Perceptions of Prospective Teachers about School Principals: Prejudice or Real?

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Abstract

The aim of this study is to reveal prospective teachers' thoughts and observations about school principals. In the study, the qualitative and quantitative research methods were used together. In quantitative research method, a questionnaire was developed and survey research was conducted with the help of this questionnaire. In the qualitative method, the study of the phenomenology was preferred in order to reveal the experiences and meanings related to the phenomena. The sample of the study consists of 60 senior students at Bayburt University Faculty of Education departments of Primary Education and Science Education. The "Questionnaire of Perceptions of Prospective Teachers About School Principals" developed by researcher was used in this study. In addition, other data collection tool was the observation reports that prospective teachers observe and then write a day of school principals. SPSS package program was used in analysis of the quantitative data. Content analysis was used in analysis of the qualitative data. Perceptions of prospective teachers about school principals were found to be positive and the study showed that gender and department didn't affect the thoughts of prospective teachers.

Keywords: School principal, prospective teacher, prejudice, school management

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Introduction

Schools, where the future of the country is designed and shaped by producing and presenting educational services according to the aims and principles set by the politics of the country, are the most functional part of the education system. School management is very important in order to achieve success in these institutions. Bursalıoğlu (2002) defines the task of school management as using all the human and financial resources in school in the most efficient way and keeping them alive for school purposes. In order to be able to successfully accomplish this task, it is necessary for the school principal to view the school as a system of roles and to adjust its behavior by always taking into account the roles and expectations of teachers and other personnel which they are related. The school administration who keep the school in accordance with the goals of the school should take some important points into account and do something (as cited in: Taymaz, 2011):

- The school principal should be aware that goals of school is to raise good citizens and must be abide by the law.

- The school principal should be planned, they should direct their employees in accordance with their duties and responsibilities.

- The school principal should have strong communication skill, and unite internal and external components in common ground.

- The school principal should audit and evaluate continuously, fairly and without prejudice.

- The school principal should make it easier for the school to adapt to development and change.

- The school principal should efficiently use, record and control schools' resources.

Article 39 of the Ministry of National Education Regulation on Pre-school Education and Primary Education Institutions explains the duty, authority and responsibility of the school principals as follows: "The principal ensures that all the tasks given here are fulfilled: Students, all kinds of education and training, management, staff, chattel, correspondence, social activities, scholarship, security, nutrition, maintenance, protection, order, watch, public relations, and the duties assigned to the ministry and provincial / district directorates of national education and other duties specified in the duty definition." As it is stated here, the school principal, who should deal with all kinds of jobs related to school management, should have leadership skill in order to ensure the effectiveness of the school (Balcı, 2002; Şişman, 2002; Özdemir et al.,2012). Educational leadership is about virtues such as honesty, being respectful and showing respect, and such leaders are more valuable to employees (Karaköse and Kocabaş, 2009). The communication established by school principals with teachers is very important and should be active, as the effectiveness of educational organizations is possible (Madenoğlu, Uysal, Sarıer and Banoğlu, 2014) because teachers are satisfied with the work they are doing and are willing to act accordingly. Because the leadership qualities of the school principal influence the commitment to organizational values and goals.

If we need to group the works done in the field, firstly there are studies about school principals and their perception of their professions. A research conducted by Şahin (2007) which aimed to identify the daily activities of the school principal has showed that 72% of the daily hours of school principals came from activities outside of education. The school principals stated that 38.6% of their time were spent in face-to-face interviews. 20% of the activities of school principals during their working hours consist of activities such as supervision and environmental control. 11,7% of reported activities consist of Student Affairs activities. In his study, Çelikten (2004) observed a school principal at primary school about a semester and tried to determine what extent the activities of the school

principals with their duties and responsibilities comply. Three management functions that school principals devote the most of their time are general management, planning, checking school; top management, self-training and school-environment relations are the activities which school principals devote least of their time. In his study, Sezer (2016) aimed to determine school principals' priorities and thier views regarding factors affecting thier decision-making processes. According to the statements of school principals, first of the priority list is to actualize school goals. Other priority tasks are exam success, quality education and job satisfaction of teachers. Turan, Yıldırım and Aydoğdu (2012) examined the views of school principals regarding their duties and found that school principals felt responsible most for human and financial issues, and had some problems with stakeholders and financial issues.

The second group is the studies that focuses on how their students perceive school principals. Yalçın and Erginer (2014) revealed the perceptions of primary school students about school principals by using the drawings of the students. Most of the drawings the students made about the concept of "school principals" show that they belong to the categories of "being negative element", "being problem solver", "being prim and proper" and "being valuable". Tüzel and Şahin (2014) wanted to reveal the perceptions of primary school students about school administrators through the pictures they have drawn and the metaphors they have used. The school principal and deputy principal were pictured most in their rooms and in terms of their closeness to the students, they were pictured in front of the students and in a positive situation. On the other hand, Yıldırım and Uğur (2011) aimed to reveal the image of the ideal school principal in the perceptions of students and to visualize the determined images by caricaturizing them. As a result of the research, it is seen that the students usually have negative image about the school principals. Students have the image of an ideal school principal who is student-centered and not angry.

The third group is the studies that focuses on how teachers perceive school principals. Akan, Yalçın and Yıldırım (2014) identified the mental perceptions of teachers about concept of school principal through metaphors. Teachers produced mostly metaphors for the concept of school principals in the context of management. Teachers described school principals with commander, soldier, computer, pen, manager metaphors respectively. Cerit (2008) wanted to analyze the perceptions of students, teachers and managers about concept of school principal through metaphors. School principals were perceived by teachers and managers as researchers, supervisors, consultants, educational experts, directors, coaches, orchestra directors and leaders.

There are few studies trying to reveal the thoughts of prospective teachers about school principals. The common characteristic of these studies is that they are metaphor studies. In her study, Örücü (2014) aimed to determine the perceptions of prospective teachers about the school, the school administrator and the Turkish education system through metaphors. The study revealed that prospective teachers had negative perceptions towards the school administrator. Çobanoğlu and Gökalp (2015) aimed to reveal metaphorical perceptions of prospective teachers about school principals. Most of the prospective teachers expressed school principals with the metaphor of "Father, Lion Mother, Dictator, Shepherd". It has been seen that prospective teacher thoughts about school principals were positive. Zembat, Tunçeli and Aksin (2015) also revealed perceptions of preschool prospective teachers regarding the school administrator concept through metaphors. It has been identified with Father, Leader, Mother, Parental metaphors.

In the literature, there is no research revealing prospective teachers' thoughts about school principals with quantitative data collection tool, comparing prospective teachers' observations about school principals. It is a conundrum whether prospective teachers have prejudices about school principals whom they might work together when graduated. For these reasons, the problem of this research is the perceptions of prospective teachers about school principals, and school principals' observations about what they see most in school life, and whether prospective teachers' thoughts and observations about school principals differ from each other.

Aim: The aim of this research is to reveal the thoughts and observations of the prospective teachers about the school principals. In this scope, following questions will be addressed.

1. What are the thoughts of prospective teachers about school principals?

2. Do the thoughts of the prospective teachers about school principals vary according to the gender of the prospective teachers?

3. Do the thoughts of the prospective teachers about school principals vary according to the department which prospective teachers study?

4. What did the prospective teachers observe most from the school principals' everyday school life?

5. Is there any difference between thoughts and observations of the prospective teachers about the school principals?

Methods

Research Model: Quantitative and qualitative methods were used together in this research to reveal the opinions and observations of the prospective teachers about the principals. The quantitative research method attempts to define the event, the individual or the object as if it exists within its own conditions. The quantitative research method focuses on behavior and transforms data into numbers (Çınkır and Demirkasımoğlu, 2015; Karasar, 2010; McMillan and Schumacher, 2006). The qualitative research method provides a realistic and holistic view of perceptions and events in the natural environment and looks deeply into them (Büyüköztürk et al., 2016; Yıldırım and Şimşek, 2005; Kümbetoğlu, 2005; Punch, 2005). Therefore, firstly a questionnaire was developed in this research and then the survey was conducted with the help of this questionnaire. The survey has been chosen to reveal opinions of prospective teachers about school principals. A phenomenology study was chosen to reveal the experiences and meanings of the phenomena (Büyüköztürk et al., 2016). Prospective teachers were expected to observe a day of school principals and write this experience to an observation report.

Participants: Sample of the study was consisted of 62 senior students at the departments of Primary School Education, Science Education in the Bayburt Education Faculty. These students both answered the questionnaire and observed school principals. The pilot scheme of the questionnaire was attended by 60 senior students at the departments of Elementary Mathematics Education, Turkish Education in the Bayburt Education Faculty. Purpose sampling was used in the research. School principals' and teachers' thoughts about each other have a strong influence on the school atmosphere and thier relations. For this reason, senior students were preferred in this study because perceptions, prejudices, and thoughts of the students who were about to graduate from education faculty are very important. The information of the prospective teachers is shown in Table 1.

Table 1. The information of the prospective teachers

Category		f
Gender	Female	45
	Male	15
Department	Primary School Education	47
	Science Education	13
	Elementary Mathematics Education	30
	Turkish Education	30

Data Collection Tools: In the research, "Questionnaire of Perceptions of Prospective Teachers About School Principals" which was developed by the researcher, was used. The questionnaire was designed to reveal the opinions of prospective teachers about school principals. It consists of 30 items and is a 5-point Likert-type scale. All the prospective teachers who answered the questionnaire took the course called "Turkish Education System and School Management" during the period of this research. They have basic knowledge about school management so they can respond the questionnaire.

The other data collection tool is observation reports that prospective teachers observed a day of school principals and then wrote down. Observation reports are not structured. Prospective teachers were asked to make observations expressing "what school principals do in school hours and within school boundaries."

Questionnaire Development Process:

Identifying the Problem: The problem of this questionnaire is the perceptions of prospective teachers about school principals. Within the scope of the problem, following questions will be addressed.

- According to the prospective teachers, do school principals manage the school?

- According to the prospective teachers, do school principals perform their duties?

- According to the prospective teachers, do school principals have good communication with teachers, students and other staff?

- According to the prospective teachers, can school principals share responsibilities with employees?

- According to the prospective teachers, can the school principals prepare the school for the future?

- According to the prospective teachers, can school principals meet the needs of the school?

- According to the prospective teachers, are the school principals take care of the employees?

Creating a Draft Form: Reviewing of the literature, closed-ended, structured questions were prepared after preliminary interviews with selected students from the target group, and examination of laws and regulations on the duties of school principals. These questions are classified questions which single option can only be marked. It is 5-point Likert-type scale. 1 means the weakest condition (strongly disagree), 5 means the strongest condition (strongly agree). The form consists of two parts. The first part contains personal information and the second part contains the expressions for the purpose. There are 32 items in the draft form.

Expert's Opinions: The draft version of the questionnaire is presented to the expert. Departments of experts are as follows: An assistant professor in the Department of Educational Administration, an assistant professor in the Department of Elementary Education, an assistant professor in the Department of Curriculum and Instruction, two assistant professors in the Department of Educational Measurement and Evaluation and Education Inspector (PhD). Some corrections were made in the direction of the suggestions and two items were removed from the form.

Pilot Practice: If questionnaire intend to identify to an individual's attitude, perspective and qualification about a specific area, it is recommended that number of items should be double at least. (Büyüköztürk, 2005; Kline, 1994).

As there were 30 items in the questionnaire, it was applied to 60 students. Students answered to the questionnaire in approximately 20-30 minutes and it was seen that they did not have any understanding problem or confusion. In order to scale the reliability of the questionnaire, Cronbach's Alpha was computed and found as 0,903. This alpha value shows that the questionnaire is very reliable. The Bartlett Test and the Kaiser-Meyer-Olkin (KMO) test were performed to test the suitability of the factor analysis. The Bartlett test is a sphericity test, showing whether the data are related to each other. Bartlett test result was found as $X^2=1175,674$; SD=435(p=0.00, p<0.05). The KMO test examines the suitability of sample size for factor analysis. KMO value was determined as 0.728; 0.72> 0.6 This value's being at least over 0.50 proved that the data set was appropriate for the factor analysis. The item that affects the total item correlation the most is 2'nd item and the least effective item is 11'th item (55%). None of the items remained below 0,30. These 30 items had seven-factor (sub-dimensional) structure. All the factors explain % 69,954 of the total variance. Table 2 presents the findings obtained in the analysis.

Table 2. Questionnaire' Factor Structure

Factor	% Variance Explained	Item No
1	34,35	23, 22, 30, 21, 28, 12, 11
2	10,17	2, 3, 1, 4
3	6,47	5,14, 16, 6,10,8
4	6,00	25, 27, 26, 24
5	5,07	20, 13, 7
6	4,38	18, 19, 17, 9
7	3,49	15, 29

Data Analysis: Frequency and arithmetic mean values of the data about opinions and observations of the prospective teachers about the school principals were calculated first. SPSS 23.00 package program was used in the analysis of quantitative data. Since the data was not normally distributed and the number of participants is less than 30, non-parametric tests were used. Mann Whitney U test was applied to determine whether it differs according to variables of gender and department education. Content analysis technique was used in analysis of the qualitative data obtained from the observation reports of prospective teacher. According to the observation reports, the codes were first created, then the categories. Codes and their frequencies are given. Very repetitive codes have been reported by the statements of prospective teacher.

Results

The "Questionnaire of Perceptions of Prospective Teachers About School Principals" was developed to reveal perceptions of prospective teachers about school principals. The average of each item was calculated according to the responses given to the questionnaire. The overall average is also calculated. Table 3 presents the findings obtained in the questionnaire.

Table 3. Thoughts of prospective teachers about school principals

Items	X
I think that the school principal manages the school in accordance with the law	4,22
I think the school principal has made an effort to take the school where it plans to be in the future.	3,98
I think the school principal is working to make the education at the school more qualified.	4,00
I think that the school principal manages the school in a disciplined way.	4,10
I think the school principal has established a positive organizational climate among the teachers at the school.	3,97
I think school principal is supportive of teachers.	3,97
I think the school principal works in cooperation with all the employees.	3,97
I think the school principal shares responsibility with teachers.	3,93
I think that the school principal takes into consideration the individual characteristics while assigning the employee.	3,53
I think that the school principal pays attention to job descriptions while assigning employee.	3,87
I think that school principal guides teachers.	3,68
I think that school principal is encouraging teachers to grow and develop in their professions.	3,60
I think that school principal cares about team work.	3,80
I think that school principal transfers authority to their subordinates when necessary.	3,90
I think that school principal checks if employees do their works.	4,03
I think that the school principal makes employees feel them like a part of the school.	3,92
I think that school principal helps employees having private problems	3,60
I think that school principal is rewarding the employees who do the job well	3,18
I think that school principal is taking legal action for the employees who do not fulfill their duties	3,33
I think that the school principal is checking the maintenance, repair and needs of the school and doing the necessary operations.	4,40
I think the school principal has been able to establish a positive relationship with the school social surroundings	3,92
I think the school principal is adopted by teachers.	4,03
I think the school principal is loved by students.	3,85
I think school principal get deputy principal to do every job	2,72
I think school principal has a traditional (classical) management understanding	2,67
I think that the school principal always stays in the his/her own room, does not go out	2,13
I think school principal creates fear in school.	1,95
I think that the school principal manages the school very well.	3,83
I think the school principal takes decisions with the teachers about the school.	3,60
I think the school principal has a good communication with the students.	3,78
Overall average	3,65

Table 3 shows that prospective teachers think that school principals are sensitive to school maintenance and repair, to manage school in discipline, and to control staff. Prospective teacher gave high scores to these items. Prospective teachers gave the lowest scores to these items: school principal creates fear in school (1,95), school principal always stays in the his/her own room, does not go out, (2,13), school principal has a traditional (classical) management understanding (2,67). These low scored statements are in favor of school principals.

The average of the questionnaires was found as 3,65 in the direction of the answers given by the prospective teachers. The arithmetic mean is interpreted as follows: 1.00-1.79 "fairly low", 1.80-2.59 "low", 2.60-3.39 "medium", 3.40-4.19 "high", 4.20-5.00 "quite high". Because of the overall average is 3,65 (3,40<3,65<4,19); it can be said that prospective teachers do not think negatively about the school management of school principals.

Tests of normality was conducted to see whether the thoughts of the prospective teachers about the school principals changed according to the gender of the prospective teachers. According to the Shapiro-Wilk test, the data do not show normal distribution (female p = .000, male p =, 010; p<,05). In addition, the number of participants in one of the groups is below 30. For this reason, Mann Whitney U-Test was performed. The results of the Mann Whitney U-test are given in Table 4.

Table 4.   Results of The Mann Whitney U-Test between prospective teacher's genders and perceptions of prospective teachers about school principals

Gender	N	Sequences Average	Sequences Total	U	Z	p
Female	45	32,46	1460,50	249,50	-1,503	,133
Male	15	24,63	369,50			

p<,05

According to the results of Mann-Whitney U test, there is found no significant difference between prospective teachers' gender and perceptions of prospective teachers about school principals (U = 249,50; p=0,133; z=-1,503). That is, the average ranking of female prospective teachers is higher than male prospective teachers, but the difference is not statistically significant (p= ,133).

Tests of normality was conducted to see whether the thoughts of the prospective teachers about school principals changed according to the department of the prospective teachers. According to the Shapiro-Wilk test, the data do not show normal distribution (Primary School Education p = .000, p<,05; Science Education p =, 801). In addition, the number of participants in one of the groups is below 30. For this reason, Mann Whitney U-Test was performed. The results of the Mann Whitney U-test are given in Table 5.

Table 5.   Results of The Mann Whitney U-Test between departments of prospective teachers and perceptions of prospective teachers about school principals

Department	N	Sequences Average	Sequences Total	U	Z	p
Primary School Education	47	32,26	1516,0	223,0	-1,481	,139
Science Education	13	24,15	314,0			

p<,05

According to the results of Mann-Whitney U test, there is found no significant difference between departments of prospective teachers and perceptions of prospective teachers about school principals (U = 223,0; p=0,139; z=-1,481).

Prospective teachers were asked to observe a day of school principals at school. Prospective teachers wrote their observations reports. 60 reports were collected. The codes were first created according to the most repeated statements in the observation reports. Then the categories were created from these codes. The categories created are listed below.

- Opening the school and first activities

- The activities done during the day

- School components relations between each other

- Closing the school

The codes and frequencies of the category "Opening the school and first activities" according to the observation reports of the prospective teachers are presented in Table 6.

Table 6. The codes and frequencies of the category " Opening the school and first activities"

Codes	f
School principal is the first person who comes to school.	30
Check up the school	35
Attending the opening ceremony of the school	16

From the observation reports of the prospective teachers, we find out that school principals usually come to school before class hour and that almost half of the observed principals are in school before everybody comes. The majority of the school principals also check up the school as the first job in the morning. The expression taken from the observation report of one of the prospective teachers is as follows:

> *"The principal comes to the school early in the morning and opens the school. He checked up the school garden first: Was there anything to hurt the student? .... Then the principal goes to the classes and checks them one by one to see if they are clean. After that, the principal checkup the cleanliness of the toilets." Science 12*

The codes and frequencies of the category "The activities done during the day", which is second category, are presented in Table 7.

Table 7. The codes and frequencies of the category "The activities done during the day"

Codes	f
Spending time in principal's office during class hours	33
Checking the school during class hours	3
Spending lots of time in principal's room	9
Walking around at the school	11
Welcoming the guests	13
Welcoming the parents	20
Dealing with official correspondences (especially electronic)	60
Following up and announcing the announcements	23
Checking the accounts	4
Meeting with deputy principals	26
Deciding / handling a job together with the deputy principal	8
Lecturing instead of absent teacher	4
Having deputy principal to lecture instead of absent teacher	8
Having intern student to lecture instead of absent teacher	9
Detecting an unexpected problem and finding quick solution to it.	9
Helping maintenance of the school	8
Checking the school via window and camera	14
Checking the activities (like important days and weeks etc.)	18
Checking trials exams	3
Teaching a student one to one (teaching read and write for inclusive student)	1
Drinking tea	28
Ringing the bells	5

Table 7 shows that the majority of school principals deal with official business, parents, education, and repair work during class hours and communicate with students, teachers and hall monitor her during breaks. The most repeated statements in the observation reports are that school principals turn computer on as soon as arriving their room and check whether there are any official correspondence or announcement (60). Because of the usage of electronic document management system being active, it is seen that the school principals check the system three to four times a day. It is also seen in the reports that school principals are very rigorous about informing the announcements

to the teachers. (23). It has been observed by the prospective teacher that school principals summon deputy principals for asking if the job is done, bringing documents or asking them how to do a job. (26). The number of principals who have decided how to do a job together with deputy principals has been 8. Deputy principals (8) or intern (9) give lectures instead of teacher who is absent. School principal rarely give lectures (4). It is reported that school principals carry out repair work together either the staff, or a parent or an expert, due to economic inadequacy of school. One of the prospective teachers explains his observations as follows:

> "During the class hours, the school principal was dealing with the tasks on the system (in the electronic environment), and the principal was in communication with teachers and students during break times." Primary 68

In order to be a successful school principal, school principal should have good communication with teachers, students and other staff. It is inevitable to encounter the school principals' communication with the staff in the observation reports of the prospective teachers. The codes and frequencies of the category "School components relations between each other" are presented in Table 8.

Table 8. The codes and frequencies of the category "School components relations between each other"

Codes	f
Greeting to teacher in the teachers' room	23
Interview with teachers about school	24
Relationship with teachers and students in break time	31
Committing social communication with teachers about non-school matter	7
Lack of communication with teachers/ rough behaviors to teachers	2
Checking teachers (in terms of coming and leaving to school)	29
Morning checks with hall monitor	4
Checking hall monitor	23
Visiting classes, interviewing with students and informing them	10
Checking the appearance of the students	9
Hard warnings to the students	4
Checking the staff	7
Notification of deficiencies to the staff	11

According to the observation reports of the prospective teachers, half of the school principals communicate with the teachers during school hours. School principals greet teachers in teachers' room in the mornings (23), talk about school issues in the breaks (24). The number of principals who commit social communication with teachers about non-school matter is low (7). Almost half of the principals check whether the teacher come to the school or go to classes on time (29). Very few of the principals are tough against teachers (2) and students (4). It is also seen that the principals check the staff (7) less than they do teachers (29).

According to the observation reports of prospective teachers, the final category is related to the preparation of end of day and closing the school. The codes and frequencies of the category "Closing the school" are presented in Table 9.

Table 9. The codes and frequencies of the category "Closing the school"

Codes	f
Checking the school at the end of day	20
Planning the next day	3
Waiting for everyone to leave school	25
Leaving school with closing bell	3
Leaving school early (without waiting for closing bell)	5
Visiting to Directorates of National Education during class hours	4

Table 9 shows that school principals do not leave the school before last lesson unless there is a compulsory situation. Before they leave school, they check windows, faucets, lights (20) and wait for everyone to leave school (25). The followings are the statements that prospective teachers share their prejudices and observations regarding the school principals.

"There was a point attached my attention here. Neither the teachers, nor the students, nor the staff working at the school were not afraid of the principal. The principal gave them that comfort. People are usually afraid of the school principals. Even if the person passes in front of their door, he /she tries to be quick *but students can easily come and say their wishes in here." Primary 72*

"I used to think that the principals were just sitting down in their room and they roughed up the students in general. I had always seen this way in elementary school. *But I have seen that is not true for all the principals. Besides, the principal has been involved in all kinds of school affairs." Primary 48*

One of the prospective teacher expressed his general impressions about the school principals as follows:

"At the end of a day of observation, the school principal acts as a bridge between DNE and the school. At the same time, he deals with all the problems even if it is small and big." Primary 15

Discussion and Conclusion

In this research, firstly, an answer was searched for the question "What are the thoughts of the prospective teachers about the school principals?". Thoughts of prospective teachers about school principals are positive. Prospective teachers think that school principals perform the most repair and maintenance work of the school. They think that school principals direct the school in discipline, and control the staff. In addition to the answers given to the questionnaire, it has also been revealed that school principals are very interested in the school maintenance work in the observations of the teacher candidates. School principals have been reported to be involved in the repair work either with the staff or with a parent or a skilled worker due to economic inadequacy. In the observation reports, it is seen that the school principals especially control the arrival and departure of the teachers to school and class. In the questionnaire, lowest scored statements which prospective teachers gave are that school principals create fear in the schools, and they spent a lot of time in their room. These low scored statements are in favor of school principals. In observation reports, it is reported that they go to classes and teachers' room during breaks and very few of the school principals are rough to teachers and students. It has been stated that students and teachers can speak comfortably with the school principal. According to the opinions and observations of the prospective teachers, it can be said that school principals do not create fear in the schools and actively work in the school. However, it is obtained from observation reports that the number of school principals who communicate with teachers outside of school hours and outside of class hours is low. In their study, Zembat, Tunçeli and Akşin (2015) found that prospective teachers perceived "school administrator" as people who guards, takes care of, solves problems, and guides their students and teachers. Çobanoğlu and Gökalp (2015), in their

metaphor study, also revealed that prospective teachers' opinions about school principals is positive. The negative metaphors were 9.4%. However, in her study, Örücü (2014) revealed that prospective teachers had negative perceptions about school administrators. Prospective teachers have defined school managers as people who are rigid, authoritarian, do not support participation in decisions, and sometimes carry out exaggerated repressive, normative, disciplinary authority and control mechanisms.

One of the lowest scored statements which prospective teacher gave is that school principal has a traditional (classical) education understanding. Because of low score of this statement, it can be inferenced that traditional education understanding is losing its effect in schools. A similar finding exists in the study of Cerit (2008). In Cerit's (2008) study, school principals were not defined as mother/father or keeper. This finding shows that traditional education understanding tends to lose its validity. These findings also support this research.

Prospective teachers reported that school principals were involved in a lot of work during the day. During class hours, school principals deal with official jobs, parents, needs of school and planning. In the study conducted by Akçay and Başar (2004), it is seen that the school principals separate most of their time for school management (like equipment supply, participating in the ceremonies, school-environment relation, building maintenance, creating and spending of the school resources). In the study of Çelikten (2004), it is seen that they allocate 21% (maximum rate) of time to general management. The most frequent statement in the observation reports is that school principals immediately turn on their computers and check official correspondence or announcements when they arrive school. With the electronic document management system being active, it is seen that the school principals control the system three to four times a day. Because of the responsibility of official jobs, correspondence and electronic announcement, school principals often check electronic document management system. It is also possible to see in the reports that school principals are very rigorous about informing the announcements to the teachers. In his study, Sezer (2016) stated that school principals gave priority to routine work, including the general operation of the school. Again, in his study of Şahin (2008), he stated that 15% of school principals' activities until lunch time are official correspondence. In his study of Çelikten (2004), he observed school principals and found out that they separated 12% of their time for official correspondence. It can be said that when the data of this research is compared with the researches in the literature, school principals are starting to devote more time to official correspondence and to check the system. The reason for this is that the correspondence is carried out via electronic document management system.

There is no significant difference between the opinions of the prospective teachers about the school principals and the gender of the prospective teachers. Prospective teachers' thoughts towards school principals do not differ according to the department of prospective teachers. In his research, Ekinci (2010) examined the levels of school principals' guidance to prospective teachers. This research revealed that there is no difference in terms of gender. Cerit (2008) showed that there is no difference in terms of gender when presenting the thoughts about school principals through metaphor.

In the observation reports of prospective teachers, we find out that school principals usually come to school before class hour and that almost half of the observed principals are in school before everybody comes. The majority of the school principals also check up the school as the first job in the morning. According to Şahin (2007) study, 20% of the jobs that school principals do during working hours are divided into inspections and environmental controls. Çelikten (2004) showed that 12% of the work they did when principals came to school constituted inspections activities. In this context, researches support each other. Article 6 of the Regulation on High School and Junior High Schools states that "the principal is authorized to do, to arrange and to inspect all the affairs of school within the limits of the order". Furthermore, the principal is also obliged to ensure the preservation, good use, cleanliness and order of the school building and its belongings and to closely monitor the owners of the relevant duties "(MEB, 1964). This regulation is a clear indication of why school principals give importance to inspections when they come to school and leave the school.

The principals talk with the deputy principals in the form of inviting them, asking if the job is done, asking to sign, or asking for a job. However, the number of school principals who decide how to handle a job together with the deputy principal is very small. In the questionnaire, "I think school principal get deputy principal to do every job" expression has a medium level average, and "I think that the principals transfer authority to thier subordinates when necessary" expression has a high-level average, and "I think that the principals care about team work" expression has a high-level average. In this respect, the answers of the prospective teacher to the questionnaire do not overlap with their observations. According to Çelikten (2004), meetings held with deputy principals constitute 6% of the time of the school principals. However, the deputy principal acts as a principal in the absence of a school principals and is primarily responsible for the management of the school (MoE Pre-primary and Primary Education Institutions Regulation). According to the participatory management approach, school principals must manage school together with all the workers and affected people. In the study of Aydoğan (2002), he has revealed that 34% of the managers found the participatory management approach to be less applicable, and 32% of the managers found it to moderate, and 23% of the managers found it to never apply. This study supported by these data.

School principals do not leave the school before last lesson unless there is a compulsory situation. They check out windows, faucets, lights before leaving school. They try to be the last one leaving the school. School principals pay attention to legal duties and responsibilities. The statement "I think that they manage the school in accordance with the law " in the questionnaire is very similar to the observation reports with a very high average. In Sezer's (2016) study, laws and regulations are the top of the activities effecting school principals' decision-making processes. School principals also state that laws and regulations are a priority in school management.

Looking at the literature related to the research and the findings of the research in general, the perspectives of the prospective teachers about the school principals are becoming positive. This research was designed by noticing a prejudice in preliminary interviews with prospective teachers. However, one-day observations of prospective teachers about school principals have begun to change their thoughts about school principals. Prospective teachers' perceptions of school principals can affect the school, students, their relationship with the school principal, their professional lives, and even their lives. New start without prejudices are required for successful school management, a successful career and personal life. In this context, it is important that the perceptions of prospective teachers about school principals are positive. In addition, this research revealed how school principals spent a day at school. According to this research, school principals are active at school, they communicate to teachers and students, and follow electronic document management intensively. However, school principals do not spend much time in educational activities, planning and teacher training activities. These observations can provide suggestions for effective and efficient use of time by school principals. It can help them see their own deficiencies.

Based on these results, the following suggestions can be made:

- School principal observations can be added into the school practice courses.

- Undergraduate courses may include activities that prospective teachers can contact with school principals.

- Communications between school principals and students can be improved by arranging conferences.

- Such researches can be repeated with different working groups and research methods to help identify needs.

- School principals can be provided with in-service training on effective and efficient time management.

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