

## SCHOOL ADMINISTRATORS' LEVEL OF USING SCIENTIFIC PROBLEM-SOLVING SKILLS IN ORGANISATIONAL PROBLEMS

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### ABSTRACT

This study was designed to identify high school administrators' level of using scientific problem-solving techniques in organisational problems based on their own views. The population of the study comprised of administrators (principals, chief deputy principals and deputy principals) working at high schools in Kırklareli city centre in 2014-2015 school year. No sampling method was used since the whole population was reached within the study. Survey model was adopted, and the "Scale of School Administrators' Level of Using Scientific Problem-Solving Processes and Techniques in Organisational Problems" developed by Sağır and Göksoy (2012: 1-11) in 5-point Likert type was used as the data gathering instrument. The scale was adapted to the Kırklareli sample and the Cronbach's Alpha coefficient was 0,95. The findings revealed a difference in the administrators' level of using scientific problem-solving techniques based on various variables. The study showed that in overall, the school administrators "usually" used the scientific problem-solving process in the organisational problems they encountered, but stated that they did not have the ability necessary to solve organisational problems. It is suggested that policies such as requiring educational administrators to have a Master's degree, and organising in-service training should be developed to ensure that they have the ability to solve organisational problems.

**Key Words:** School Administrator, High School, Problem-Solving, Organisational Problems, Scientific Problem-Solving Techniques.