Effective School Principal Behavior

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ABSTRACT

In this study, it is aimed to determine how school principals should act to implement the objectives of the organization and how to benefit them in order to implement them effectively. In order to achieve this goal, the relevant literature was scanned, the relevant researches were examined, and findings related to the solution of the problem were tried to be obtained. It was found that the skills of implementing the management processes related to the behavior of an effective school principal should be developed, leadership behaviors should be shown, the effective principal should provide the school with an open climate structure, be sufficient in technical, human relations and conceptual skills, use and evaluate his time well, show behaviors such as meeting planning and meeting management. In this context, this study sheds light on future research on effective school principal behavior.

INTRODUCTION

The education system, as in every system, consists of management elements that support the operation of inputs, outputs and outputs in the context of the objectives of the system in which they are audited (Okçabol, 2001, p.51). Since the organization arises from the individual's need for cooperation (Aydın, 1994, p.13), different definitions are made about what organizations are due to the need to cooperate for the realization of common goals. In this direction, it is aimed to determine what kind of behaviors the school principal should exhibit in order to be effective.

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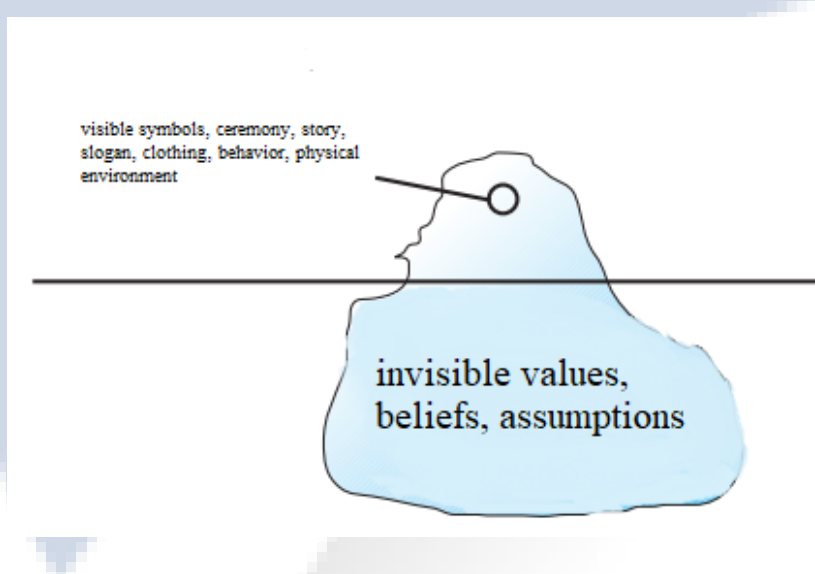
LITERATURE

The Organization Concept

Organizations have encompassed every aspect of our lives. Organization is a form of social relations with a certain structure and continuity established to achieve a certain goal. Organization is the unity of people who collectively serve for a common goal (Anderson, 2019). The field of science that tries to explain the behavior of organizations is called organization theory. In order for the organization to succeed, stakeholders are extremely effective.

While struggling with many unpleasant situations such as differentiated environmental conditions, competition conditions, etc. with the advancement of technology, the ability of organizations to reach an effective culture brings with it the process of adaptation to a successful environment (Schein, 1988):

Regarding the elements of culture, material elements-spiritual elements, objective elements-subjective elements, visible elements-invisible elements (Buono et al., 1985; Schein, 1992; Smircich, 1983) is shown in figure 1.

visible symbols, ceremony, story, slogan, clothing, behavior, physical environment

invisible values, beliefs, assumptions

Figure 1. Organization of your culture Iceberg job simulation

As can be seen in Figure 1, there are two visible and invisible dimensions of organizational culture. It makes the basic contribution to the process of perceiving them correctly, recognizing and assimilating the enterprise. All stakeholders who are members of an organization therefore adopt and implement these elements compulsorily (Kırel, 91).

The Management Concept

Management has a crucial role to play in strengthening the relationship between stakeholders and ensuring that they work together. It is the responsibility of management to ensure that stakeholders are satisfied with their duties and are ultimately able to level up as successfully as possible (https://managementstudyguide.com/management-style.htm)   Organization management, on the other hand, helps to make the most of each stakeholder to implement the tasks within the specified time frame. That is, it refers to the art of bringing individuals together in a common atmosphere in order to be able to carry out their work towards a common predetermined goal

(https://managementstudyguide.com/organization-management.htm)

According to Miranda (2003), school management is the process of teaching and learning in an academic institution and its scope is assumed as an administrative action. The school has a very important role in society and the school head directs the educational institution in the context of the current legislation and exercises the authority to establish the school-community connection. According to Freire (1979), man must be the subject, not the object, of his education.

In his research, Lück (2012) emphasizes that management and leadership complement each other and that in order to be a manager, one must first be a leader.

In the modern industrial world, management is universal and allows individual effects to become more productive. Without proper management, it is impossible to talk about the resources of production. In the absence of production resources, production does not occur in that organization. Table 1 contains the definitions of management concepts.

Table 1. Examples of Management Definitions

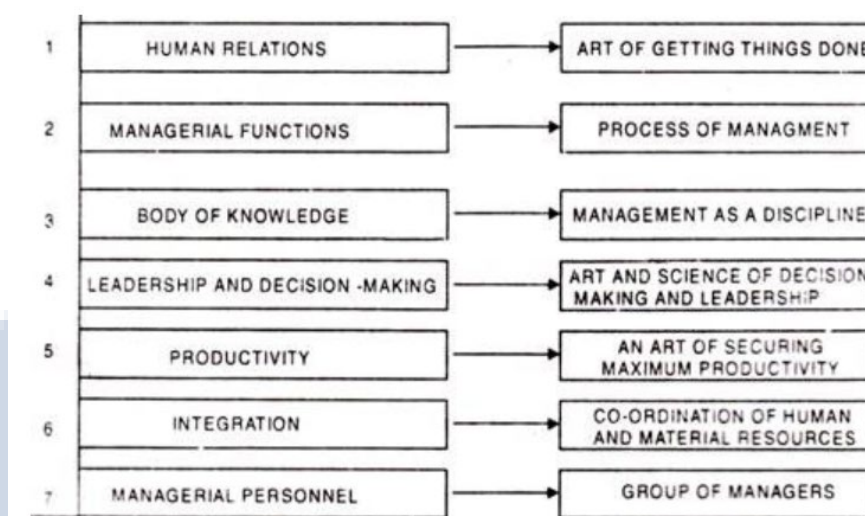| 1	"The art of management has been defined, 'as knowing exactly what you want men to do, and then seeing that they do it in the best and cheapest way.'" (Taylor, 1911, p. 7)
2	"To manage is to forecast and plan, to organize, to command, to co-ordinate and to control. To foresee and provide means examining the future and drawing up the plan of action. To organize means building up the dual structure, material and human, of the undertaking. To command means maintaining activity among the personnel. To co-ordinate means binding together, unifying and harmonizing all activity and effort. To control means seeing that everything occurs in conformity with established rule and expressed command." (Fayol 1916, p. 5/6)
3	"Indeed, we can only answer our question: 'What is management and what does it do?' by saying that it is a multi-purpose organ that manages a business and manages managers and manages worker and work." (Drucker 1954, p. 17)
4	"[…] management is the art of getting things done through and with people in formally organized groups, the art of creating an environment in such an organized group where people can perform as individuals and yet cooperate toward attainment of group goals, the art of removing blocks to such performance, the art of optimizing efficiency in effectively reaching goals." (Koontz 1961, p. 186)
5	"[…] management can be defined as the process of planning, organizing, directing, and controlling organizational resources (human, financial, physical, and informational) in the pursuit of organizational goals." (Dunham & Pierce 1989, p. 6)
6	"[…] we will define management as a process of planning, organizing and staffing, directing, and controlling activities in an organization in a systematic way in order to achieve a common goal." (Aldag & Stearns 1991, p. 13)

7	"[...] management can be defined as the process of achieving organizational goals through planning, organizing, leading, and controlling the human, physical, financial, and information resources of the organization in an effective and efficient manner" (Bovée et al. 1993, p. 5)
8	"Management. The process of achieving desired results through efficient utilization of human and material resources" (Bedeian 1993, p. 4)
9	"The process of planning, organizing, leading, and controlling the work of organization members and of using all available organizational resources to reach stated organizational goals." (Stoner, Freeman, & Gilbert 1995, p. 7/10)
10	"Management is the process of achieving organizational goals by engaging in the four major functions of planning, organizing, leading, and controlling." (Bartol & Martin 1998, p. 5)
11	"Management is the process of achieving organisational objectives, within a changing environment, by balancing efficiency, effectiveness and equity, obtaining the most from limited resources, and working with and through other people." (Naylor 2004, p. 6)
12	„[...] management is coordinating work activities so that they are completed efficiently and effectively with and through other people." (Robbins & Coulter 2005, p. 7)
13	"Management is the process of planning, organizing, leading, and controlling the use of resources to accomplish performance goals." (Schermerhorn 2005, p. 19)
14	"Management is the profession of achieving results or obtaining results." (Malik 2000, p. 72)
15	"Management is working with and through other people to accomplish the objectives of both the organization and its members." (Montana & Charnov 2008, p. 2)
16	"Management, to repeat, means getting things done through other people – whether that be on the people plane (leading and linking) or on the information plane (controlling and communicating)." (Mintzberg 2009a, p. 168)

17	"Basically, managing is about influencing action. Managing is about helping organizations and units to get things done, which means action." (Mintzberg, 2009b)
18	"[...] management is the process of assembling and using sets of resources in a goal-directed manner to accomplish tasks in an organization." (Hitt, Black, & Porter 2012, p. 22)
19	"Management: A set of activities (including planning and decision making, organizing, leading, and controlling) directed at an organization's resources (human, financial, physical, and information), with the aim of achieving organizational goals in an efficient and effective manner." (Griffin 2013, p. 5)
20	"There is no generally accepted definition of 'management' but we consider it to be coordinated activities (forecasting, planning, organizing, deciding, commanding) to direct and control an organization." (Cole & Kelly 2015, p. 20)
21	"[...] management is the process of reaching organizational goals by working with and through people and other organizational resources." (Certo & Certo 2016, p. 37)
22	"Management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading, and controlling organizational resources [. . .]" (Daft 2016, p. 4)
23	"Management: Coordinating and overseeing the work activities of others so their activities are completed efficiently and effectively" (Robbins & Coulter 2016, p. 39)

24	"Management is the activity of getting things done with the aid of people and other resources." (Boddy 2017, p. 11)
25	"Management: The act of working with and through a group of people to accomplish a desired goal or objective in an efficient and effective manner." (Gulati, Mayo, & Nohrian 2017, p. 8).
26	"Management is the process of working with people and resources to accomplish organizational goals. Good managers do those things both effectively and efficiently." (Bateman/Snell/Konopaske 2017, p. 13; Bateman/Snell/Konopaske 2018, p. 4)
27	"Management is getting work done through others." (Williams 2018, p. 3)
28	"Management, then, is the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals efficiently and effectively." (Jones & George 2018, p. 5)
29	"[...] management is defined as (1) the pursuit of organizational goals efficiently and effectively by (2) integrating the work of people through (3) planning, organizing, leading, and controlling the organization's resources." (Kinicki & Williams 2018, p. 5)

Source: Kaehler & Grundei (2019:9-10)

Tasks such as planning, organizing, recruiting, directing and controlling personnel are performed by managers. The term 'management' is used to emphasize the top management of the organization. Senior management basically carries out tasks related to the determination of goals, strategic planning, policy

making and general control of the organization.

A formal representation of the concept of management is shown in figure 2.

Figure 2. Concept of Management

Source: *https://www.yourarticlelibrary.com/management/management-definitions-concept-objectives-and-scope/53128*

Authority is the power to make individuals work in a certain way. Since there is a chain of authority and responsibility between people, there can be no efficient management without well-defined command lives (Figure 3).
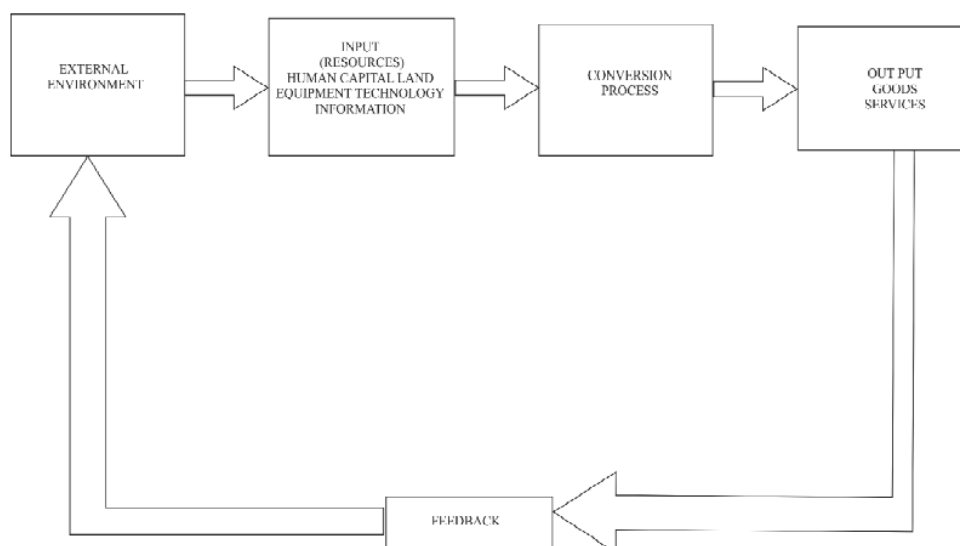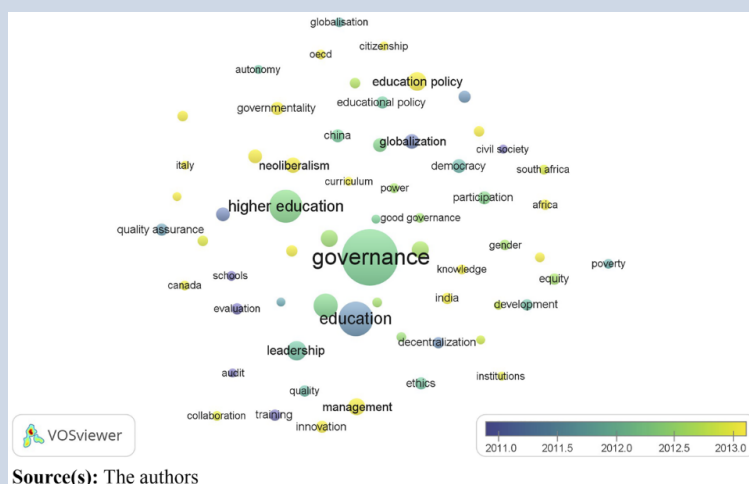

Figure 3. Management as a System

Source: http://anucde.info/bba1a.pdf

Training Management

Improving the quality of education involves many complex issues, both planning and funding, and not just technical issues. The efficiency of managing the school system requires effective management of education (Mulyasa, 2002).

A study by Oliveira, Nunes and Guerra (2022) found that in the context of the articles collected and analyzed (from 1947 to 2018), formal social norms can in some way describe the dynamics of the governance process.

Source(s): The authors

Figure 4. Graphic map of the most frequent words (Oliveira, Nunes and Guerra, 2022)
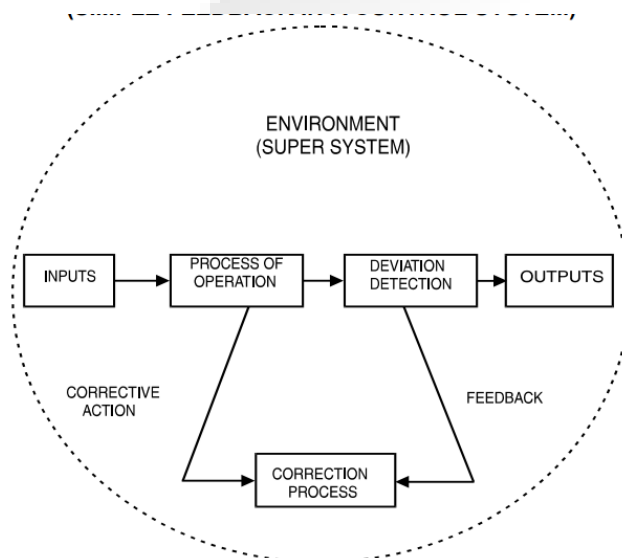
Figure 5. An Organisation as an Open Adaptive System.

(Dotted circle points out Environment Area) (Uttarakhand Open University, Principles of Management HM 104:64)

Administrator

The problems faced by managers can be multifaceted. Stakeholders working in the organization have a responsibility to understand the problems related to many areas such as production, finance, marketing and accounting and to produce solutions. Managers have to evaluate resources and make decisions, and they also have to direct activities in the context of the objectives of the organization. Therefore, managers continue their duties in a certain organizational environment.

Managers have to be extremely effective on stakeholders, and a successful leader can act as a motivator and efficiency driver in the organization. Managers must have a solid understanding of the practicality of their job functions. Managers don't become good managers with one-time training. Management training and development is most accurately seen as a continuous and strategic tool that directly benefits the health of an organization (https://www.instride.com/insights/manager-training-and-development/).

(Yarker, Donaldson-Feilder, Lewis, Flaxman, 2007; Yarker, Lewis, Donaldson-Feilder, 2008), an effective intervention has been developed to improve the problems and well-being of managers in their subordinates. Accordingly, the managers interviewed 216 employees, 166 department managers and 54 Human Resources experts to determine their behavior related to the peace of mind of the stakeholders.

In this context, they have developed an inventory of 66 items called the stress management competency indicator tool (SMCIT). They then developed a training program that allows participants to receive feedback on management competencies using SMCIT and to discuss and plan ways to improve management behaviors (Adachi, Sekiya, Imamura, Watanabe, Kawakami.,2020).

School Principal

Among the factors that make up school effectiveness; In addition to important factors such as school principal and assistants, teachers, students, parents (parents), school climate and culture, educational programs, environment, physical structure of the school and educational technology, the educational process and the educational environment are also among the very important effectiveness dimensions (Şişman, 1996: 96, trans. Helvacı & Aydoğan, 2011). In the context of human resources, it is always important to support investment in the development of school principals' competencies (Mahmudah, 2016).
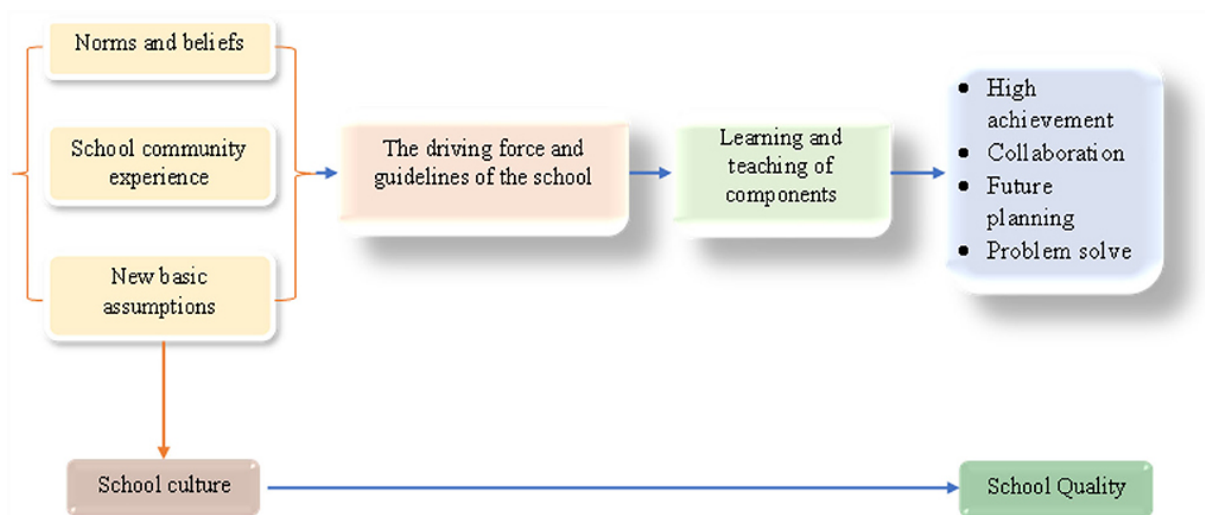
Figure 6. The Role of School Culture Value Orientation in Improving Quality

Source: Sumiran, Waston, Zamron & Mahmudah (2022).

Accordingly, it shows that it is effective to continuously shape beliefs, values, norms, attitude patterns and behaviors towards all aspects of the input and learning process that will ultimately have an impact on school quality (output and outcome).

Method

In order to respond to problems, the literature on effective school principal behavior was reviewed. Data collection; resources were reached and scanned the sources.

Findings

A study by Kwalipo & Isaacs (2022) on the analysis of the effectiveness of school principals on school performance and how school principals play an important role for the success of the school in terms of academic outcomes investigated why it is important to have good leaders (principals) in schools that can contribute to the effectiveness of the school in terms of school performance. In this study, mixed method was used. The research, which included 30 principals and teachers, revealed that a large proportion of teachers did not agree on the common ground that their principals were not very effective, while some principals did not know enough about the effectiveness of principals' roles.

Rowland (2008) conducted a study of school principals and teachers from seven middle schools in Metropolitan Atlanta examined the relationship between the leadership practices of middle school principals and the morale of teachers in the same schools. The Leadership Practice Inventory was used to provide information on executive practices and the Purdue Teacher Opinionaire was used to provide information on teacher morale. The results showed that principal leadership and teacher morale were significantly correlated, and that Allowing others to Take Action leadership skills had the strongest positive relationship with teacher morale. In this context, the results reveal that the daily movements of a principal play a vital role in the school environment.

Leadership is the ability to influence people in the direction of achieving organizational goals. The task of the leader is to represent the most valuable asset of the organization; to maximize people, both

professionally and personally (Celep, 2001, s.17). Leadership in school management requires first approaching problems from a realistic point of view, and then having some skills to solve those problems (Bursalıoğlu, 1999, s. 182).

Results

On the role of effective school principals, Lück (2012) notes that the role of school principals depends on the ability to influence the performance of individuals (teachers, employees, students, parents) in the context of the proposed objectives. Leadership should be an important part of the professional experience. Because leaders are responsible for the success or failure of any action taken by the group, leadership requires trust, patience, discipline, virtuousness, respect, and commitment (MEDEIROS et al., 2009). In addition, it is important that the climate and organizational culture in the school atmosphere are at the forefront. According to Lück (2011), the climate and organizational culture of a school are formed thanks to the dynamics of internal interactions, in the external connection of the educational institution with the society and the educational system to which it belongs, throughout its history. In this respect, the duties of the school principal are associated with climate and organizational culture by Lück (2011). The school principal who manages the organization should be able to provide effective management by integrating physical and human resources to carry out the production process more effectively. It is hoped that this research will contribute to school principals in various ways.

Suggestions

1. On the issue of director effectiveness, researches can be carried out to determine the opinions of the directors.

2. Research can be carried out to determine the expectations of teachers, students and other employees regarding the effectiveness of school principals.

3. Research can be carried out to determine the extent to which the duties, powers and responsibilities of school principals meet each other.

4. Research can be carried out on the definition of the duties of school principals and the analysis of duties.

Conflicts of Interest: The authors declare no conflict of interest.

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