

An Analysis Regarding the Equality Perceptions of Educational Administrators¹

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ABSTRACT The purpose of the study is to determine the views of the school administrators working at different levels in the Tokat province regarding educational equality and domains of inequality experienced in the field of education in Turkey. It was designed using a phenomenological approach, a qualitative research method, and a purposeful sampling technique was utilized. The study group included 77 school administrators working at different levels in the city of Tokat in the 2013-2014 school year. Data were collected through semi-structured open-ended questions and analyzed by the content analysis technique. School administrators predominantly defined equality within the context of formal equality and mentioned a number of inequality domains existing in education in Turkey. The administrators also mentioned some policies that could be carried out at the macro and micro levels to provide educational equality.