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# Competences of School P1incipals in Pel'ceiving and Implementing Last Management Concepts

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Abstract: The aim of this study is to define perceplion and irnplen1entation competence of school managers in terms of effective school, quality, productivity, effectiveness and hlUUan resource management The study is in review model. The instrument of *"managerial effectiveness"* is applied for collection of data. The research group of the study consists of primary school principles from Bursa and Bolu provinces.

Key words: School management ·Education management ·Quality ·Productivity ·Effectiveness ·Human resource management · Organizational culture

## INTRODUCTION

Education is a science that attempts to figure out laws and principles of developing and transforming human behaviours to a determined purpose in a planned \Vay. It also tries to develop techniques for the same purpose [I].

Education has significant importance for a society on the aspects of equipping the individual with beneficial behaviours, providing society \vith functional and stn1ctural development and creating desired manpower continuity [2].

Organization is a structure. They are established to produce goods and services. There are interaction and unity of goal between the people comprising an organization. An organization is established with a decision and equipped with human and material resources. It has a manager and some organs.

Many definitions of management have been made. Those definitions explain different approaches. Wilson, Goodno\V and Willoughby defines management as *"traneformation of politics by representation into applications"*, while White, Waldo. Gulick and Pfifner defines it, taking the organizational goals at the basis, as *"the art of getting stl{/f done through effective coordination of human and material resources for realization of organizational goals"*. Thus, they emphasize the importance of decision making process [3].

Management makes use of human and malerial resources of an organization \Vilh effective coordination. Manager, make the organization function in accordance with its goals with the help of this coordination. Human beings are the basic and common elements of an organization They are important for the effectiveness, productivity and activity of the organization.

Science of management, leaving individual stuff, personal affairs and personal management behind, has reached the stage of developing and managing human resources.

Mcx:lern approach to human resources management is very different from century-old personal management concept. Management philosophy has been through some stages in sense of e1nployer&employee affairs and has reached the final stage of human resources managenment [4].

As being one of the most important dynamics of educational system, educational management, with a beter assessment for application, is a significant issue for the reconstruytion of a country. School managers have to increase the level of productivity by orientating the students in accordance with their interests and talents. Therefore, putting the classic sense of education aside and having a wider view of assessment will bring along the increase in productivity, development and progression of one country.

Educational managers should reconstruct the system in order to bring up quality and productivity.

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Global chnges, social values of countries and economical factors, besides being far behind the avarage in science and in development scale, justify reconstruction attempts. Leaming school managers will lead the teachers and students to develop their mental potential. The biggest problem in the future of education world seems to be students parishing under not learning teachers. Non learning schools will be the demonstration of low quality. The school manager will have to pay for this non learning school and teachers [5].

Pfeeffer ve Coate (1991, p.98) approach quality as «almost all of us have desire for it, most of us want it but very fe\v of us are able to have it" [6].

As Burnham (1993. p.27) stated "quality is determined by the customer, it can be achieved only through continuous development, it can be measured by statistical tools and its survival depends on the head manager [7].

Being a school manager requires special field knowledge on management and education. Educational managers are responsible for management and supervision in schools. The main goal of administration is to increase lhe level of productivity.

The importance of school management is grown out of tasks of management science. The main task of administration is to sustain the survavibility and conduct in accordance \Vith organizational goals. Moreover, the authority and responsibilities of school managers are clearly defined. Multiple definitions of management have attributed multiple authority and responsibilities. This promotes the management value as well as the importance of it The insight that regards the tutorhood as the core of and proficient for management, has put the expert services and use of tthe experts off the agenda. The conception \Vhich sees a teacher capable of and proficient for any oilier position such as management, supervision etc.in educational system has causedthe result that they get reappointed as teachers without objective evaluation. Therefore the continuity of the missions for positions become subjected to interruptions and thus, the occupational characteristics of the expertises become dubious.

There are many factors that effect quality pf education. Some of those are objectives, the strength (in number) of the system, the process, teachers effectiveness, conformity of teaching programs and methods, physical conditions of the enviromcnt etc.

Improving the quality of education mostly depends on the focus on the objectives (goals). The goal is the human type equipped with all necessary stuff which he in the future might make use of. Therefore students should be in the center of education.

Quality is the suitability for use [8]. It is also the compliance of the services \Vith customers demands. In another definition it is the compliance of a product \Vith the requirements [9]. It also means the fulfillment of customers desires and demands in the product they buy and in the service they gel

The quality in education demonstrates satisfaction of students, parents, civic organizations, from school administration, educational managers and students qualities.

Quality is an abstract concept and it is difficult to define. In a sense it is, just like beauty exists relatively in the eye of the beholder. Therefore in order to decide on the quality of something, one shoul feel it or live with it rather than he sees it [10].

A manager who considers the importance of effectiveness and competence, recognize the employees importance interms of productivity. The employees who are not happy and do not have satisfaction of work tend to shirk. They are late or absent most of the time. They always find something more interesting than their job [11].

It can be inferred that organizational effectiveness and competence depend on individuals \villingness to realize the common goal; whereby the willingness depends on satisfaction obtained from the job [12].

Organizational effectiveness is t11e survival of the system at a planned level. A beneficial organization that can meet the requirements can be assumed as effective [13].

Profitability doesn't necessarily demonstrates an organizations being effective. An organization without being effective can be profitable any\vay. Nonetheless, there is remarkable correlation behvccn profitability and effectiveness [14].

It is important that in this changing and competing world three fundamental resources of an organization, namely; physical resources, financial resources and human resources be used effectively [15].

The administration should ask the right questions and should follow the most convenient path in order to use the resources in the most productive way.

There are many demonstrations of quality in education. Those are, buildings, specialisation, the support of parents, business \Vorld and regional organizations, the use of modem technology, strong and goal-oriented leadership, student centered education, well balanced educational program and mix of these faclors [16].

The prime condition for students bringing up and deevelopment is beneficent school manclgement. r\nd one indispensible part of it is supervision. It should

always be kept in mind that the job a manager doesn't supervise is not being managed by. Inspectors might be assigned to contribute, but even in this case the manager shouldn't put his supenrisory duties aside.

Supervision is important for the quality of education and il prevents an organization from losing control, from misdirection and from coming to an end. Educational supervision should be perceived as a means of development rather than old-fashioned control concept in todays world. From this point of view it can be inferred that educational supervision has become the most important fact in developing educational system [12].

Productivity is another important goal of an organization. In this sense the power source to achieve desired productivity level is the leader-manager. The leader-manager should establish a team spirit through gathering material and human resources around a shared vision to realize the goal achievement

The most effective way to obtain productivity is to use resources in the best way for improved outcome. This could be n1anaged only by cooperation within an organization.

Productivity and quality should be seen as the main goals of an educational organization. They are the main goals of a school. It is the final destination for a learning organization in tenns of achievement. \Vhen the path-goal method is used in an organization, the performance of the employees rises. Thus, productivity of an organization rises too [17].

Culture is a social fact. The functioning and establishment of social structures demonstrates obvious characteristics. Those outline the main structure and dimensions of society's culture. Culture bring along a humanitarian order against nature through values.

Every act of an individual is within an organiza lion or related to it. Increasing number of organizations inevitably effects individuals lives.

More than one third of adult population spend their time in organizations. Accordingly, children spend their lives in school at almost the same proportion. Apart from that, there are some organizations in which children spend their time \vith the adults together.

Social and individual needs cause organizations to come fonvard. Social development is closely related to organizational dimensions. Modem communities consider rationalism, productivity and effectiveness as important issues. That's why those communities mostly depend on organization and organizing.

There are specific reasons makes diificult for an organization to define. Human beings live within schools, associations, clubs, companies, public enterprises, political parties, hospitals etc. together. However it is still difficult to determine the dimensions comprising an organization [18].

Generally speaking, organizations are arranged structures in which two or more people behave 1n accordance with the rules and thus, realize a common goal.

Organizaitonal culture offers shared inside dynamics which adhere an individual and give them different identity. This symbolic approach to organization add a ne\'i' dimension beyond perceiving it as a mechanism or as a living organism.

According to theory, culture improves interactions and is the result of social experiences.

Organizational culture comprises shared feelings, norms, interactions, activities, expectations, assumptions, beliefs, attitudes and values. Organizational culture is a strong value mechanism in \Vorking life (Callahan, ve Fleenor, 1988, s. 414).

Organizational culture makes us understand the symbolic fundamentals of an organization. It is not only a description about an organization, but it is also the description within an organization.

There are two cultural functions of organizational communication first it provides members with knowledge about organizational culture and second it helps the members to stick to organizational culttrre. Organizational identity can be gained by considering it as member's own property.

The main difference between organizational climate and organizational culture is climate refers to behaviourial attributes and mostly depends on observations; on the other hand, culture put the con1prehensive characteristics and seen factors of an organization forward. There is also a similarity between two concepts. They both have effects on fundamental values and norms of the organization. Organizational culture is very important for climate to emerge in terms of continuity of activities and adopting organizational behaviours.

Culture and climate try to determine the significant attribute of an organization. Although it is difficult to seperate their meanings, culture refers to assumptions and ideologies whereas climate can be defined as shared perceptions of organizalion

Organizational cullure implies shared thinking, beliefs and behaviour style. On the other hand organizational climate implies satisfaction level of members and their perceptions on struch1ral characteristics of the organization.

Organizational climate is relative contimity of school enviroment that effects the attendants behaviours based on perceptions.

**Purpose:** In recent years concepts of IS0-9000, effective school, quality, productivity, effectiveness and human resources management have prevailed in the science of management. Information Teclmologies are continuosly developing. With globalization, under developing or developing countries and the countries that cannot process information suffers the consequences against information overload in the fields of education and management.

**Problem State1nent:** What are the school principals roles on obtaining and implementing recent management concepts for orientation to information society and change, in order to overcome mentioned problems in educational organizations?

**Sub Problems:**

Is *sexuality* a factor for school principals to in1plement recent management concepts to increase - level of productiv ity and quality?

- Is *seniority* a factor for school principals to implement recent management concepts to increase level of productivity and quality?
- Is *professional experience* a factor for school principals to implement recent management concepts to increase level of productivity and quality?

**Assunt ptions:**

The ntnnber of school principlas taken as the sample of the study from Bolu and Bursa provinces represent population.

- School principals are assumed to answer the survey questions objectively.

**Restrictions:**

Private schools in Bolu and Bursa provinces are out of scope.

- Results of the study is restricted to primary schools in Bolu and Bursa provinces.
- Attendants are restricted to primary school principals in Bolu and Bursa provinces.
- Study is restricted to llie primary schools in Bursa and Bolu provinces in 2006-2007 academic year. Village schools are out of the scope.

The data obtained is restricted to the instrument developped for this purpose.

## METHODS

**Population:** The population of the study consist of primary school principals in Bolu and Bursa provinces in Turkey.

**Data Analysis:** Chi square is applied as a means of analysis. The five-point Likert items are applied in the survey.

## FINDINGS AND 11\TERPRETATIONS

- School principals perceptions on apprehending and implementing emerging concept of quality culture at schools is "lo\v" in terms of effectiveness.

  School principals perceptions on apprehending and implementing emerging concept of management through educational activities to increase quality level and productivity is "low" in terms of effectiveness.
- School principals perceptions on Total Quality lvfanagemenl applications of the National Ministry of Education besides apprehending and implementing emerging concept of management is relatively "lo\v" in terms of effectiveness.

  School principals perceptions on their being effective leader in apprehending and implementing emerging concept of management through educational activities to increase quality level and productivity is "low" in terms of effectiveness.

  The factors; *sexuality, seniority* and *professional experience* lurned out not to play important role for school principals in implementing recent management concepts to increase level of productivity and quality.

## CONCLUSIONS

The shldy reveales that school managers have lack of competence in implementing and perceiving emerging concepts of managen1ent; namely, effective school, quality, productivity, effectiveness and hmnan resource management. The fundamental reason for this seems to be the cenralized structure of Ministry of National Education since all deterministic variables have failed to explain school-caused managerial reasons.

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