (2), laborer (2) porter (1) honeybee (2), ant (1), fighter (1)	12	37.50%	7
Other	Heart (1), wall of patience (1), outdated person (1), living in purgatory (1)	4	12.5%	4
Total		32	100,0	24

We see that most metaphors were expressed by the participants in the “hard worker” category (f=12; % 37.5), as shown in Table 2. The metaphors produced in this category are tree, octopus, laborer, porter, honeybee, ant, fighter, and worker. In the category of “extra work,” metaphors of the spare tire, the effort for nothing, being something of everything, like catching lightning in a bottle, union, driving a truck with a Class B license(having to do unskilled work) and sailing in the ocean were used. Mother and father metaphors were featured in the “compassion” category, whereas key, Superman, ship captain, and deputy metaphors were used in the “authorized” category. The “other” category was developed to accommodate metaphors that did not fit into the other four categories. The metaphors (f=4;12,5 %) produced in the “Other” category are heart, wall of patience, outdated person and living in purgatory.

The identified categories, the metaphors included in these categories, and quotes from participants about the metaphors are discussed below.

Category 1: Extra Work

When this category is analyzed, it is discovered that teachers regard the principal authorized teacher as someone who goes above and beyond their original responsibilities, and they create metaphors in this direction. The fact that these teachers had to complete several tasks outside of their own work was underlined as a common feature of these metaphors, and thus a category was formed in this respect. When Table 2 is examined, it is seen that 7 metaphors representing this category are produced as a spare tire, the effort for nothing, being something of everything, like catching lightning in a bottle, union, driving a truck with a Class B license, and sailing in the ocean. These metaphors were created by 7 people, with a ratio of 21,87% for all metaphors. Examples of these metaphors are given below:

A principal authorized teacher is similar to a spare tire. Because there is no original tire, and the vehicle has to go. (C.1)

The principal authorized teacher is similar to being something of everything. Because we are teachers at the same time, we are responsible for the lessons and the students. We are both school principals, and hence, we deal with administrative affairs. We are in charge of the school's cleaning as well as the other staff. So we take some responsibility for everything to some extent. In fact, we become a little bit of everything, but not a whole thing. (C.3)

Principal authorized teacher in a school resembles a union set, or it would be more metaphorical to say a similar, falcon-looking hawk (common expression in Turkish to say downgraded). Because in a big school, there is a principal, vice-principal, teacher and janitor. In a way, principal authorized teachers become all of them. They occasionally look after the school's paperwork and administration on behalf of the entire school. And also they teach. Sometimes they even do cleaning and heavy work as a janitor. But it is not enough. This responsibility encompasses all professions, and it is expected that all of them be performed to the best of one's ability. (C.5)

The principal authorized teacher is actually someone who is driving a truck with a Class B license. Because giving a truck to someone with a Class B license will almost certainly result in serious setbacks and negative consequences. No matter how much a person gives and tries to drive this vehicle, he or she will be unsuccessful and unappreciated. (C.6)

Based on the participants' responses, it is believed that principal authorized teachers are confronted with circumstances they have never encountered before, and they are responsible for various tasks outside of their profession.

Category 2: Compassion

When this category is analyzed, it is discovered that teachers regard the principal authorized teacher as someone compassionate, and they create metaphors in this direction. Because these produced metaphors had a common quality of compassion, a category was formed in this manner. When looking at Table 2, we see two metaphors for this category: mother and father. These metaphors were created by 5 people, with a ratio of 15,62% for all metaphors. It was observed that the mother's metaphor was repeated by 4 people, whereas the father's metaphor was stated by 1. Examples of these metaphors are given below:

The principal authorized teacher is like a mother and a housewife. Even though you do all your work, but it still doesn't end. You never know what will happen when. Just when you think everything is done, you have to run another errand. It doesn't matter where or how you are. The important thing is to do it. (C.9)

A principal authorized teacher is similar to a mother. Because she delivers guidance that has a lasting impact on people's lives each day, she creates favorable settings for their children's future success. The mother undertakes the role of a manager in the family and also deals with housework. She is concerned with the protection and care of her children. The principal authorized teacher, like the mother, is responsible for the care and education of kids at school, as well as the planning and implementation of school projects and the cleanliness and maintenance of the school. (C.11)

A principal authorized teacher is similar to a mother. Because a mother is responsible for all the work at home. Our mothers, for example, are in charge of housework and cooking. In addition to these responsibilities, they provide their children with their first education with the assistance of their spouses. The principal authorized teacher, just like a mother, is in charge of the school's administrative affairs, management, cleaning, and the students' education and teaching. (C.12)

When the above participant statements are considered, it is believed that the principal authorized teachers are compassionate persons who perform numerous jobs while sacrificing much more.

Category 3: Authorized

When this category is analyzed, it is discovered that teachers regard the principal authorized teacher as someone who has authority, and they create metaphors in this direction. Because these produced metaphors had a common quality of authorized, a category was formed in this manner. Looking at Table 2, it is seen that 4 metaphors representing this category are produced as key, Superman, ship captain and deputy. These metaphors were created by 4 people, with a ratio of 12,5% for all metaphors. Examples of these metaphors are given below:

A principal authorized teacher is similar to a key. Because whoever is given the key, in other words, which teacher becomes the principal authorized, has the right to open the door. Maybe that person doesn't own the house that key belongs to. Those teachers may not be permanent principals, but if they have the authority, which is the key here, they have the right to do their duties as a principal. In short, whoever has the key, that person opens the door. Even if the person is principal authorized, a teacher acts as a principal with signature authority. **(C.13)**

A principal authorized teacher resembles a superhero. It is also known as a teacher-hero among the people. Because at the start of the year, the principal authorized teacher is a painter, plasterer, bricklayer, and plumber. This teacher also has titles like principal, primary school teacher, cleaner, guard, sanitation worker, and guard throughout the school year. While his or her colleagues try to implement a single annual plan, these teachers implement 4 of them. Even they also can stop a train! And can jump from the tallest buildings! **(C.14)**

A principal authorized teacher resembles a captain of the ship. Because they attempt to transfer passengers to other ports across the wide oceans, they carry individuals to their chosen location without deviating from the planned route. The principal authorized teacher is the captain of this ship. The arrival of the ship on land also symbolizes the students' first steps into life. **(C.15)**

A principal authorized teacher resembles a deputy. Because the deputy has the right to exercise authority on behalf of the people. He or she performs the duties that the nation is obligated to perform on its behalf. **(C.16)**

When the above participant statements are considered, it is considered that principal authorized teachers are authorized persons who carry out the duties for which they are responsible.

Category 4: Hard Worker

When this category is analyzed, it is discovered that teachers regard the principal authorized teacher as hard-working individuals, and they create metaphors in this direction. Because these produced metaphors had a common quality of hard worker, a category was formed in this manner. When Table 2 is examined, we see that 8 metaphors representing this category are produced as a tree, octopus, laborer, porter, honey bee, ant, fighter and worker. These metaphors were created by 12 people, with a ratio of 37,5% for all metaphors. It was discovered that the worker metaphor was used by 3 persons, whereas 2 people established the octopus and honey bee metaphors. Examples of these metaphors are given below:

A principal authorized teacher is similar to a confused laborer. Because you must teach, produce documentation for National Education, report to the inspector, and perform all tasks as if you were a laborer. You're on the roof sometimes, painting other times, chasing goats, fixing garden

wires, sweeping the classroom, or dealing with broken equipment... These times are actually a lot, and in short, you involve in everything. (C.23)

A principal authorized teacher is similar to an octopus. Because an octopus is a sea creature with more than two arms, as is well known. Each arm undertakes separate tasks at the same time. The principal authorized teacher has to carry out multiple tasks at the same time. In addition to teaching, you have to be a manager, assistant principal, health care worker, guide, repairman, parents... (C.18)

A principal authorized teacher is like a honey bee. Because the honey bee must discern between right and wrong in order to collect honey from the mountains. It needs to take honey from the correct flowers and choose the right one. The principal authorized teacher must make the best and most appropriate decisions for both the school and the students, and he or she must be hard-working. (C.24)

A principal authorized teacher is like an ant. Because the principal authorized teacher is busy with all kinds of work of the school. (C.26)

A principal authorized teacher resembles workers in China. Because these teachers do all kinds of work. They, like Chinese workers, take care of all of the problems at the large school on their own and accept them without reacting to the situation. (C.27)

Based on the participants' responses, it is considered that principal authorized teachers are hard-working individuals who must manage multiple tasks simultaneously.

Category 5: Other

When this category is examined, it is seen that teachers working as principal authorized teachers have developed different metaphors regarding this concept. A distinct category was formed because the common element of these generated metaphors could not be determined, and also they could not be included in other categories. When Table 2 is examined, 4 metaphors for this category are produced: the heart, the wall of patience, the outdated person, and living in purgatory. These metaphors were created by 4 people, with a ratio of 12,5% for all metaphors. Examples of these metaphors are given below:

A principal authorized teacher is like a heart. A person's heart must beat in order for him to live, and the heart must pump blood throughout the body. On the other hand, being a principal authorized teacher pumps blood into the future to raise the generations in the rural areas and villages. Principal authority is vital for education and teaching. (C.29)

A principal authorized teacher is like a wall of patience. Because, due to job title, these teachers deal with many things and deals with many issues. Will you deal with the villagers or the transport drivers, for instance, putting schoolwork aside? Or are you going to deal with parents who say things like, “Why did you give my child an aid package?” when they arrive; you decide now. As a result, the principal authorized teacher should carefully control the strength of patience and prevent cracking the patience wall. (C.30)

A principal authorized teacher resembles an antisocial, outdated person. Because you are always alone. And you can't find anyone to talk to. The roads are usually closed due to snow. You may well be exposed to situations in which there are power outages, telephone networks go down, and internet connections go down, resulting in weeks of communication breakdown. In this case, it is not possible to follow the agenda. You live in darkness to the rest of the world. That's why you have to live an antisocial life. (C.31)

A principal authorized teacher is similar to be living in purgatory. Because you cannot comfortably be a teacher or the principal of your school. (C.32)

Although statements are suggesting that principal-authorized teachers feel uncertain, it can be assumed that they have strong and unfavorable perceptions about their career as both administrators and teachers based on the participants' statements mentioned above.

Discussion and Conclusion

While some studies focused on the difficulties and problems encountered by principal authorized teachers, this research is important in terms of determining the mental ideas of principal authorized teachers regarding this concept. Although qualitative data cannot be generalized due to its nature, teachers' opinions actively take on this responsibility, and effort are extremely significant.

The perception that the principal authorized teaching extra work to their duty is one of the study's discoveries. Principals who serve as principal authorized teachers claim to be in a different profession. Although Keser Özmantar and Civelek (2017) used negative expressions to criticize the notion of a principal authorized teacher, they claimed that management and teaching are two different jobs and that such a responsibility should not be assigned to inexperienced teachers without managerial formation.

One of this study's findings is the perception that the principal authorized teaching is hard work. Accordingly, the principal authorized teachers have to work hard. According to Kubanç and Şama (2017), principal authorized teachers experienced some difficulties keep up to work hard; hence, their workload should be lessened. Furthermore, Karayel (2017) claimed that problems such as inefficiency, culture clash, managerial issues, housekeeping, internet, transportation, food, and

communication occur in the school where principal authorized teachers work. The principal authorized teachers are responsible for resolving these issues. As a result, the perception is established that principal authorized teachers work hard.

Another finding is the perception that the principal-authorized teachers are authorized. Although the perception about principal authorized teachers having authority was formed in this study, Kubanç and Ama (2017) revealed that these teachers accept this duty because it is mandatory, and they see the profession of the principal authorized teacher as a problem for the Turkish education system, with the majority of their problems occurring in administrative and educational areas. While it is clear that principal authorized teachers have the greatest difficulty preparing official documents in administrative matters, they have the most problems in lesson preparation in education and teaching affairs.

This study also revealed that the principal authorized teacher is compassionate. It means that, in addition to their primary responsibilities, principal authorized teachers also teach, and throughout this teaching practice, they are being perceived as a mother and father figure. In their study, Köse and Demir (2014) found that students look up to teachers who are open to conversation, have strong communication skills, and take them as role models.

Recommendation

The results of the study are consistent with those of other studies published in the literature. In the case, this study also confirmed that it is necessary to reduce the workload of principal authorized teachers. Thus, the principal-authorized teachers can do their jobs more effectively. Furthermore, because principal authorized teachers are concerned about the difficulties at school, they take responsibility beyond their roles. In this perspective, role confusion can be experienced by principal-authorized teachers. Therefore, it is important to motivate principal-authorized teachers more in order to reduce the high tempo and role confusion. Principal-authorized teachers can be entitled to motivation-boosting initiatives such as additional premiums.

In addition, the limitations of qualitative research are valid in this study. Researchers may be advised to conduct in-depth studies with other qualitative research data collection tools. According to the results of the study, principal authorized teachers experience role confusion. This means that both the educational process and the school administration cannot be qualified. The Ministry of National Education should abandon this policy as much as possible.

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