

## Behavior that Teachers Do Not Want to See in School Managers

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### ABSTRACT

The aim of this study is to determine what behaviors that teachers do not want to see in school administrators and to investigate solutions. A total of 15 teachers working in primary schools participated in this study, which was carried out in the pattern of qualitative research method and situation study. Easy-to-access sampling was used from purpose-made sampling methods to determine the participants of the study. In the collection of research data, a semi-structured interview form prepared by the researcher in accordance with the relevant field and the purposes of the research was used. Descriptive analysis was used in the analysis of the data. According to the results of the research, teachers are not mobbed by school administrators, school administrators are now more positive and value their employees, school administrators act knowing their responsibilities in the schools they serve and trying to be solution-oriented to problems, schools are run by people with leadership qualities, the majority of school administrators treat their employees fairly, "to see in administrators it appears that there is no unintended behavior.

### INTRODUCTION

In schools, teachers may face undesirable behavior by their administrators. The behavior of school principals within the school is observed and understood by teachers (Kösterelioğlu, 2014). The process and form of school management in the school environment determines the attitudes and behaviors of the school administrators regarding the school administration. The positive or negative actions of the school administrators within the school will have a direct impact on the teachers in the school.

According to the behavioral patterns, teachers will be able to determine the degree to which they can achieve the objectives of the school by positively or negatively affecting their performance and motivations in the educational process. This will reflect the level of success of the school. The principal undoubtedly has a big role to play in improving the effectiveness and efficiency of the school; The school administrator realizes this effectiveness and efficiency by increasing the motivations of teachers, their commitment to the school and their capacity in the teaching process, affecting the environment of the school and its climate (Bush, 2008).

Teachers spend most of their days at school. The emotional and psychological changes that teachers show in the face of certain events experienced in the school environment can be positive in the social and individual lives and relationships of teachers as well as have a negative effect (Eken, 2014).

It is difficult for an administrator at the school to get to know their teachers who work at the school well in order to increase the success of the school, otherwise it is difficult to achieve success. Because as a result of the attitudes and behaviors exhibited by the school administrators, it directly affects the work performance of teachers in the school environment and their performance and emotional intensity in social life, as well as affecting schools in a positive or negative sense in an individual and organizational

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sense (Argon, 2015). In this study, the behaviors that teachers do not want to see in school administrators will be identified and solutions will be investigated.

The aim of this study is to determine what behaviors teachers do not want to see in school administrators and to investigate solutions.

### **Problem Sentence**

What are the behaviors that teachers don't want to see in school administrators?

### **Sub-Problems**

The sub-problems of the study;

- ✓ What are the problems teachers have with management?
- ✓ What are the job satisfaction levels of teachers?
- ✓ Do teachers' problems with management have an impact on their job satisfaction?

### **Importance of Research**

Although the problems that can be seen in schools vary, these problems are mostly; they are caused by the environment, faulty and incomplete structuring and establishment of schools or education employees. One of the most important problems that stands out is the conflicts between the businessmen.

The school administrator must effectively use the elements of management processes to overcome and resolve these issues (Başaran, 1996). In this respect, research is important.

### **Assumptions**

1-In the study, it was assumed that primary school teachers would answer questions sincerely.

### **Limitations**

1. The research is limited to elementary school teachers.
2. The data obtained is limited to those obtained from the "Data Collection Tool".

## **CONCEPTUAL FRAMEWORK**

### **Education Management**

Ataturk says of education: "One of the great evils of the youth of the old government of the old administration is that they did not give the army of wisdom the great importance they deserved." (Özcan,1989). The administrator is responsible for providing the necessary human and financial resources for the school to achieve its objectives and for the most efficient use of these resources. The main task of the administrator is to keep the school alive in accordance with its objectives in the education programs. The school administrator benefits from financial resources such as teacher, education specialist, secretary, janitor, etc. while performing this task (Fidan, 1990).

The structure of the school administration and the professional and personal qualities of the administrators have an impact on the efficiency and quality of education. Important duties are placed on the school administration in creating a positive working environment in the school. In order to achieve the desired level of school objectives, in order to increase the achievements of the students in the school, school administrators have an indirect effect on the achievements of the students and have the opportunity to make significant contributions (Balci 1998).

### **Objectives of Education Management**

In order to mobilize individuals and groups inside and outside the school for the purposes of the school, it must have proficiency in behavioral sciences as well as in education management. Such a school administrator will try and succeed in solving the problems he encounters not through trial and error, but through science (Bursalioğlu, 1991).

It is imperative that the fact that the era on which management is based is far behind, based solely on the past and the results of experience, is far behind, and therefore a number of new and common

problems must be addressed with a scientific approach as a requirement of our age. Education is usually an indirect initiative, and for this purpose a special environment called a school has been established.

It has been taken care to whether some concepts and processes that are not in the real environment and are desired or undesirable are included in the school. The task of the school is to provide the child with teaching by facilitating, cleaning and balancing the real environment; it is wrong to perceive this as the school being completely removed from the environment, or separated.

### **School Administration**

In addition to the courses, the school is required to carry out educational arm studies, celebration and cultural activities and to open complementary courses with growers with different regulations.

The most neglected educational activities in the Turkish Education System are those in the countryside. As well as theoretical knowledge, even in some courses, educational activities such as applications, experiments, observations, exercises and assignments with superior educational value cannot be performed at the desired level. It is also the responsibility of the school director to guide teachers who do not perform such educational activities. Reproduction of the course type in schools creates the following educational drawbacks:

There is no coordination between the courses and subjects. Because the fields of science are unnecessarily fragmented, students are prevented from passing on what they have learned in one course to the other. When students are looking for solutions to their problems, they cannot use what they have learned from the courses to integrate and approach the problem holistically. Due to these drawbacks, integration of courses is carried out in some schools of some countries in the West. Increasingly, the "tial" approach is becoming more common in teaching.

According to this regulation, the order of the schools' posture at the ceremony, the ceremonial posture, the passage of the ceremony, the salutation status during the transition, the disguise and supervision of the ceremony are explained in detail. The Teachers' Day Celebration Regulation introduces regulations for a celebration that is in line with the importance of today. According to the regulations, there are nineteen weeks and eleven days to celebrate and commemorate within a school year. These days will also be added to the days of school heroism and remembrance of Turkish elders.

Thus, the academic year is full of ceremonies, celebrations and commemorative events. Heroes, scholars, great statesmen can be introduced to students more effectively these days.

c) Cultural Activities: Cultural activities included in the regulation are folklore studies, plays, concerts, music studies, conferences, group discussions, excursions, competitions, physical education studies, journals, newspapers, school yearly publications and activities based on students' special interest. Cultural activities can be useful because they are conducive to freeing the student from narrow, traditional patterns and expanding their viewpoints.

Nurturing and Complementary Activities: It is envisaged to open courses and similar educational activities that educate the student to the upper schools and complement the shortcomings of the student from the courses.

### **Management Problems in Education**

The education; individual, social, economic and political functions. Education systems are shaped in line with the cultures of society and the behaviors that are desired to be gained. In addition, it is necessary to adapt to new paradigms in science, technology and the arts and to educate researchers, interrogators and tolerant individuals who are open to innovation. Every state has a political system, and states want to maintain and maintain their existing political systems.

The existence of states is parallel to the adoption of the principles of the political regime in which they have their citizens and the internalization of these values. In this respect, states are aware of the functions of education and influence the purposes and content of education (Eraslan ve Babadağ, 2015).

The problems, solutions and changes that occur at any stage of training affect both the previous and subsequent stages. Capacity constraints and shortages in preschool education affect primary education,

while structural inequalities and quality problems in secondary education also negatively affect primary education (TED, 2007).

Training Coach; is a theoretically and practically trained expert to manage educational services at different systems, institutions and levels (Bursalioğlu, 2002).

Among the problems is the lack of sufficient specialists in the education administration. In countries such as the UK, America and Australia, school management is perceived as a professional profession; education policies are followed to train school administrators at graduate level and to develop them with in-service training programs after starting their professions. However, since management jobs in Turkey are a specialty, it is not common to think that management is a profession (Çinkır, 2010, s. 1028).

Due to the central structure of our education system, the imbalance between the powers and responsibilities of managers also leads to various problems. Despite their high responsibilities, one of the most important problems of school principals is the lack of authority. As the structure of an educational institution and the organization of each organization, patterns and relationships that will ensure the balance of authority and responsibility should be specified. The imbalance of authority and responsibility is the result of overcentredness, and the reduction of centralized management is possible through the transfer of authority. To resolve this issue, the authority of directors must be extended in line with responsibilities (Bursalioğlu, 2002: 72).

The consequences of the failure of the school administrator working in a problematic environment affect families, students, teachers and the whole community. To solve these problems, the Ministry of National Education must transfer sufficient resources to schools and the school administration must decide how to spend this resource (Çinkır, 2010, s. 1035). In this way, more effective solutions can be brought to the problems by transferring decision-making power to schools where problems occur (Yolcu, 2011: 1230).

Our education system is centrally managed and it is necessary to address the decentralized management in order to reduce this centralization and solve the problems related to education. Coordination of the main factor that governs from the center; It is stated that expertise needs a decentralized expert staff to make menstruation lively and reduce centralization in our education system.

The success of organizations such as societies is in line with the number of specialists they train and employ. In this context, the specialties that need to be included in the education system and the specialization titles to be given to those who will work in these fields are given in the 11th National Education Council; education director, education inspector, education and planning specialist, school consultant, program development specialist, special education specialist, education technology specialist, nutrition education specialist, public education specialist, measurement and evaluation specialist. It will allow to make objective decisions in the education system and increase productivity by replacing educational experts and services (Bursalioğlu, 2002).

### **Teachers' Management Problems**

The only problem encountered with the school administration is not that people with insufficient knowledge are in the administrative unit. This view is supported by the statement that School administrators, as the persons responsible for the operation of the school, the conduct of education and training without interruption, and all kinds of activities taking place in the school, must have the necessary knowledge and competence by providing a positive communication environment within the school before anyone else in order to create an efficient dialogue environment in the school and ensure the continuation of this process (İşginöz ve Bülbül, 2012).

Based on the equipment and competence of the school administration, "The task of the school administration is to achieve the school objectives and to carry it out appropriately (Demirtas, Üstüner ve Özer, 2007)." it will not be a false statement. In addition, another task of the school administration is to provide a peaceful environment by providing positive communication within the school. Problems arise as a result of the school administration disrupting their duties. However, there can be no mention of problems caused only by managers.



Demirtaş, Üstüner ve Özer (2007) between teachers and teacher-manager Semerci and Celik (2002) addressed the problems that may occur in the school for the managers by stating that problems related to the professional development of teachers can be exemplified by teachers.

Yeşilyurt ve Semerci (2011), examined the problems experienced by teacher candidates in their studies. In their interviews with prospective teachers, they concluded that teachers were talking about management weaknesses. According to the researchers, teacher candidates referred the most to the theme of management weakness under the heading of problems arising from the school they practiced. Teacher candidates stated that they regretted the behavioral disorders of school administrators in practice schools, the acceptance of candidates as teachers, the care of themselves, and that they did not fully fulfill their duties on these grounds.

In Aksoy (2008),s study, it was determined that senior managements did not provide the necessary explanations, assistance and support to prospective teachers in all subjects, and therefore the prospective teachers felt unresolved, lonely and inadequate. In Aksoy (2008),s study, prospective teachers in the villages stated that they did not receive the necessary guidance from the supervisors who came to their schools. According to Sağlamer (1975), the majority of prospective teachers see supervisors as a center of authority, which increases the fears of prospective teachers.

### **Problems experienced by teachers and administrators in school management**

Conflict is a natural part of human existence. As James Lipham and James Hoeh put it, "All corporate roles, especially those in government, are subjected to a variety of non-agreeances or conflict types and resources.

However, few are seen as as dangerous as school administrators" potential for conflict." Lindelow and Scott lead the conflict in their work "Managing Conflict"; communication problems, organizational structure, personality, human factors and limited resources. There are two reasons for this; Either there is a parallel between the social structure and the conflict, or the professional qualifications and personality values and political practices and attitudes of these countries, which manage to keep their development at a high level according to today's standards, are not seen as very important reasons for the conflict.

The level of development between the education systems of developed countries such as Western Europe and America and developing countries " Egypt, Syria, Turkey, Tunisia " is quite different. While the political pressure on education in developed countries was lifted many years ago, political pressure continues to be a guiding factor in education in developing countries (Korkmaz, 1995).

## **METHOD**

### **Model of Research**

According to Karasar (1999), the scanning model is an approach that aims to describe a situation that existed in the past or still exists as it exists. Therefore, the scanning model has been selected as the research model.

The working group of the study interviewed 15 teachers working in primary schools in Cankaya district of Ankara Province. During the research process, the semi-structured interview technique was applied to 15 people. The 5-question interview (interview) form prepared in line with the study hypotheses was applied to 15 teachers.

### **Analysis and Interpretation of Data**

The answers of the working group to the interview questions were shortened by the researcher by preserving the original opinions without disturbing the original. In order to ensure confidentiality, participating teachers are indicated by abbreviations "O".

In this research, which was designed in line with the qualitative research approach, "content analysis" was carried out. The data were analyzed in four stages: 1. Coding the data, 2. Determining the themes of the encoded data, 3. Editing the codes and themes, 4. Identification and interpretation of the findings (Yıldırım ve Simsek, 2008: 228). In the analysis process, interview records and written forms were deciphered and analyzed first.

## Findings and Evaluation

"Have you been mobbed by your school administrator? What have you been through?"

**Table 1. Have you been Mobbed by Your School Administrator? What have you been through? Findings related to the question**

Opinions	f
I was not mobbed	12
Yes, I did, I felt helpless and very bad	3

In Table 1, "Have you been mobbed by your school administrator? What did you experience?" Participants' views on the question were discussed. Accordingly, most of the participants ( $f = 12$ ) stated that they did not experience mobbing. Have you been mobbed by your school administrator? What did you experience? A few of his own statements regarding his question are given below:

"I've never been mobbed by my school administrator." ( $f=12$ )

"Yes, I did. When I stated that I wanted to resign from my job because I did not act as he wanted in the commission duty and in order to avoid mistakes, my school administrator openly threatened me as "take the consequences" and used mobbing during the rest of our work together. I felt very bad during this period. Yeah. I felt very bad. I didn't know what to do. My work motivation has dropped. I have become an angry and nervous person. I stopped by. I felt helpless and bad. I was forced to take action on a criminal matter."

The other answer is:

"I have not been completely mobbed openly, but my manager constantly reproaches me and rejects all my suggestions in the exchange of ideas, creating the perception that "you will not get my approval because I don't love you."

In the study, the opinions on the question "How do you evaluate the behavior of your school administrator in a managerial context?" are expressed as follows.

**Table 2. How Do You Evaluate Your School Administrator's Behavior in a Managerial Context? Findings related to the question**

Opinions	f
Hardworking and solution-oriented	11
Unprofession	4

In Table 2, "How do you evaluate the behavior of your school administrator in the administrative context?" Participant opinions regarding the question were taken into consideration. Accordingly, most of the participants ( $f = 11$ ) expressed as hardworking and solution-oriented. How do you evaluate the teachers' behavior in the administrative context of your school administrator? A few of his own statements regarding his question are given below:

"The communication of our administrators with both the school administration and the teachers is very successful. They treat everyone equally. Their coping with problems at school is always solution-oriented. I find it very successful in this regard. I find the behavior of our school administrator in the administrative context positive and appropriate. Communication between teachers and staff is strong, reassuring and successful. The behavior of our school administrator in the administrative context; I see

determined, hardworking, collaborative and solution-oriented. Experienced and solution oriented. Someone who tries to do his job well and right. An empathetic manager. It guides teachers correctly. He values and respects his colleagues. He is self-confident, respectful to his employees, helpful and sensitive to the expectations of his employees. I think that our manager is collaborative, supportive and protective, and in this sense, he develops an attitude as necessary in the face of the events experienced during the process. I find the vision and values shared in the school environment of our school administrator in the administrative context democratic and participatory. Our school administrators have behaviors in the administrative context, strong communication skills, seeking solutions to problems, having good command of the legislation, and contributing to the motivation of the employees. "(f=11)

"I think that he exhibits an arbitrary management that is far from professional. I think that the management approach of our school administrator is that being in the managerial level is open to arbitrary behaviors rather than managing an institution. Since our school administrator has been working at the same school for years, he did not feel the need to develop himself in administrative and human relations, and he thinks that school administration is just sitting on the couch and giving orders. Unfortunately, our school administrator does not have a professional understanding of management. Inadequate, unjust, lacking empathy." (f=4)

The other answer is:

"Someone who lacks management skills and only trusts the power of legislation"

In the research, "According to you, is your school administrator a leader or a manager?" The opinions on the question were expressed as follows.

**Table 3. According to You, is Your School Administrator a Leader or a Manager? Findings Related to the Question**

Opinions	f
She/He's a leader.	11
She/He's just an administrator.	4

In Table 3, "According to you, is your school administrator a leader or a manager?" Participants' views on the question were discussed. Accordingly, most of the participants (f = 11) stated that they are leaders. According to your teachers, is your school administrator a leader or a manager? A few of his own statements regarding his question are given below:

"In my opinion, our school administrator has high leadership qualities, therefore he is a leader. Our school administrator is definitely the leader with all his behaviors." (f=11)

"For me, our school administrator is an administrator. Our school administrator is only the administrator." (f=4)

In the research, "Do you think your school administrator behaves fairly?" The opinions on the question were expressed as follows.

**Table 4. Do you Think Your School Administrator Behaves Fairly? Findings Related to the Question**

Opinions	f
Fair	9
It's not fair	4

Table 4 shows “Do you think your school administrator behaves fairly?” Regarding the question, the opinions of the participants were discussed. Accordingly, most of the participants ( $f = 9$ ) expressed their school administrators as fair. Teachers, do you think your school administrator behaves fairly? A few of his own statements regarding his question are given below:

“I think our school administrator is fair. It is absolutely always fair. Yeah. He is fair in all matters and makes explanations when he feels a problem.” ( $f=9$ )

“I don't think you're being fair. I think that it is acted according to personal relations and not everyone is shown the same tolerance. I don't think you're always fair. He can also take personal decisions from time to time. I definitely don't think you're being fair.” ( $f=4$ )

The other answer is:

“It is not fair in the case of taking the initiative. But he acts fairly in compulsory situations where he cannot take the initiative.”

In the research, “What are the behaviors you do not want to see in your school administrator?” The opinions on the question were expressed as follows.

**Table 5. What Don't Behaviors You Want to See in Your School Administrator? Findings related to the question**

Opinions	f
There's nothing in my administrator I don't want to see	7
Injustice	6
Arbitrary applications	2

In Table 5, “What are the behaviors you do not want to see in your school administrator?” Participant views were taken into consideration regarding the question.

Accordingly, a large part of the participants ( $f = 7$ ) stated that there is no behavior that I do not want to see in my manager, while a large part ( $f = 6$ ) stated that they do not want to see injustice.

What are the behaviors that teachers do not want to see in your school administrator?

A few of his own statements regarding his question are given below: “I did not see any negative behavior. There is no behavior that I do not want to see.” ( $f=7$ )

“Injustice, not being solution-oriented, excessive sincerity with the employees are behaviors that I do not want to see in my school administrator. Behaviors that I do not expect and do not want to see from a manager; When I have a problem or problem, I do not want to see an insensitive and unfair manager. I expect them not to do injustice.

Behaviors that I do not expect and do not want to see from a manager; It is nepotism and injustice to treat its employees and personnel with disrespect, to speak like a commanding and high-pitched scolding. Not having empathy, being closed to communication, not having working discipline, not being able to provide equality and trust.

Not showing the necessary attention to the problems of the employees, being weak in human relations, speaking in an orderly manner, not informing the personnel about the innovations, being unfair. Miscommunication, staying away from their staff, making problems stop solving problems, lack of vision and injustice are behaviors I don't want to see.” ( $f=6$ )

“Speaking with us very sincerely with the teachers and staff, not obeying the rules but asking them to be obeyed, inconsistency, taking sides and making arbitrary practices are behaviors that I do not want to see in my school administrator. Not being open to innovations, taking a personal attitude and making arbitrary practices are behaviors that I do not want to see in my school administrator.” ( $f=2$ )



## RESULTS

"Have you been mobbed by your school administrator? What have you been through?" When asked the question, it appears that the answer "no, I have not been mobbed" is in the majority. Accordingly, we can conclude that school administrators are now acting more positively and caring for their employees.

In the research, "How do you evaluate the behavior of your school administrator in the administrative context? When the question is asked, it is seen that the majority of the answers are "hardworking and solution-oriented". Accordingly, we can say that school administrators are aware of their responsibilities in the schools where they work and act by trying to be solution-oriented towards problems.

In the research, "According to you, is your school administrator a leader or a manager? When asked, "Our school administrator is the leader." We see that the answer is in the majority. Accordingly, our schools are managed by people with leadership qualities.

In the research, "Do you think your school administrator behaves fairly? When asked, "I think our school administrator is fair. It is absolutely always fair." Although it is seen that the answers are mostly in the majority, it is seen that the answers "I definitely do not think that he is acting fairly" were also given. Accordingly, we can say that the majority of school administrators treat their employees fairly.

Although we see that most of the school administrators behave fairly, the school administrators in the other part, which is not considered to be fair, should also behave fairly in order to create a more peaceful and successful working environment.

In the research, "What are the behaviors you do not want to see in your school administrator? When the question is asked, "There is no behavior that I do not want to see in my manager" is the majority, but we see that the answer is "I do not want to see injustice", very close to this rate. Accordingly, we can say that the numbers of managers who exhibit undesirable behaviors and those who exhibit unfair behaviors are close to each other.

Although the answer to this question is "I have not been mobbed", we see that there are still teachers who are exposed to mobbing by their administrators. Managers should now act as visionaries and not resort to such actions in order to increase their motivation and work in a more peaceful and comfortable environment.

Managers should keep strong communication with their teachers and staff, and show reassuring actions so that they can carry their school to success.

If a school administrator wants success in his school, he should not remain only as an administrator. He must have leadership qualities and act like a leader.

The unfair behavior of the managers towards their employees negatively affects the morale and motivation of the employees. For this reason, managers should pay attention to the principle of equality and justice in their behavior.

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## SUPPLEMENT

### SUPPLEMENT. 1. Interview Questions

#### INTERVIEW FORM

##### The interview ;

Date: ...../...../2020      Time: ..... : .....      Place: .....

##### Personal Information;

Age : .....  
 Seniority : .....  
 Level of Education : .....

##### Questions:

1. Have you been mobbed by your school administrator? What did you experience?
2. How do you evaluate the behavior of your school administrator in the administrative context?
3. According to you, is your school administrator a leader or a manager?
4. Do you think your school administrator is acting fairly?
5. What are the behaviors you do not want to see in your school administrator?