

## Effective School Management

Sibel Pekkolay<sup>1\*</sup>

<sup>1</sup>Kanuni Sultan Suleyman IHL, Bağlar, Diyarbakır, Turkey

DOI: [10.36348/jaep.2021.v05i08.001](https://doi.org/10.36348/jaep.2021.v05i08.001)

| Received: 24.06.2021 | Accepted: 27.07.2021 | Published: 01.08.2021

\*Corresponding author: Sibel Pekkolay

### Abstract

In this study, previous studies on effective school management were reviewed. An effective school administrator emphasizes success at school, creates a positive atmosphere at school, monitors students in terms of success and ethical values, and develops new strategies in teaching. Organizational culture in school encompasses rules, values, and beliefs. Acting in accordance with the mission and vision of the school contributes to the organizational culture. A positive relationship was found between organizational culture and motivation in effective schools. The main feature that distinguishes a school from other schools is the school culture. This culture is important in the formation of corporate identity. In a study on the future plans of school administrators regarding the solutions for existing problems in school management, it has been determined that the curriculum is renewed in schools, the number of theoretical lessons is reduced, the practical-skill lessons are increased, and innovative practices are included. Merit is important to give importance to career planning. One of the most important features of effective school management is the effective participation of teachers in school management. In order to ensure a high level of active participation, the effective school culture can be listed as valuing the ideas of teachers, justice, having competent managers, communication skills, sincerity, honesty, efficient working, and following the rules. In a study on effective school characteristics, the most important feature came to the fore as school success. The personality traits of the school principal have been another remarkable element of the effective school. Expertise and sense of duty are emphasized for teachers working in effective schools. Another feature of an effective school is that parents have strong school-family relations. The most important features of successful school culture are the selection of people who have managerial leadership qualities, constantly improve themselves and have high communication skills in effective school management.

**Keywords:** Effective, school management, administrator.

Copyright © 2021 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

## INTRODUCTION

In this study, previous studies on effective school management were reviewed. Literature data on effective school management were examined. By examining the researches on effective school management in Turkey; recommendations for the future are made. There is a positive relationship between the meaning of life and the meaning of school. School, which is a living and playing field, has an important role in human life. The school has a strategic role in the formation of a successful and effective education system. In this respect, redefining the roles and duties of school administrators, teachers, students and parents for a more qualified future should be among the priorities of the planned change process (Turan, 2006). Effective school management; It is at the top of the education plans and programs of all countries in the world. There is a great need for effective school research and school improvement processes from the past to the present. Determining the extent to which schools achieve their goals, managing schools with a

more effective management, heterogeneous distribution of schools in terms of effectiveness, the effects of the school on the development of the young population and similar reasons make these necessary (Balci, 2001).

### Effective school management

In a study on expectations from an effective school administrator, it was determined that planned work, being a problem solver, using time well, being fair, having a positive approach and being smiling (Şahan G. 2018). Effective school administrators should focus on success and be smiling, administrators who are more humorous are more successful in problem solving. According to Scheerens, an effective school administrator emphasizes success at school, creates a positive atmosphere at school, monitors students in terms of success and ethical values, and develops new strategies in teaching (Scheerens, J. & Stoel W. 1988).

In a study on the effect of school principals' management style on school culture, the management

style that is at the forefront in schools was determined as collaborative management style. It has been determined that teachers mostly want the type of leader who is impartial, devoted to the school, and sincere (Çetin, B.b& Arzu, B. A. L. 2021). Trying to solve the emerging problems with cooperation and brainstorming leads to the result more easily. Naturally, mistakes are made in school management. In a study evaluating the causes of administrator mistakes and their contribution to subsequent behaviors, administrators listed the causes of error as lack of experience, not knowing the school culture adequately, lack of communication skills, excessive workload, and intense work stress. They said that mistakes gain experience, allow for self-criticism, get to know the school culture adequately, lead to more careful decisions, and increase their self-confidence (Özdogru, M , Güçlü, N. 2021).

Another feature of effective school management is the motivation of teachers in the school. It is wrong to expect success from a teacher who is not well motivated. The main element that provides this motivation is the organizational culture. In a study, a positive relationship was found between organizational culture and motivation. Organizational culture in school encompasses rules, values, and beliefs. Acting in accordance with the mission and vision of the school contributes to the organizational culture (Kübra, Acun & Güney, S. 2019).

The main feature that distinguishes a school from other schools is the school culture. This culture is important in the formation of corporate identity. The administrator of the school is at the center of the formation of this culture. The principal determines the main elements of the school culture jointly with its stakeholders. (Kurşun, A., & Yılmaz, E, 2020). In a study on the future plans of school administrators regarding the solutions for existing problems in school management, it has been determined that the curriculum is renewed in schools, the number of theoretical lessons is reduced, the practical-skill lessons are increased, and innovative practices are included. Merit is important to give importance to career planning. (Solak, Y., & Karataş, S. 2020).

In a study with teachers' school perceptions and the number of students, the school perceptions of teachers working in public schools were found to be higher. The professional affiliation of school teachers with fewer students was found to be higher (Güler G., Çıraklı R. N. & Akçay, P. 2020). The corona epidemic paved the way for digital education under extraordinary conditions. Adapting to this transformation was not easy. It took time for effective digital education to be adopted and implemented by everyone. Administrators, who were exposed to the disadvantages of remote education, had problems in keeping up with the change quickly and motivating teachers about remote education (Uğur, N. G. 2021). The contribution of stakeholders in

effective school management is important in determining the vision of the school. In a study, it was seen that the inclusion of young and female individuals in management increased the leadership capacity (Karakaş, O. 2021).

It has been observed that school administrators are happier in the institution they work in if the school culture is positive and they want to continue working in the same school despite the expiry of their term of office. Effective communication between the employees, sincerity and the success of the students are the reasons why the administrators want to stay in the same school. In this case, success is inevitable for managers who enjoy their work and are happy in the institution they work for. Teachers, students and families also benefit from the positive outcome. In a negative school environment, the administrator and all stakeholders do not enjoy their work. Problems are not solved (Zincirli, M. 2020).

One of the most important features of effective school management is the effective participation of teachers in school management. Effective school culture, valuing the ideas of teachers, fairness, having competent administrators, communication skills, sincerity and honesty can be listed in order to ensure effective participation at a high level. In a study on the participation of classroom teachers in school management, negative attitudes of teachers and administrative staff at school, lack of communication between individuals, inadequacy of administrators, teachers' ignorance of legislation and laws were determined as negative aspects (Can, E., & Ozan, C. 2020).

In a study investigating the characteristics of successful school administrators, it was determined that they are administrators who provide a certain job satisfaction to their employees, are humorous, communicate well, work with devotion, work for ideals, use time well, use available resources in the best way, and create school culture. (Gürbüz, R., Erdem, E., & Yıldırım, K. 2013).

In discussions about education, effectiveness can be defined by giving general or technical meanings. In this respect, any school is seen as effective to the extent that it can produce the effects expected by a group. In technical terms, effectiveness is named with more specific meanings. Educational effectiveness has sometimes been used synonymously with the quality of education and training. On the other hand, as in other organizations, this concept is sometimes used in terms of effectiveness, efficiency, and the ability to sustain the school's life. Accordingly, effectiveness for schools is a concept that can be named in different ways from economic, organizational and pedagogical perspectives. In short, effectiveness in terms of school and education can be defined by considering the school's inputs,

school programs, school and classroom processes, school outputs, and the external environment in which the school is located, and judgments are made about the effectiveness of the school by making relational comparisons between them. (Fat, 2002). Şışman (2002) defines an effective school as a school that fully fulfills the goals and duties expected of it, ensures the development of students in all aspects, prepares suitable learning environments for this, and meets the expectations of everyone involved in the school. School activity is a complex concept. At a simple level, the product of the school is the feedback that the student creates. The higher the student's learning level in a given time, the more effective the school. Today, learning objectives are increasingly diversifying and increasing according to the tasks or expectations that societies give to schools. (Balci, 2007). Therefore, measuring school effectiveness is more complex than other organizations. The aims and functions of schools vary. As a measure of effectiveness, the grades taken from the exams are generally taken as the basis. As a result, successful ones are considered effective and others ineffective. While determining the effectiveness of the school, the socioeconomic environment of the school, the preference of the school by the parents and students, the efficiency of the educational programs, the current status of the graduates, student success, and the in-school operational plan are emphasized (Şışman & Turan, 2005).

### **Problems in the field**

In a study on the problems faced by school administrators in administration, it was observed that school administrators prioritized legal responsibilities, professional and ethical values remained in the background, the administrator's leadership skills were weak, and there was a lack of communication (Aslanargun, E., & Bozkurt, S. 2012). In a study based in Diyarbakir, educational problems were investigated and physical problems were identified as inadequate classrooms, lack of materials, and lack of personnel. Other problems were expressed as problems encountered with parents, teaching profession and colleagues, students, and administration. It has been determined that education is not adequately supported, sufficient budget is not allocated, teachers are not willing to develop themselves as administrative problems (Dağlı, A , Han, B . 2017).

In one study, managers were asked about priority problems. Administrators primarily prioritized frequent changes in the legislation, curriculum and examination system as a problem. At the same time, the unplanned and unstable education system was emphasized. Not giving importance to the competence of teachers, not giving importance to merit in appointments and not giving value to teachers by the society can be listed as other problems (Karaküük, K. & Özbal, E. Ö. 2019). In a study examining the problems faced by school principals, it was observed

that leadership is not one of the priorities of school principals (Çetin, S. 2019).

In a study examining the problems experienced by newly appointed school administrators, professional inadequacies of administrators, cumbersome bureaucracy, negative attitudes towards administrators, deficiencies in rewarding, communication problems, legal inadequacies, incompetence, inadequacy in personnel rights, loss of time and motivation due to unfounded complaints, unnecessary bureaucracy, It has been observed that problems such as problems with other institutions and organizations, spatial problems, lack of budget, problems with students' parents, inadequate in-service training, teachers' avoidance of taking responsibility and lack of sense of belonging, student-related problems negatively affect school administrators. (Violin, FY 2019). Although many problems were identified in a study on the vital problems of primary and secondary schools, the lack of funds, physical inadequacies and parental indifference are the three prominent problems (Aslan, G. 2021). It has been observed that school administrators use a fair approach and communication way in solving the problems they experience in the field. However, it has been observed that they do not use science and behave systematically in problem solving (Sezgin, F, Kazancı Tinmaz, A, Tetik, S. 2020).

**How to reach the ideal school:** In a study on effective school characteristics, the most important feature came to the fore as school success. The personality traits of the school principal have been another remarkable element of the effective school. Expertise and sense of duty are emphasized for teachers working in effective schools. Another feature of an effective school is that parents have strong school-family relations (Uğurlu, C., & Demir, A. 2016). In a study on the solution of problems related to the school environment by school administrators, it was concluded that school-parent union meetings should be more effective as solution suggestions, that the development activities in schools should be carried out without any problems, and that the school's immediate environment should contribute more to the socio-cultural development (Bozkurt, E , Üstün, A , Bayar, A. 2018). Maintaining schools in accordance with educational purposes is among the main duties of school principals. Effective school principals play an important role in achieving the purpose of education. In school principals, the source of authority comes from the law and if the administrator uses this authority with expert knowledge and the power to influence people, it will be successful. As a resource provider, the school principal is the person who provides the social resources necessary to achieve the vision and goals of the school, brings these resources together carefully and prepares the necessary environment. The training leader takes the necessary measures for the effective and efficient

use of resources. Effective schools use appropriate physical environments, teaching materials and all school resources effectively for the success of their students. They enable students to develop emotionally as well as cognitively. For this reason, school principals, who should be educational leaders according to today's education understanding, have important duties. Effective schools focus on the acquisition of some basic skills by all students. These skills include verbal, written and verbal electronic communication skills, numerical skills, citizenship skills, accessing and analyzing information (Şişman & Turan, 2005).

## RESULTS

- Success in an effective school should be at the forefront.
- School culture should be created in an effective school.
- The school administrator should be fair.
- The manager must be collaborative.
- Sincere, impartial leader type should be indispensable for school administrators.
- Teachers' motivation is very important in success.
- Organizational culture in school includes rules, values and beliefs.
- Teachers working in public schools have higher school perceptions.
- The professional belonging of school teachers with fewer students was found to be higher.
- The Covid -19 pandemic has created a disadvantage for effective school management. The workload of the school administrator has increased. Adaptation to digital education took a long time. It has not been easy to motivate students and teachers.
- The contribution of stakeholders is important in effective school management.
- Time management, positive communication, dedication and idealism are the qualities that a manager should have.
- Effective school management should be planned and programmed.
- The manager should be a problem solver and find quick solutions to critical problems.
- Managers must also have human characteristics such as being friendly and fair, in addition to their technical competencies.

## SUGGESTIONS

- The realization of the aims targeted in education depends on the good organization and management of the school.
- Curriculum needs to be renewed in schools.
- The number of theoretical courses should be reduced.
- Practical-skill courses need to be increased.
- Innovative practices should be included.
- Merit should be given importance.

- Career planning should be done.
- A positive school culture facilitates success and increases employee and student motivation.
- Effective school culture, valuing the ideas of teachers, fairness, having competent managers, communication skills, sincerity and honesty can be listed in order for everyone to contribute to the school at a high level.
- Professional and ethical values should be at the forefront rather than legal responsibilities in managers.
- School principals need to learn about leadership and management and be trained.
- The school principal must have good communication in order to be effective at school.
- Leadership skills of managers should be strengthened.
- Communication deficiencies should be eliminated.
- Physical inadequacies in schools should be eliminated.
- More budget should be allocated to education.
- Trainers should be valued.
- Teachers should be motivated in terms of continuous improvement.
- Idealism should be supported in school culture.
- Regular inspections by the school administrator are helpful in complying with the rules.

## REFERENCES

- Aslan, G. (2021). The vital problems of primary and secondary schools and their solutions: A qualitative analysis based on the opinions of school administrators. *Journal of Qualitative Research in Education*, 25, 204-242.
- Aslanargun, E., & Bozkurt, S. (2012). Problems Encountered by School Principals in School Management. *Gaziantep University Journal of Social Sciences*, 11(2)
- Balci, Ali. (2001). *Effective School and School Development*. Ankara: Pegem Publications
- Bozkurt, M , Üstün, A , Bayar, A. (2018). Problems of School Administrators with School Environment Relations and Suggestions for Solutions. *Journal of Hittit University Institute of Social Sciences*, 11 (3), 2561-2574.
- Can, E., & Ozan, C. (2020). Investigation of Classroom Teachers' Participation in School Management. *National Education*, 49(225), 55-87.
- Cetin, S. (2019). Problems Faced by School Principals: A Qualitative Review. *Kastamonu Journal of Education*, 27(4), 1637-1647.)
- Çetin, B., & Arzu, B. A. L. The Effect of 2021 School Principals' Management Style on School Climate. *International Journal of Leadership Education*, 1(I), 16-30.
- Dagli, A, Han, B. (2017). Educational Problems and Solution Suggestions in Diyarbakir Province

- According to Teachers' Opinions. *Electronic Journal Of Education Sciences*, 6 (12), 108-124 .
- Güler G., Çırkırıcı R. N. & Akçay, P. (2020). The relationship between teachers' perceptions of effective school and their level of professional belonging. *Bolu Abant İzzet Baysal University Faculty of Education Journal*, 20(3), 1499-1511.
  - Gürbüz, R., Erdem, E., & Yıldırım, K. (2013). Characteristics of Successful School Principals. *Journal of Dicle University Ziya Gökalp Faculty of Education*, (20), 167-179
  - Karakaş, O. (2021). The relationship between the management of diversity in schools and leadership capacity (Master's thesis, Necmettin Erbakan University Institute of Educational Sciences)
  - Karakütük, K., & Özbal, E. Ö. (2019). Techniques Used by Education Managers in Solving Problems with the Problems They Experience. *Journal of National Education*, 48(223), 33-60.
  - Kurşun, A., & Yılmaz, E. (2020). Examining the Relationship Between School Culture and Organizational Commitment: A Meta-Analysis Study. *Journal of Contemporary Management Sciences*, 7(2), 115-131.
  - Kübra, A. C. U. N., & Güney, S. (2019). The Effect of Organizational Culture on Teacher Motivation: An Application in Bahçeliev High Schools. *Section Academy Journal*, (19), 122-132.
  - Ozdogru, M , Guclu, N . (2021). Investigation of Administrative Errors Made by School Administrators in the Context of Professional Development and Learning: Learning from Mistakes. *Eskişehir Osmangazi University Turkish World Application and Research Center Education Journal*, 6 (1), 46-62
  - Scheerens, J., & Stoel, W. (1988). "Development Of Theories Of School Effectiveness" Annual Meeting Of American Educational Research Association, New Orleans, p. 1- 28.
  - Sezgin, F., Kazancı Tinmaz, A., Trigger, S. (2020). Values Considered by School Principals in Problem Perception and Solving Processes. *Kastamonu Journal of Education*, 28 (2), 748-764.
  - Solak, Y., & Karataş, S. (2020). Education Managers' Views on 2023 Education Vision. *Journal of Akdeniz University Faculty of Education*, 3(2), 1-18.
  - Şahan, G. (2018). "Characteristics of effective school principals."
  - Şışman, M., & Turan, S. (2005). "Education and School Management", (Editor: Yüksel Özden), Education and School Management Handbook. 2nd Edition, Ankara: Pegema Publishing, 99-146
  - Şışman, M. (2002). The Search for Excellence in Education -Effective Schools, Pegem Publications, Ankara.
  - Turan, S. (2006). "Educational Leadership", School Management Development Program Lecture Notes, MEB Primary Education General Directorate, Ankara.
  - Uğur, N. G. (2021). Forced Digitization Due to or Thanks to COVID-19: An Empirical Research on Distance Education in Turkey. *Information Management*.
  - Uğurlu, C., & Demir, A. (2016). Who Should Do What for Effective Schools?. *Journal of Mersin University Faculty of Education*, 12(1).
  - Violin, F. Y. (2019). Problems faced by newly appointed school administrators and solutions (Master's thesis, İstanbul Sabahattin Zaim University, Institute of Social Sciences, Department of Educational Sciences)
  - Zincirli, M. (2020). Organizational Climate in Schools According to Perceptions of Administrators. *Fırat University Journal of Social Sciences*, 30(2), 231-246.