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Original article

School Administrators' Perceptions of Competency in Managing Change

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Abstract

The purpose of this research is to reveal the competence perceptions of school administrators working in public schools at the basic education level (primary and secondary school) in Çanakkale in the 2021-2022 academic year. Since the research describes an existing situation, it is organized as a "relational screening model". The population of the research consists of a total of 198 school administrators working in public schools at the basic education level in Çanakkale. Since all schools at basic education levels (primary school, secondary school) in Çanakkale province can be reached, sampling was not used in the research. In the study, the "Change Management Competencies Scale of Primary School Administrators" developed by Ak (2006) was used as a data collection tool. All data obtained as a result of the research were analyzed through SPSS 26.0 program and while analyzing the data; Percentage, mean, t-test, frequency one-way analysis of variance (One-Way ANOVA) calculations were used. Research findings show that school principals' perceptions of competence in managing change are largely sufficient in all dimensions. Research findings show that school principals consider themselves largely competent in all dimensions of their perception of competence in managing change. While school principals' perceptions of competence in managing change create a significant difference according to the gender variable, it does not show a significant difference according to the variables of years of service and the number of teachers in the school they work in. Since there is no program to train school administrators in our country, the findings of the research can serve as a source for future studies in this direction. In the study, the competencies of school administrators in managing change were found to be high, but the subject can be examined in more depth with applied action research studies.

Keywords: Self-efficacy, School administrator, Change management, Organizational change.

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INTRODUCTION

Organizations that want to position themselves correctly in global competition can make progress with the importance they attach to knowledge and qualified workforce. In order to increase their economic and technological market shares with qualified workforce, organizations have to establish harmony with the external environment. In organizations that have a constantly evolving organism structure, the concept of change management and the ability to manage it correctly is of great importance. In today's world, where instant change has become normal with rapidly changing technology, collective situation fluctuations, expectation demands, organizations clearly understand the importance of change and, moreover, the importance of strategies on how to direct their organizations (Koç, 2014).

Organizational change is the process of renewing an existing organization and creating solutions to its problems with a collaborative strategy. At the same time, the concept of organizational change is also expressed as an applied and long-term action research study in behavioral sciences, emphasizing the culture between teams (Balcı, 2000). Change, defined as a process, requires establishing different strategies, completing regular stages and making a comprehensive plan in this management process. The ability to organize all these stages emphasizes the power of effective management of the planned change process. Organizations that are managed with an uncertain process and do not have an effective strategy logic have a reduced chance of taking control of the change process and completing the process successfully (Askarany, 2009). Some of the effects of change in organizations come from within the organization and some come from outside the organization. While the innovations brought by the developments in technology and the new services offered by competitors force organizations to change with an external influence, the change effect focused on personnel, workers and customers is expressed as the change effect originating from the internal structure of the organization (Davis and Newstrom, 1997). Koçel (1999) classifies the changes that occur in organizations due to both internal and external influences under basic subheadings. These headings are expressed as follows: Planned-Unplanned Change, Macro-Micro Change, Proactive-Reactive Change, Active-Passive Change, Step by Step-Radical Change. The first researcher to analyze the change process from an organizational perspective was Kurt Lewin. Kurt Lewin and Judson models of change are briefly explained below.

Kurt Lewin Model

Kurt Lewin (1947), argues that change occurs in a planned manner in a top-down hierarchical structure and emphasizes that there are three basic steps for change to occur. These basic stages are: Dissolution, Change and Refreezing.

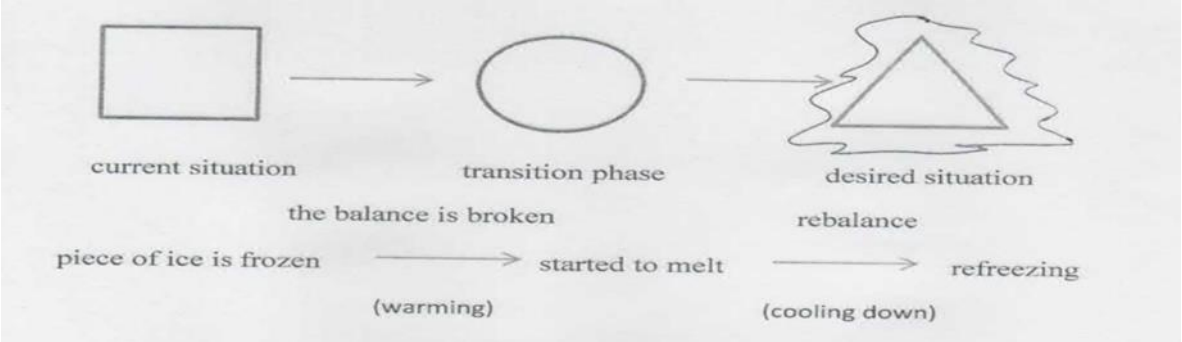

Figure 1. Change Process (Tokat, 2012).

Dissolution phase: It is the phase where the necessity of the idea of change is defended and persuasion efforts are made against those who resist change (Tokat and Kara, 1999). It is also defined as the process of giving up habitual, entrenched situations.

Change phase: This is the second phase where actual change occurs. At this stage, radical practices that will change the organizational structure begin to be made, thus the existing situation becomes different (Özkara, 1999). Organizational systems now begin to make progress in line with new strategies.

Refreezing phase: This phase describes a process that implies necessity in change. If this stage is not completed, a return to the past will occur (Özkalp and Kırel, 1990). In order for the targeted change to be successful, internalization and acceptance are expressed.

Judson Model

Judson (1991) talks about the importance of five stages when managing the change process. These stages;

- Analyzing and planning change,
- Communication exchange,
- Allowing new behavior formations,
- To go beyond the existing situation and reach the desired situation,
- To ensure that the new situation reached is solid and institutional.

The difference of Judson's change model from other models is that it emphasizes the importance of resorting to bargaining and persuasive methods (Cheung 2010).

Figure 2. Judson's Model of Change (Cheung, 2010).

Business Process Re-Engineering

The speed of competition in the world economy exceeds global borders, and as a natural result, companies and organizations are competing with many competitors who can offer new, high-quality and cheap services. For this reason, corporate structures that want to take their place in the global market have to get rid of a static structure and quickly transition to a dynamic structure (Özkan, 2004). Organizations that want to increase their global market performance have the power to make a strong leap forward depending on the originality of the strategies they will determine to protect their systems. Today, all businesses and structures, from small to large, are caught up in the strong wind of change and are turning to building an order from scratch.

Reasons that push systems to compete, such as awareness-raising differentiation of customer expectations, the existence of quality standards at international level, and the race to get a large slice of the market share in development, can be counted among the driving factors that lead organizations to a new structuring. Magnelli and Klein (1994), who contribute to the field with another definition, define the concept of reengineering as the act of designing system policies that contribute to the systems of organizations in their business processes that have added value and strategic importance, with a radical change in their systems. Hammer and Stanton (1995) states that some points should be analyzed carefully while reengineering is constructed as a process.

These points are stated below:

- Product deliverables should be brought into focus so that all steps taken will be centered around a fixed center.
- It should be clarified who will use the outputs resulting from the process.
- Information must be provided in parallel across all processes.
- Resources planned separately regionally should be gathered under a central target.
- A working center with a decision-making mechanism should be established, so that control will be easier.
- Data must be identified at the source, in raw form.

Reengineering Application Stages

When planning the reengineering process, it is essential to carry out studies under five main headings. These principles are respectively; making preliminary preparations, getting to know the processes closely, determining the vision, organizing the processes technically and socially, and ensuring transformation (Aktan, 2011).

Preliminary preparation: It refers to the organization of those who will carry out the change. It includes reaching consensus for change, forming working groups, and project design for the change project.

Process Recognition: It refers to creating a plan that will appeal to the customer by creating a process map. First of all, it is a step focused on determining the topic to be focused on and getting to know the customer.

Vision: It is defined as the criteria that determine the direction of development by determining the criteria that provide breakthroughs in performances. It is important to ensure improvement in the organization with the best implemented ideas in similar organizations (benchmarking).

Technical and Social Organizing: This working title refers to providing technological contribution to progress while making technological arrangements for change processes and regularly organizing the information flow between processes with databases.

Transformation: It refers to carrying out a pilot application and continuously monitoring the organization and intervening in the problematic parts. Employee training, continuous review, testing for best system design are the prominent emphases.

School Principals as Change Engineers

The concept of reengineering is defined as "starting over" and refers to dealing with the problems that occur during the difficult processes of change. The main purpose of the concept of Reengineering is to manage change and move ahead of change instead of being in the shadow of it (Hammer and Stanton, 1995). Redesigning systems and achieving a radical leap in performance measures forms the basis for the concept of reengineering (Edwards and Peppard, 1994). When it comes to evaluating school organizations in terms of performance indicators, it is considered important for schools to undertake the role of reengineering in order to achieve an organizational breakthrough. The aim in schools is to achieve radical transformation through reengineering. Some basic points can be recommended to school principals in order to implement effective reengineering that is dynamic, innovative and can ensure the continuity of change in their organizational structures. These items are listed below (Demir, 2008):

The basic dynamics of change must be determined correctly.

- It should be well explained why the change should be made.
- In Reengineering, a successful coordinating team should be formed and highly qualified individuals should be selected to head the change.
- Understanding of change should be ensured by determining mission, vision, goals and clear objectives.
- Human resources should be seen as valuable in management.

- Factors that may hinder change should be eliminated.
- The change process should be supported by the active participation of all personnel.

Problem Statement

The aim of this research is to determine the competence perceptions of school administrators working in public schools at the basic education level (primary and secondary school) in managing change. The problem statements determined for the purpose of the research are as follows:

1. What are the perceptions of school administrators towards the concept of competence in managing change?
2. Do primary and secondary school administrators' perceptions of competence in managing change differ significantly according to gender, marital status, professional seniority and education level?

MATERIALS and METHODS

Research Model

The research is a research in the relational screening model, which is a quantitative approach to determine the competence perceptions of school administrators in managing change. This model is used to determine the status and degree of change between two or more variables (Karasar, 2009).

Research Sample

The population of the research consists of school principals and deputy school principals working at primary and secondary school levels in Çanakkale city center and all its districts in the 2021/2022 academic year. Since all schools at different education levels (primary school, secondary school) in Çanakkale province are accessible, sampling was not done in the study. In accordance with the purpose of the study, the number of schools in Çanakkale province was taken into consideration, and the distribution of school principals and deputy principals according to the center and districts, and the demographic distribution of the administrators according to their seniority, age, gender, education level and education status were determined. School administrators working in primary, secondary and primary/secondary schools were included in the research on a voluntary basis. The scales of the research were delivered to 198 school administrators in the provinces and districts via mail and online communication from the District Directorates of National Education, and after the incorrect ones were eliminated from the returned surveys, the surveys of the remaining 160 school administrators were used for the research. Data regarding the participants are shown in table 1.

Table 1. Demographic characteristics of participating school principals

Demographic Variables	Categories	Frequency	Percentage (%)
Gender	Woman	93	58.1
	Male	67	41.9
Number of Teachers	8-15	32	21.1
	16-20	32	21.1
	21-25	34	22.4
	26 and over	54	35,5
Professional Seniority	1-5 years	3	1.9
	6-10 years	20	12.5
	11-15 years	52	31.5
	16-20 years	44	27.5
	21 years and over	41	25.6

When the data in Table 3 is examined, it is revealed that 67 (41.9%) of the participants in the study are men and 93 (58.1%) are women. It is seen that the majority of the participants in the research are women. It is seen that the number of teachers in the schools where the participants participating in the research work is at least 8-15, 16-20 (21.1%) and the maximum number is 26 and over (35.5%).3 of the research participants (1.9%) have professional seniority between 1-5 years, 20 (12.5%) have 6-10 years, 52 (31.5%) have 11-15 years, 44 (27.5%) have 16-15 years of experience. It is seen that 20 years are in the range and 41 of them (25.6%) are 21 years and over. The seniority of the majority of the participants in the research is between 11-15 years.

Data Collection Tools and Procedure

The data of the research were obtained with the "Change Management Competence Scale of Primary School Administrators" developed by Ak (2006). In order to collect data for the research, communication was established with Çanakkale Provincial Directorate of National Education through official correspondence. The principals and deputy principals of the schools in the city center and districts at the basic education level were contacted and the scales were filled and collected digitally via Google forms. In the research, the " Primary School Administrators' Competencies Scale for Managing Change " developed by Ak (2006) was used. The 67-item scale consists of 4 sub-dimensions: "Competencies in determining the need for change in the school", "Competencies in preparing the school for the change process", "Competencies in implementing change in the school" and "Competencies in evaluating change in the school". Participants expressed their ability to manage change using a 5-point rating scale (1 = Not at all, 2 = A little, 3 = Moderate, 4 = A lot, 5 = A lot). Cronbach Alpha internal consistency coefficient (α) is .93 in the first dimension of the scale, "Determining the need for change in the school", Cronbach Alpha internal consistency coefficient (α) is .93 in the "Preparing the school

for the change process" dimension, and Cronbach Alpha internal consistency coefficient (α) is .98 in the sub-dimension of "Implementing change in the school". (α) was found to be .98, and (α) was found to be .93 in the "Evaluating change" sub-dimension. The Cronbach Alpha internal consistency calculation result for all dimensions is (α) .94 (Ak, 2006). Validity and reliability calculations of the scale were carried out, and the factor load values of all items were determined to be above .45 (Ak, 2006).

Table 2. Normality Distribution of School Administrators' Competence in Managing Change Scale

Dimension	$\bar{X}$	Median	Skewness	Kurtosis	Kolmogrov Simirov P
Identifying the Need for Change	.155	4.22	0.128	0.932	.000
Preparing for the Change Process	.210	4.03	0.141	0.460	.000
Implementing Change	.158	4.06	0.038	0.244	.000
Evaluating Change	.231	4.10	0.009	0.511	.000

When Table 2 is examined, the skewness value for the first sub-dimension of the scale for evaluating the competencies of school administrators in managing change, which is Determining the Need for Change at School, is 0.12 and the kurtosis value is 0.93, and the skewness value for the second sub-dimension, Preparing the School for the Change Process, is 0.14. and the kurtosis value is 0.46, the skewness value for the third sub-dimension, Implementing Change at School, is 0.38 and the kurtosis value is 0.24, the skewness value for the fourth sub-dimension, Evaluating Change, is 0.09 and kurtosis value was calculated as 0.51.

If the skewness and kurtosis values are between -1.5 and + 1.5, a normal distribution can be mentioned in the data set (Tabachnick and Fidell, 2013). As a result of examining the skewness and kurtosis values of all dimensions in the scale for evaluating the competencies of school administrators in managing change, it is seen that these values are in the range of -1.5, +1.5, and it can be concluded that the normal distribution is symmetrical. The Shapiro-Wilk test is used to examine normality when group sizes are less than 50, and the Kolmogorov-Simirnov test is used to examine normality when group sizes are larger than 50 (Büyüköztürk et al. 2012). Kolmogorov-Simirnov test was applied in the research because the number of people to whom the scale for evaluating the competencies of school administrators in managing change was applied was more than 50. Since the Kolmogorov-Simirnov P value is greater than .05 ($p > 0.5$) and the data regarding skewness and kurtosis values are between – 1.5 and + 1.5, it is understood that the values show a normal distribution.

Data Analysis

The analysis of the research data was carried out with the SPSS statistical analysis program. Skewness and kurtosis values were examined to observe whether the distribution of the data was normal.

The research was conducted using t-test and ANOVA to reveal school administrators' perceptions of their competence in managing change.

The average of the lowest score on the scales is 1, and the average of the highest score is 5. Five levels of range were specified for the research: very low, low, medium, high and very high. It is calculated as 5-1=4 and 4/5=0.8. While expressing the average values of the scores obtained after the descriptive analysis obtained from the data, for the Change management competency scale 1-1.80 = Not at all, 1.81-2.60 = Little, 2.61-3.40 = Medium, 3.41- 4.20 = A lot and 4.21-5.00 = Very much.

Ethical

In this study, all rules specified within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. In addition, approval was received for this study from the Çanakkale Onsekiz Mart University Graduate Education Institute Scientific Research Ethics Committee.

FINDINGS and RESULTS

In this section, there are findings regarding the sub-problems determined in line with the problem situation of the research. The sub-problem of the research is "What are the perceptions of school administrators towards the concept of competence in managing change?" Descriptive statistical analyzes were carried out to answer the questions. The result indicators of the analysis are presented in Table 3.

Table 3. Analysis of School Administrators' Change Management Competence Scale by Sub-Factors

Dimension	**N**	$\bar{X}$	**Ss**
Identifying the Need for Change	152	4.27	.53
Preparing for the Change Process	152	4.15	.48
Implementing Change	152	4.22	.46
Evaluating Change	152	4.30	.49
Total	152	4.20	.49

As stated in Table 3, school administrators express themselves as largely competent in terms of their perception of change management competence. When the average scores are examined, it is seen that they mostly express themselves as sufficient in the dimensions of determining the need for change and evaluating the need for change. The table shows that the dimension in which school administrators consider themselves least competent compared to the average scores in other dimensions is preparing the school for the change process. The total average shows that school administrators perceive themselves as "largely sufficient" in terms of the concept of competence in managing change.School administrators' perceptions of their competence in managing change were examined according to the variables of gender, years of service, and the number of teachers in the school they work in.

Examining School Administrators' Perceptions of Efficacy in Managing Change by Gender

The sub-problem of the research is "Do school administrators' perceptions of their competence in managing change vary by gender?" It is in the form. In order to answer the question of this sub-problem of the research, t-test analysis was performed and the results of the analysis are stated in Table 4.

Table 4. T-test Results of Change Management Efficacy Perception Scale Scores According to Gender

Dimension	Gender	N	$\bar{X}$	Ss	sd	t	P
Identifying the Need for Change	Woman	87	4.14	.493	150	-3.82	.000*
	Male	65	4.46	.527			
Preparing for the Change Process	Woman	87	4.01	.463	150	-4.29	.000*
	Male	65	4.34	.452			
Implementing Change	Woman	87	4.10	.419	150	-3.87	.000*
	Male	65	4.38	.477			
Evaluating Change	Woman	87	4.15	.476	150	-4.61	.000*
	Male	65	4.50	.445			

*p<.05

When Table 4 is examined, it is seen that school administrators' perceptions of competence in managing change differ in all four sub-dimensions according to gender (p <.05). In the sub-dimension of determining the need for change, the average score of female school administrators is $\bar{X}$ = 4.14, and the average score of male school administrators is $\bar{X}$ = 4.46. In the sub-dimension of preparing for the change process, the average score of female school administrators is $\bar{X}$ = 4.01, and the average score of male school administrators is $\bar{X}$ = 4.34. In the change implementation sub-dimension, the average score of female school administrators is $\bar{X}$ = 4.10, and the average score of male school administrators is $\bar{X}$ = 4.38. In the change evaluation sub-dimension, the average scores of female school administrators is $\bar{X}$ = 4.15, and the average scores of male school administrators is $\bar{X}$ = 4.50. As a result of the findings, it is seen that school administrators' perceptions of competence regarding the concept of competence in managing change create a significant difference according to gender for each sub-dimension. It can be concluded that this difference is in favor of male school administrators.

Examining School Administrators' Perceptions of Efficacy in Managing Change According to the Number of Teachers in the School Where They Work

The sub-problem of the research is "Do school administrators' perceptions of their competence in managing change differ depending on the number of teachers in the school they work in?" It is in the form. In order to answer this sub-question, one-way ANOVA test analysis was performed. The results of the analysis are expressed in Table 5.

Table 5. ANOVA Results of Change Management Efficacy Perception Scale Scores According to the Number of Teachers

Dimension	Number of Teachers	N	$\bar{X}$	sd	f	p
Identifying the Need for Change	8-15	32	4.23	.559	.369	.775
	16-20	32	4.23	.555		
	21-25	34	4.35	.517		
	26 and over	54	4.28	.516		
Preparing for the Change Process	8-15	32	4.02	.525	1.526	.210
	16-20	32	4.23	.478		
	21-25	34	4.24	.463		
	26 and over	54	4.13	.469		
Implementing Change	8-15	32	4.16	.505	1.123	.342
	16-20	32	4.23	.507		
	21-25	34	4.34	.400		
	26 and over	54	4.17	.449		
Evaluating Change	8-15	32	4.00	.483	.387	.763
	16-20	32	4.45	.542		
	21-25	34	4.33	.457		
	26 and over	54	4.37	.499		

*p<.05

When Table 5 is examined, it is seen that school administrators' perceptions of the concept of competence in managing change do not create a significant difference in all four sub-dimensions according to the number of teachers working in their schools (p>.05).

Examining School Administrators' Perceptions of Competence in Managing Change by Years of Service (Seniority)

The sub-question of the research is "Do school administrators' perceptions of competence in managing change differ according to years of service (seniority)?" It is in the form. In order to answer this sub-question, one-way ANOVA test analysis was performed. The analysis results are expressed in Table 6.

Table 6. ANOVA Results of Perception of Efficacy in Managing Change Scale Scores According to Years of Service (Seniority)

Dimension	Professional Seniority	N	$\bar{X}$	sd	f	P
Identifying the Need for Change	1-5 year	2	4.00	.000	1.14	.337
	6-10 year	11	4.54	.425		
	11-15 year	43	4.29	.601		
	16-20 year	49	4.29	.513		
	21 years and over	47	4.19	.501		
Preparing for the Change Process	1-5 year	2	3.85	.117	1.66	.162
	6-10 year	11	4.43	.396		
	11-15 year	43	4.20	.483		
	16-20 year	49	4.15	.506		
	21 years and over	47	4.06	.471		
Implementing Change	1-5 year	2	3.90	.128	.93	.446
	6-10 yıear	11	4.32	.368		
	11-15 year	43	4.25	.474		
	16-20 year	49	4.26	.497		
	21 years and over	47	4.13	.445		
Evaluating Change	1-5 year	2	4.00	.000	1.52	.199
	6-10 year	11	4.45	.335		
	11-15 year	43	4.33	.553		
	16-20 year	49	4.37	.453		
	21 years and over	47	4.17	.499		

*p<.05

When Table 6 is examined, it is seen that school administrators' perceptions of competence in managing change do not create a significant difference in all four sub-dimensions according to years of service (seniority) (p>.05).

CONCLUSION and RECOMMENDATONS

The study concluded that school administrators consider themselves adequate in terms of their ability to manage change. School principals express themselves as being most competent in identifying the need for change and evaluating the need for change. It is stated that the dimension in which school administrators consider themselves least competent when compared to other sub-dimensions is preparing the school for the change process. The reason why school administrators see themselves as less competent in this sub-dimension can be interpreted as the difficulty of convincing the staff to create a common change requirement with all school staff, the inability to clearly express the need for the necessity of change, and the inability to create a common change model.

In his study, Gökçe (2004) found that there was a significant difference between school principals' self-efficacy perceptions in managing change and their attitudes in the change process. This result shows

that there is no parallel situation between the perceived and the actual situation. In other words, it can be interpreted that school administrators who perceive themselves as competent in change management do not exhibit appropriate behavior in turning their perceptions into behavior. Results similar to the findings of the research were obtained in the literature. Ak (2006), Argon and Özçelik (2007) and Yıldız (2012) state in their studies that school administrators define themselves adequately in all sub-dimensions of change management. In the study, it was concluded that there was a significant difference in the change management competence perceptions of school administrators according to the gender variable. In all sub-dimensions, it is seen that male school administrators have a higher level of competence in managing change than female school administrators.

In his research examining the perceptions of administrators and teachers regarding the competencies of school principals in managing change, Özdemir (2019) concluded that the perception of change management competency was not affected by the gender variable. Although this research, which concluded that there is a significant difference according to gender, offers a unique contribution to the literature, it can be interpreted as a result beyond expectations, incompatible with the professionalism of the teaching profession. The findings obtained as a result of the research show that school administrators' perceptions of the concept of competence in managing change do not create a significant difference in all four sub-dimensions according to years of service (seniority).

There are studies in the literature that reach similar results. Can (2002), Keyifli (2019), Toprak (2019), and Yıldız (2012) concluded that there is no significant difference in the seniority variable sub-dimension of change management competence perceptions. There are also studies in the literature that reach different results. In their research, Sayracı and Gündüz (2018) found that there was no significant difference in terms of years of service in the sub-dimensions of preparing the school for the change process, implementing change and evaluating change, while 1-5 years, 6-10 years and 11 years and above in the sub-dimension of determining the need for change. They concluded that there was a significant difference in terms of average score among senior school administrators. It is seen that school administrators' perceptions of the concept of competence in managing change do not create a significant difference in all four sub-dimensions depending on the number of teachers working in their schools. Considering the dynamic structure of schools, it is thought that school administrators should aim for continuous progress at the level of modernity. This finding supports the idea that changeable and progressive team spirit in schools should be directly proportional to quality, not quantity.

As a result of the findings of the research, the following suggestions can be offered:

1. Since there is no program to train school administrators in our country, the findings of the research can serve as a source for future studies in this direction. Projects that include change management issues can be designed and managers can be active implementers of these prepared projects,

2. Strategic partnerships can be established at national and international levels in order to increase the change management and leadership competencies of school administrators,
3. In order to help school administrators create a vision for change, Provincial and District National Education Directorates can organize workshops and seminars for institutions to create a change management strategy,
4. Rapidly changing and rapidly renewed technologies can be seen as a positive force for the organization, and school strategic plans can be constantly updated with the dynamics of change,
5. In-service training can be organized to ensure the adaptation of all personnel within the organization to the change process,
6. New methods and behavioral styles can be developed for school administrators trying to understand and manage the phenomenon of change, and seminars and trainings can be organized for this purpose,
7. The scope of the research can be expanded by including senior administrators, teachers or parents, who are the stakeholders of education in addition to school administrators,
8. An in-depth analysis of the research on change management can be made by taking into account different variables,
9. Since a quantitative research was conducted, adding qualitative findings of the research may contribute to the field,
10. This research can be a source for determining the perception levels of people who hold managerial positions in different fields of work that are not related to educational organizations regarding leadership and change management,
11. A similar study can be done by comparing administrators in private schools with administrators in public schools,
12. The study can be carried out by selecting a larger sample group by including school administrators of preschool education institutions and secondary education institutions, which are not included in the research,
13. The socio-economic level in the region where the schools are located can be examined and its impact on school administrators' perceptions of change management can be examined,
14. Since there is no practical research on school administrators' change management skills in the literature, applied action research studies can be conducted on the subject.

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