

EVALUATION OF THE RELATIONSHIP BETWEEN COGNITIVE DIFFERENTIALITY AND PROBLEM SOLVING SKILLS OF SCHOOL ADMINISTRATORS

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Abstract

In this study; it is aimed to evaluate the relationship between cognitive awareness and problem solving skills of school administrators within/by the cognitive leadership theory. In the study, mixed methods including both quantitative and qualitative dimensions were used as the analysis technique. In the qualitative analysis part of the study; a phenomenological pattern has been used to determine the opinion of the managers. The samples of the research; from the different counties of the province of Istanbul, according to the maximum diversity pattern, there are 20 administrators who manage the schools attached to the Ministry of National Education. As a data collection tool in the qualitative analysis part of the research; semi-structured interview form consisting of 10 open-ended questions prepared by the researcher was used. In the quantitative analysis part; "Metacognitive Awareness Inventory (MAI)" was used to determine the cognitive skills of managers. MAI is a 52-item inventory developed to assess intelligence used by Schraw and Dennison (1994). For analysis of quantitative data, it reached 142 people.

Keywords: Cognitive Leadership Theory, Cognitive Awareness, Manager, Composite Method.