



## An Investigation of School Principals' Being A Manager Or A Leader According To Teachers' Perspectives<sup>1</sup>

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### Abstract

Education is a concept that creates many added values in terms of meaning and function. Today, when education is mentioned, schools come to mind. One of the most fundamental factors in determining the effectiveness of schools is school principals. The purpose of this study is to determine whether school principals are managers or leaders while performing their duties. In this context, a qualitative approach was followed in the research in order to provide in-depth information. Methodologically, the phenomenological method used in qualitative research was used. A semi-structured interview form developed by the researcher in accordance with the necessary procedures was used as a data collection tool. The data obtained were analyzed by descriptive analysis method. As a result of the research, according to the perspective of the teachers participating in the research, administration is defined as providing discipline, providing education with rules, and managing, while leadership is defined as leading, strong oratory, and caring about the audience. It was revealed in the results that being an executive school principal has more negative consequences than being a leader school principal, and that these negative consequences are insecure, monotonous environment and high number of sanctions for executive school principals, and lack of rules and chaos of authority for leader school principals. Limited to the school principals who participated in the research, it was seen that they behaved more like administrators than leaders in their schools.

**Keywords:** Administrator, Leader, School Principal, Teacher.

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### Introduction

Human beings have lived their lives with the awareness of the need to improve and change themselves from the beginning of their existence until today. Inevitably, as a result of this need for self-improvement and change, the concept we call education has emerged. Human beings, who transfer culture from generation to generation through education, have managed to survive by constantly renewing themselves thanks to these cultural, social and human capitals. Although the definition and scope of the concept of education is constantly changing and developing, its importance and its place in life have always been indispensable. Of course, education, which is such an important concept, has turned into a formal structure over time and needed to be managed. Today, schools are the first structures that come to mind when it comes to educational institutions and are seen as the most common organization. In this context, the integration of technology has become a fundamental aspect of educational management (Ramazanoğlu, 2021). Although the management of schools was

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not considered as a discipline in the beginning, today, issues such as the approach of the school principal, management understanding, process and including the effective use of technology, have inspired countless scientific studies. Over time, we see that a separate branch of science that examines school management and the management characteristics of school principals has been defined as educational management.

School principals are undoubtedly one of the main actors in the realization of educational goals and improvement of educational quality. For this reason, we often hear the phrase "a school is as much a school as its principal" from the mouths of senior education administrators. So how should a school principal manage his/her school? What should they do and what should they not do? Many questions and problems such as these are still not questions for which there is a common answer. Since the organizations we call schools are based on social and human capital, they differ from province to province, region to region, and even neighborhood to neighborhood. This variability and difference has led to the necessity of dynamic management of school organizations. Accordingly, principals who capture the organizational dynamism of schools and know how to benefit from its driving force have mostly achieved success in their schools.

As it can be understood from these situations, just as education is an inevitable situation, being organized is also an inevitable situation for human beings. Because human capacity is limited. However, thanks to the ability to cooperate and organize, he can easily achieve many goals that he cannot achieve alone due to his limitations. In a sense, organizations are structures that need to be managed for exactly this purpose. When the definitions of the concept of management are examined, it is seen as the science and art of using the human and material resources within the organization in a coordinated, efficient and effective manner in order for the organization to achieve its predetermined goals. The person or persons who perform the management work are called managers. The manager is seen as the person who bears the responsibility of the organization and has the right to use the resources of the organization by using his/her authority on behalf of the organization and making decisions for the organization (Öztaş, 2017). In another definition, a manager is defined as a person who reflects the managerial work in practice by using his/her unique knowledge, skills and abilities (Koçel, 2011). It is also defined as a person who procures factors of production and manages them for the production of goods and services (Kingir and Şahin, 2005), with the profit and risk belonging to others. When we look at the definitions, managers are the key people who carry out the planning, organizing, execution, coordination and supervision stages in all areas such as human resources, products and production.

As an organization, efforts to innovate in the education system focus on the development of human resources. Teachers are the main source of human resources in schools, which are the most important building blocks of education systems. With the accelerating global competition, the importance of principals, who play the most important role in school management, is increasing day by day in order to manage human resources effectively. Many issues such as the competence and competence of school administrators, their knowledge, skills and abilities, their approach to the problems they face and their ability to solve them are now coming to the fore as sought-after features. Especially today, we see that the concept of administrator is gradually losing its importance in the education system and the importance of the management concept we call leadership is increasing. We can define the concept we call leader as a manager who has the power to influence, inspire and drag people after him/her (Kıral, 2020). Being a leader and exhibiting leadership qualities is now a standard required for school principalship. Because one of the important factors in the quality of education is related to the adequate level of leadership qualities of school administrators (Çelik, 2001).

Of course, the administrator must have some authority and competencies in order to achieve the goals of the organization. These can be said as participation, authority, power, rationality, having the power of influence based on logic and task-oriented, persuasion, obedience and leadership. As seen in the researches, leadership is a different concept from the fact that only visionary people who direct the organization and have an impact on stakeholders are managers (Kıral, 2020). While leadership shows personality traits that are honest, reliable, respectful to employees in the formation of a successful organization, it also includes the acts of motivating and managing employees in a good way (Kingir and Şahin, 2005). According to Küçük (2008), leadership is the ability to gather people together around a certain purpose by combining knowledge with the ability to influence and mobilize

in realizing the goals. When the definitions are examined, it can be seen that the leader has many positive personality traits such as prudence, diligence, creativity, as well as being a person who is liked and followed with satisfaction, believed and respected. In this context, it is seen that the comparison between managers and leaders is frequently made in scientific research and has been the subject of many studies. The first research on the concepts of manager and leader was conducted by Zaleznik (1997). In Turkey, the comparison of managers and leaders in organizations (Çelik, 2000; Erçetin, 2000; Özdemir & Sezgin, 2012; Uğurloğlu & Çelik 2009), leadership styles (Oğuz, 2011; Cemaloğlu, 2007; Korkmaz, 2007) or the relationship between leadership and variables (Alıç, 1989; Cemaloğlu & Kılınc, 2012), ethical leadership (Toytok & Kapusuzoğlu, 2014; Özdemir et al., 2013) and many other leadership-related research topics are found.

Of course, whether they are managers or leaders, both make many contributions and contributions to their organizations (Uğurlu & Kiral, 2013). However, the understanding and approach of both concepts differ. Leaders focus on new approaches and changes while managers focus on stability and status; leaders focus on people while managers focus on systems and structures; managers focus on control while leaders focus on accuracy. In the context of all these aspects, it is important whether school organizations are managed by a manager or a leader. It is very important to determine this situation not only from the point of view of school administrators, but also from the point of view of teachers, who are the most common human resource in schools and an important building block in the quality of education. The purpose of this study is to examine whether school principals are managers or leaders according to teachers' views in the light of the information mentioned above. Within the framework of this purpose, answers to the following questions were sought.

1. What does the concept of management and leadership mean to teachers?
2. What are the positive/negative consequences of school principals' being leaders and managers?
3. Are our school principals leaders or managers from the perspective of our teachers?

## Method

### Research Model

The research was qualitative and designed with the phenomenological method. The phenomenological design focuses on phenomena that we are aware of through intuition but do not have an in-depth and comprehensive understanding, and the phenomenological design creates a suitable research ground for studies that aim to investigate phenomena that are not completely foreign to us but that we cannot fully comprehend (Yıldırım & Şimşek, 2005). In this respect, it was considered appropriate to accept school principals' being a manager or leader as a phenomenon and to examine the views of teachers at different levels on this phenomenon in depth.

### Population and Study Group

The population of the study consists of teachers from different branches working in primary, secondary and high schools in Dulkadiroğlu and Onikişubat districts of Kahramanmaraş province in the 2022-2023 academic year. The study group of the research was determined by non-random quota technique. At the same time, while determining the participants, the acceptance and willingness to participate in the interview were also taken into consideration. As the study group, 15 teachers, 5 teachers from each level of education, were interviewed. Information about the participants is presented in Table 1.

**Table 1.** Information about the participants included in the study.

	Age	Branch	School Type	Seniority	Length of
<b>Ö1</b>	34	English	High school	12	6
<b>Ö2</b>	44	Religious Culture and	High school	14	4
<b>Ö3</b>	44	History	High school	22	3
<b>Ö4</b>	36	History	High school	7	3
<b>Ö5</b>	48	Chemical	High school	22	4
<b>Ö6</b>	34	Foreign language	Secondary school	10	3
<b>Ö7</b>	37	English	Secondary school	15	4
<b>Ö8</b>	40	Science	Secondary school	15	5
<b>Ö9</b>	35	Mentoring	Secondary school	10	5
<b>Ö10</b>	38	Social studies	Secondary school	11	5
<b>Ö11</b>	30	Classroom teacher	primary school	7	3
<b>Ö12</b>	32	Classroom teacher	primary school	8	3
<b>Ö13</b>	44	Classroom teacher	primary school	22	13
<b>Ö14</b>	43	Classroom teacher	primary school	20	7
<b>Ö15</b>	25	Classroom teacher	primary school	3	3

When Table 2 is analyzed, it is seen that the majority (93.5%) of the teachers in the study group in Kahramanmaraş province are over the age of 30, while a small portion (6.5%) are under the age of 30. When the school types of the teachers participating in the study are analyzed, 33.3% of primary school teachers, 33.3% of secondary school teachers, and 33.3% of high school teachers are equal in number. On the basis of branch, it was seen that while classroom teachers constituted the majority (33.3%), history teachers were two (13.33%). When the teachers are analyzed according to the professional seniority variable, 10 years and less seniority constitutes 26.6%, 10-20 years seniority constitutes 46.6%, 20 years seniority constitutes 26.6%. Finally, when the teachers who participated in the study were examined according to the variable of the length of service in the institution where they worked, it was determined that all of the teachers (100%) worked in the same institution for 3 years or more.

### Data Collection Tool

In order to collect data, based on the relevant conceptual framework and expert opinions, the literature on the subject of the study, administrators and leadership, was examined and a semi-structured interview form consisting of 5 questions was prepared by the researchers to examine teachers' views on administrators and leadership. For the interview form, a 10-item question pool was created by first reviewing the literature. In the process of developing the qualitative data collection tool, open-ended questions to be asked to the participants were directed to teachers who were not research participants. When it was concluded that the questions were clear and understandable according to the results obtained, the questions were submitted to the review of a faculty member specialized in qualitative research, and the number of questions was reduced to 5 and finally reviewed by a Turkish teacher in terms of spelling and spelling rules. The data collection tool consists of two

parts. The first part includes information on demographic variables such as age, branch, professional seniority, type of institution and length of service in the institution. In the second part, the participants' thoughts about leadership and management regarding school principals were examined through open-ended questions by ensuring external reliability.

### Data Analysis

Descriptive statistics method was used to analyze the data obtained in the study. The questions used in the interviews were determined as the sub-problems of the research and the data were evaluated under these sub-problems. The 15 teachers with whom face-to-face interviews were conducted were given codes starting from one to twenty as T1, T2, ....., T15. While analyzing the data, it was supported with direct quotations.

### Validity and Reliability

External reliability was ensured by explaining the methods and stages of the research in a clear and comprehensible manner, providing detailed information about data collection, analysis and interpretation of the collected data. Internal reliability: The research questions were clearly stated and the research data were collected in a detailed and purposeful manner as required by the questions. Content validity was ensured by taking expert opinion, and face validity was ensured by presenting it to the Turkish teacher for review. Another issue that increases the validity of the research is that the research findings are supported with direct quotations by including the views of the participants, the findings are consistent within themselves, and the characteristics of the research sample are defined.

## Findings

In this section, the data obtained from the interviews with teachers working in primary, secondary and high schools in the city center of Kahramanmaraş according to the objectives addressed within the scope of the research are tabulated and presented.

### Findings Related to the Concept of Administrator According to Teachers

The participants' answers to the question "Who do you think is a manager? How would you describe him/her?" are presented in Table 2.

**Table 2.** Participants' answers about the concept of manager.

Administrator	n
Providing Discipline	6
Manages	4
Providing Education with Rules	4
Formal Contact	3
Risk Averse	2
Guiding, Leader	2
Responsible for School Operations	2
Setting Goals for School	2
Office Holder	1
Meeting Educational Needs	1

As seen in Table 2, the majority of the participants (n=6) described the administrator as a person who providing discipline. They defined the administrator as the one who manages (n=4), provides education with rules (n=4), establishes formal communication (n=3), is responsible for the functioning



of the school (n=2), stays away from risk (n=2), sets goals for the school (n=2), guides/leads (n=2), holds authority (n=1), and meets educational needs (n=1). Some of the statements reflecting the views of the participants on the question posed are given below:

*"The important thing for the manager is that the work is done. If he/she is sure that things are working, he/she considers that he/she has done his/her job, if there are no problems, if teachers enter and leave their classes on time, if students enter and leave their classes regularly, if there are no disciplinary problems, the administrator considers that he/she has done his/her job." (T3)*

*"The manager: ensures the proper functioning of the staff and work in his/her hierarchy with certain rules. He/she is not interested in the motivation of staff or workers." (S8)*

### Findings Related to the Concept of Leader According to Teachers

The participants' answers to the question "Who do you think is a leader? How would you describe him/her?" are presented in Table 3.

**Table 3.** Participants' answers about the concept of leader.

Leader	n
Leading the Way	8
Cares About Domain	4
His oratory is strong	4
Motivating	3
Brave	3
Beneficial	2
Creative	2
Responsible	2
Collaborator	2
forward thinking	2
Fair	1

As seen in Table 3, the most common characteristic of leaders is that they are leaders (n=8). Positive characteristics such as caring about the sphere of influence of leadership, providing motivation and benefit, responsible, farsighted, fair-minded, courageous, cooperative, strong oratorical skills were described.

*S6 stated that "A leader is a decision maker and it is a character trait, in this respect leadership is a natural process".*

*S12 used the expressions "...a charismatic person with high oratory power" when describing the leader.*

*S15 expressed his opinion as follows: "A leader is an intelligent, responsible person who provides benefit to the region, organization, institution or school, regardless of the region, organization, institution or school, who can analyze the needs of these places well, and who can set creative goals accordingly and make plans in this way".*

### Findings Related to the Results of School Principals' Being an Administrator Status

The answers given by the participants to the question "What do you think are the positive or negative consequences of the school principal being an administrator?" are presented in Table 4.

**Table 4.** The answers given by the participants regarding the status of school principals as administrators.

RESULTS	SUB-RESULTS	n
Positive	disciplinary order	4
	Coordination	3
	Sanction	1
	Ease of Evaluation	1
Negative	Unsafe, monotonous environment	4
	Sanctions, Repression	4
	Low Motivation	2
	School Climate That Does Not See	2
	Success	1
	Restless, Unhappy Stakeholders	1
	Short Term Goals	1

When Table 4 is examined, it is determined that the negative consequences of school principals' being a manager (n=14) are seen more than the positive consequences (n=9). While the positive results of being an administrator are listed as discipline, coordination, sanctions, and ease of evaluation, it was also stated that there are negative results. These negative results are seen as low motivation, restless, unhappy stakeholders, insecure, monotonous environment, sanctions and pressure, short-term goals, and failure to see achievements. In response to the question "What do you think are the positive or negative consequences of the school principal's being a manager?", the participants answered;

*S6 "Many people are in the stage of reward and punishment, so the more sanctions there are, the more they do their jobs properly. This can show the positive result of a school principal".*

*S9 said, "The positive sides are that the work is done in accordance with the procedure. It is easy to make evaluation. The negative results are that it does not give the opportunity to be flexible and employees may have difficulty in being motivated".*

#### Findings Related to the Results of School Principals' Being a Leader

The answers given by the participants to the question "What do you think are the positive or negative consequences of the school principal's being a leader?" are presented in Table 5.

**Table 5.** The answers given by the participants regarding the school principal's being a leader.

RESULTS	SUB-RESULTS	n
Positive	Efficient Working Environment	8
	Happy and Selfless Stakeholders	3
	Partnership	3
	Academic success	3
	Social activities	1
	Providing Development to Your Employees	1
Negative	Irregularity	2
	Office Confusion	2
	Continuous Change and Development	1

When Table 5 is analyzed, it is seen that the negative consequences of leadership include lack of rules, confusion of authority, continuous development and change, while the positive consequences



include productive working environment, happy and devoted stakeholders, collaborative environment, academic success, social activity, and an environment that enables the development of employees.

Participant opinions to support the table are given below.

*S3 "...There is a saying I like very much, I heard it somewhere. It is through persuasion that civilizations prevail. It was said. In other words, you cannot get a productive product by imposing something on people. If you want quality, you will first convince, convince and support the person doing that job that that job should be done. The school principal, who is the leader of education, is not present in his/her school all the time, but even if he/she is not present, things go smoothly."*

*S10 ".....The negative aspect of leadership is not for the people in the school, but for oneself. Because he/she should be in constant development and work in order to never lose his/her leadership qualities."*

*S13 "School principals cannot be leaders if they work for the state. His/her own expression is not dominant because he/she is always above him/her. And it should be so. Otherwise, it is not possible for them to be accepted in the state."*

### **Findings Related to School Principals' Being a Manager or Leader**

The answers given by the participants to the question "Do you think your school principal you work with is a manager or a leader? Why?" are presented in Table 6.

**Table 6.** Participants' answers to the question of whether school principals are managers or leaders.

<b>School Principals</b>	<b>n</b>
Administrator	10
Leader	4
Total	14

When Table 6 is examined, when the question "Do you think your school principal you work with is a administrator or a leader? Why?" was asked to the participants, most of the participants (n=10) think that the school principal they work with is a manager, while some of them (n=4) see him/her as a leader. Since one of the participants thought that the school principal was neither a administrator nor a leader, the data of 14 participants were included in the table. Some statements reflecting the views of the teachers are as follows:

*"My principal is neither a leader nor a manager. He does not have both qualities. For this reason, he cannot fully administrator in his institution and cannot ensure harmony between people. He has no leadership qualities, he cannot gather people around him, he cannot develop them..." (T4)*

*"I am in a crowded school..... The principal is a leader if the school is managed without major problems. I saw that he respected people in solving some problems. He handled ethical and social problems. He also implemented the ideas by internalizing them." (Ö6)*

*"I think our school principal is a manager. I can say that he cares about order and success at school. Even though he asks our opinions, in the end he mostly puts forward his own work and thoughts."(S7)*

*"I think he is a leader because he sets goals and tries to motivate and convince the people related to the subject. He is also successful in this regard. Instead of following the written rules and boring the employees, he can show his ability to act according to the situation."(S9)*

*"...As I said in the definition of leadership, he improves the school with social activities, academic success and positive climate culture. Therefore, I think that my school principal is a manager." (S12)*





*"Our school principal is a manager... Because you cannot be a leader school principal in the state." (S13)*

*"My school administrator sometimes acts like a leader and sometimes like a manager. He tries to protect his authority while making us feel that he is in charge. Apart from that, he can take risks. This makes me think that he can also be a leader. But he acts more like a manager." (S14)*

*The participant who stated that the school principal is an administrator "...The goals in my school are short-term minimalist, no risks are taken and unfortunately we cannot do anything because it is against the rules and regulations" (Ö15)*

## Discussion

### Discussion on Teachers' Views on the Concept of Administrator

According to the findings of the study, administrators were defined as providing discipline, holding authority, managing, providing education with rules, avoiding risk, and establishing formal communication. In addition to these, it was determined that the administrator is a guide, leader, responsible for school functioning, sets goals for the school, and meets educational needs. Looking at the studies on the subject, Gülebi and Adem (2019), Bennis (2001), Akyar and Arslan (2014) reached similar results.

Yıldız and Ertürk (2019) concluded in their study that they see the manager as a control mechanism. The expressions of commander, beyim and eye were used as metaphors in the findings. The most common theme expressed by the participant teachers, that the administrator is a disciplinarian, is similar to the research. It is necessary to have a control process for the effectiveness of organizations. Since without discipline and control, there will be a loss of power, our administrators may come to the fore with these aspects.

The expressions "responsible for the operation of the school, setting goals for the school, meeting educational needs" used while defining the concept of administrator show that the participants defined the school principal based on the institution they work for. As stated in the Ministry of Education regulation, it is seen that school principals focus on duties such as carrying out all kinds of education and training tasks, ensuring the operation of lessons, preparing the school for service, and distributing the courses to be taught. In addition, the feature of love based on respect, harmonious, trustworthy, and exemplary attitude and behavior, which is included in the same regulation, was not mentioned by our participants. In this respect, it can be stated that our school administrators focus on official affairs rather than communication in social and emotional relationships.

When we look at the guiding and leading characteristics of managers, reaching the metaphors of compass, team captain and steering wheel in terms of the directing/guiding feature in the Yıldız and Ertürk (2019) study is similar to our research result. Expressing the administrator as a leader/guide may contribute to principals becoming leading school principals. It has been seen in the findings that the school principals of the people who define the administrator with these expressions have leadership characteristics. The leadership of the school administrator is important as it determines school success and other dimensions or features of the school (Turan and Bektaş, 2014).

As a result of the research, it was revealed that the manager used a formal language. As Anıl, Güney, and Gürül, (2021) stated in their research, the authority of the manager is a formal authority. It can be stated that he has a tendency to maintain discipline and establish official communication because he feels the need to do his duty due to the authority he receives. They may also have defined the manager as a holder of authority in the sense that he derives his power from the status he has. The manager may choose to stay away from risk in order not to lose this status.

### Discussion on Teachers' Views on the Concept of Leadership

According to the research results, the leader; He is leading, beneficial, creative, caring about his sphere of influence, strong oratorical, motivating, responsible, collaborative, forward-thinking, fair, and brave. Seltzer and Bass's (1990) definition of leadership as a combination of influencing,

personality, and persuasion behaviors overlaps with our research results. In their research, Kouzes and Posner (1990) listed the basic actions specific to leadership as encouraging, taking others into action, instilling a shared vision, and challenging the process, which supports our research result.

In his study, Aydemir (1997) stated that the leader "manages the employees by determining their motivations, abilities and personalities, like an orchestra conductor." he stated. The research findings also coincide with the participants' definition of the leader as leading. While the leader guides by giving importance to emotions and thoughts, he expresses his expectations from people in a way that they will understand and motivate them. According to Toytok and Kapusuzoğlu (2014), the leader finds and initiates new structures and processes in case of a problem or practice. There are rapid changes in our age. In this regard, the leader must lead this rapid change, think far-sightedly and at the same time be an example in the emergence of creative ideas.

In his research, Savaş (2019) reached the conclusion that the meaning of teacher leadership is participatory, guiding students, working in cooperation, and enterprising. When we look at teacher leadership evaluated from the perspective of school principals and the leadership evaluated from the teacher perspective in our research, both results are similar. In this respect, whether the leader is a teacher or a principal, it is seen that the person in front of him is described as guiding the individuals he has a first-degree influence on and working in cooperation with other stakeholders of the institution. As Kowalski et al. (2010) stated in their study, establishing positive communication with school stakeholders and maintaining this communication positively affects education and provides solutions to educational problems. Helvacı and Aydoğan (2011) emphasized in their research that it is important for effective school administrators to be close to their staff and establish good relationships.

The leader has people and human relations at his core and has the power to influence organizational goals and human resources. A leader is also prominent in terms of contributing and benefiting the people around him. Moorosi and Bush (2011) state in their study that school leaders aim to increase the performance of all stakeholders of the school, which coincides with our research results. A leader can contribute to the development of those around him by reflecting his personal, professional and social development. At the same time, because the leader cares about his sphere of influence, he can also show behavior such as supporting their development and leading at points where it will be beneficial. It is similar to the results obtained in our research that the leader is forward-thinking, courageous and collaborative. At the same time, the leader's strong oratory is also important in strengthening personal relationships.

### **Discussion on the Consequences of the School Principal Being a Manager According to Teachers' Opinions**

In our research findings, while discipline, order, coordination, sanctions and ease of evaluation system are seen as positive results of management, low motivation, restless and unhappy stakeholders, school climate where achievements are not seen, insecure, monotonous environment, sanctions and pressure, short-term goals are seen as negative results.

Çelikten and Özbaş (2014) stated that school administrators use the power given to them by law to ensure that the tasks that need to be done in the school are carried out. Among the positive results of management seen in our research findings, discipline and order, sanctions and coordination coincide with each other when the relevant studies are evaluated.

When we look at the negative consequences of the insecure, monotonous environment and restless unhappy stakeholders created by the school principal's status as a manager, as stated by Yaman and Irmak (2010), there is a significant relationship between the management skills of the administrators and the organizational climate. School principals who display managerial characteristics are in education with these negative consequences. As Akyar (2014) states, alienation in education causes the school to become economically and socially dysfunctional and causes negative perspectives on the educational environment to emerge.

The administrator was described as having influence over the staff and trying to maintain this influence through certain patterns in order to maintain his position and prevent problems at school. It is seen that school principals with managerial characteristics are stated to be authoritarian and carry

out their duties by drawing lots. In this respect, it is thought that being a manager will create an insecure and uneasy environment. It can be seen that this result was reached in our research findings. Nartgün and Ertürk (2018) stated in their study that some of the teachers felt the authoritarianism of school principals and that it affected the organizational climate.

As a result of the research, administrators who act with the short-term goals stated by our teachers also cause low motivation. Since short-term goals are set, it is seen that the results are achieved immediately or not in the organization. In this respect, the evaluation of the determined target can be made easily. Exciting and diligent work is not seen in schools that only think about the moment and do not have a plan or program for the future. This brings academic failures. With all these negative consequences, it deviates from having certain goals in the concept of organization and becomes an unsafe and disorderly climate. This disorder can only be stopped through sanctions and pressure. Thus, one negative outcome of management gives rise to more than one negative outcome.

### **Discussion on the Consequences of the School Principal's Leadership Status According to Teachers' Opinions**

As a result of our research, it has been seen that the school principal's leadership status has positive results such as academic success, productive working environment, and development of his employees. It is supported by the study findings of Şentürk and Sağnak (2012) that the leadership qualities of school principals affect the school climate. Reaching similar results, Alig-Mielcarek (2003) found that what determines the success of effective schools is; He stated that it was school management and administrative leadership. Koçak and Helvacı (2011) revealed that school principals are largely decisive in the culture and climate of the school. In this respect, if we express the manager as seeing the trees and acting accordingly, the leader is the person who sees the forest and takes steps towards it.

It was observed that some participants described renewal and change as negative results of leadership. Education; It is the process of bringing about deliberate and intentional change in an individual's behavior through his or her experience. In this respect, although learning, change and development are desired and expected in an educational institution, the fact that it is described as negative shows that this form of expression does not coincide with previous research.

If the school principal is capable of influencing the school climate; On the other hand, if school principals ignore important information about their schools, they can make bad decisions. For this reason, it can be said that the leadership behaviors of school principals can affect the school environment both positively and negatively. Although Reyhanoğlu and Akın (2016) are similar to our research themes by defining that there are toxic leaders in their research that cause negative consequences for the employees of the organization and reduce the performance of the organization, Tepe and Yılmaz (2020) state that the irregularity, chaos in positions, constant change and development mentioned in the sub-results are not a result of toxic leadership. seen in the findings.

In the school where the school principal is seen to be a leader, the principal takes the opinions of the teachers, students and families and reaches a common decision, and as a result of this behavior, the stakeholders in the institution work effectively and create a successful school atmosphere. It has been reached in the research findings. In addition, it has been observed that conflicts may occur in schools where there is more than one leader, and the irregularity within the school may be a negative result. Terzi and Kurt (2005) study results; The conclusion that school principals' leadership behaviors have positive or negative effects on teachers coincides with the results we explained above.

### **Discussion the Status of School Principals as Leaders and Managers**

The majority of our research participants stated that school principals are administrators. According to Özsalmanlı (2005), the study in which he states that there are many managers who do not have leadership skills in our system is similar to our research results. Participant opinions show that school principals are mostly administrators because their goals are short-term and they use legal power. It is thought that teachers define school principals as managers or leaders in line with their answers to the first and second findings of the research.

One participant expressed his opinion by stating that having a school principal be a manager does not mean that one can be a leading school principal in the state. The lack of equality of opportunity in



public schools and the inability of school principals to support economic development and change may require principals to only engage in the act of doing the job correctly, in accordance with the job description, within the framework of the law.

### **Conclusion**

In this section, the results based on the findings obtained in the research are presented.

#### **Conclusions about the Concept of Manager and Leader**

Based on the data obtained from the research, the leader is the one who is beneficial, creative, leads, cares about the sphere of influence, motivates, has a strong oratory, is responsible, collaborative, forward-thinking, fair and brave, while the manager is the one who is in a position, ensures discipline, manages, and provides education with rules. It can be concluded that the leader and the manager are different concepts in that the leader is the person who stays away from risks and is responsible for the operation of the school by establishing official communication.

#### **Results Regarding the Positive/Negative Consequences of Being a Leader and Manager**

It can be stated that the school principal being a manager and a leader has different positive consequences as well as negative consequences. It has been concluded that the negative consequences are the creation of an insecure, monotonous environment for school principals, unhappy and restless stakeholders, unsuccessful school climate, sanctions, pressure and short-term goals. It can be stated that there are irregularities and confusion in positions for leading school principals. As Uğur, U. and Uğur, S. (2014) stated in their study, both the manager and the leader must first know their own personal characteristics well and correct mistakes. Thus, negative consequences can be minimized.

The positive results of the school principal being a leader are seen in terms of a productive working environment, happy and devoted stakeholders, cooperation, academic success, social activities and providing development for his employees. The positive consequences of being an executive school principal include ensuring discipline, order, coordination, having sanctions, and being easy to evaluate within the school.

The fact that the "sanctions" theme, one of the consequences of being a manager, is expressed both positively and negatively, shows that teachers interpret it depending on the purpose for which it is used by the school principal.

#### **Results Regarding School Principals' Status as Leaders or Managers**

From our teachers' perspective, our school principals are more likely to be administrators. While this is an undesirable situation for our teachers, it may be the result of our school principals acting in accordance with the rules, being authoritarian and not taking future risks.

As a result, it was revealed that teachers from different branches participating in the research had different opinions about the status of principals and leaders in the schools where they work. This research has revealed that these results are affected by the school climate created by school principals, their impact on school stakeholders, their priorities in their duties, and the positive and negative situations that occur in the school. At the same time, it was concluded that from the teachers' perspective, school principals are more like managers than leaders.



### Recommendations

- It has been stated that there is a school climate in which the success of school principals is not seen as a negative consequence of their status as administrators. School principals can motivate teachers by revealing teachers' desire to work and appreciating these achievements verbally or documentally.
- The status of school principals as managers and leaders is a striking result of the research. Accordingly, the selection method and appointment criteria of school administrators are not limited only to the field of scientific competence, but it can also be ensured that the administrators are sufficient in terms of leadership qualities before appointment.
- The positive results of the school principal being a leader were stated as providing a productive working environment and providing development for his employees. Education stakeholders can be supported with positive results by organizing "Positive school atmosphere, Leadership, Personal Development" training for teachers and school principals.
- It is desirable for school principals to be leaders; However, it was seen in our research that most of the school principals were administrators. The number of leading school principals can be increased by encouraging school principals to participate in master's programs with or without thesis on leadership roles.
- Positive results of leading school principals include social activities and providing development to their employees. Social events such as picnics and meetings can be held to minimize the negative consequences of school principals' management and to increase school culture in order to support leadership.
- This research measures whether the principals working in public primary, secondary and high schools in Kahramanmaraş province are leaders or managers in their schools. A similar study can be conducted in other provinces in Turkey by including kindergartens and taking the opinions of other stakeholders of the school.
- A research can be conducted comparing the status of public school principals and private school principals as leaders or managers.

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