THE EFFECTS OF LEADERSHIP IN EDUCATIONAL INSTITUTIONS MANAGEMENT ON EMPLOYEE PERFORMANCE

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ABSTRACT

With the developments in the information age in the education sector, there are great changes in management understanding and managerial attitudes. In this period when competition in education has become widespread, the contribution of education leaders is great in achieving the goals of educational institutions. Performance and motivation of employees play an important role in achieving these goals. There is a great need for educational leaders who give importance to the performance of the employees in educational institutions and adopt a management approach that will increase their performance. The aim of this research is to reveal the effect of leadership characteristics of managers on the performance of employees in educational institutions. In the research, education, leadership, management concepts, performance and motivation concepts are also examined. This research is "descriptive" and factual data were collected by "literature review" method. The importance of leadership in management and management in educational institutions has been examined by reviewing literatures, examining best practices, taking consideration and adopting of those to use in the system. As a result of the research, it was seen that the leadership characteristics of the education managers are effective on the performance of the employees. In the light of the findings, it is recommended that the managers of educational institutions take leadership training. The attitudes and behaviors of educational managers and the vision they put forward as a leader, and their attitudes towards management with employees affect performance.

Keywords: Education management, school management, leadership, educational institutions, leadership styles.

INTRODUCTION

Educational institutions, while carrying out their activities, also become a social living space because they are open systems. The social structure in "Information Age" has become complex with the effect of changes in economic, social, cultural, and technological fields. Educational activity will be able to provide an organization that will respond to expectations only with good management of education. Educational institutions, like other businesses, have been under the influence of a culture of competition. Leadership has an important place in this competitive environment (Obiekwe, 2018).

The existence of visionary, effective, creative, motivating, and self-educated leaders is important in order to eliminate possible problems in educational institutions and to ensure adequate development in education. It is important to select managers who have the qualifications to lead educational institutions. It is thought that the management understanding of the leaders will have a direct effect on the performance of the employees (Luthans, 2015).

Management and leadership are at the forefront of indispensable elements for businesses and institutions today. Efficiently managing human resources and increasing performance levels are among the most important features that should be evaluated within the management approach (Armstrong, 2011). Businesses and institutions are researching and applying various ways of using human resources efficiently in order to maintain their existence. Management and leadership come into play in this sense. From this point of view, the main problem for managers is to use human resources effectively. Leadership is one of the qualities that a successful manager should have. Ensuring this success in educational institutions will have positive effects on all students, especially teachers.

Certain phases are necessary for the person to show desired behaviors within the main concept of a purpose and directions. In order for these phases to imply correctly, educational atmosphere should have proper conditions, human power and equipment. Institutions where education activities are realized at all levels depending on the condition called official educational institutions. In these institutions, teachers dutied by the central educational management are responsible for education and training officially on behalf of government.

The management style exhibited by the managers in the style of a leader has increased the ability of the personnel to work in the workplace, provided high motivation in the employees and brought with it an increase in performance. It has been determined that there is a positive relationship between the management understanding of the leaders and the motivation and performance of the employees (Nwaeke & Obiekwe, 2017). Considering this structure of educational institutions, one of the most important works to be done is to ensure that leader-type managers are appointed to educational institutions and to train leader-type managers. The leader manager has a direct effect on using all the resources of the institution in place and on time. Having different abilities and qualifications of those working in educational institutions or other institutions requires a

good management approach. In order to meet expectations and bring the organization to a point, leaders with understanding of leadership are needed (İlgar, 1996).

The aim of this study is to reveal the importance of leadership in management and management by examining the performance in educational institutions. It is aimed to determine what the management and leadership functions are and how they affect the processes of educational institutions. In addition, solutions have been proposed for the strategies related to management and leadership functions in terms of educational institutions.

THEORETICAL FRAMEWORK

Teaching is perceived as the whole of the process of providing the necessary environment, equipment and guiding the individual in the formation of targeted behaviors for the realization of this process, which covers the entire teaching and learning process in human life. Schools are at the forefront of educational environments where all activities are carried out in a controlled and regular manner within a certain plan. The physical and hardware adequacy of educational institutions, environmental conditions have an important place in the realization of the expected behaviors in the individual throughout the process. The necessity of appropriate teaching environments comes to the fore in order to continue the functioning within a certain plan and to get the expected result for the individual (Gürsel, 1997).

Certain stages are necessary for the individual to exhibit desired behaviors within the framework of a purpose and order. In order for these stages to proceed smoothly, educational environments must have appropriate conditions, human and equipment competencies. Organizations where education and training activities are carried out at all levels depending on the state are called official education institutions. In these educational institutions, teachers appointed by the state are responsible for education and training (Edem, 2007).

The Ministry of National Education (MoNE) evaluates the performance of teachers for guidance purposes through its supervisors. These studies are carried out within certain criteria. The situation becomes more serious as teacher supervision in private education institutions is also controlled by its own internal dynamics. MoNE needs to follow a new path in the teacher evaluation process. Evaluations are generally for guidance purposes. MoNE is in a continuous development and transformation. It is important to organize the performance criteria, guidance and supervision framework suitable for this development in a way that will meet the needs. The existence of a planning mechanism that will respond to the needs is inevitable during the implementation of both the curriculum and the innovations in the rapidly and continuously developing education environment (Erçetin and others, 2018).

Management is the process of using, applying, planning and going to the result all resources in place, on time, in order to achieve the goals of a certain group or person. Management; while realizing the needs, goals and policies of the institution, the current situation analysis should determine where it wants to be in the future

with measurable evaluations. A road map is drawn by making this determination on site. Thus, money, time, human resources and equipment, which form the framework of the management concept, are used efficiently. The possibility of reaching the general or specific policy of the institution or group may also increase (Hodgetts & Attman, 2015).

Good management is the result of good planning. Planning, on the other hand, can be created with a team spirit that will ensure the participation of all stakeholders forming the framework in the management. The manager is the person who mobilizes all available resources in an efficient and harmonious manner to achieve a specific purpose, and takes responsibility for the goods and services of the enterprise. Employing managers are perceived as people who fulfill management strategies. Although the manager is defined as such, factors such as the organizational culture to which they are affiliated, the environmental factor, the situation of the employees create different managerial characteristics. Although a manager is defined in the general framework, finding the manager's definition in practice in the field is sometimes as important as the harmony or management of other factors as well as the management elements (Adesola, 2017).

In addition to using all the elements of the management concept efficiently in order for the managers to be successful and to realize the policy of the institution; It is necessary to establish a solid communication with subordinates, employees and other stakeholders. Educational management is the process of effectively operating and developing the system created to fulfill the educational needs and policies of the society. The importance of management planning comes to the forefront for the effective and efficient use of curriculum, teaching services, tools, facilities, equipment, human resources and all other materials in educational institutions (Aydın, 2007).

Educational administration and school administration in Turkey has not been seen as a professional field for a long time. Transformation, development and requirements in education have made educational administration accepted as a professional profession. In this field, suitable environments have been created for the characteristics of the information, document and document business area. A leader, on the other hand, is a person who mobilizes and directs people and communities to achieve all the goals of a group with her skills and arouses desire in them. Although different definitions are made for the leader, it can be seen that all of the leaders have different characteristics, except for the general characteristics. It is necessary to analyze the leaders in their situation and conditions. One of the important elements that reveal the leadership feature can be considered as making the right timing in decision making and activating a decision according to the need (Ulla, 2018).

A leader is a person who gives direction to people. In this direction, who has the purpose of living for others. Gaining success and being rich may not position a person as a leader in the eyes of society, as long as it remains within the limits of personal benefit. A leader is the person who directs and activates the perception of

management, his/her abilities, and his/her goals in his work for the society. The result of all this understanding is the sum of the talents and powers of the leader (Gemici, 2007).

A leader is a person who influences and drags the environment he is in with his personal skills and abilities. The leader should be able to take responsibility and bear the consequences, manage risk, consult but be able to make the final decision during the crisis. Having a separate point of view is an important difference that separates a leader from ordinary people. Perspective highlights the foresight in the leader. It is possible to get out of a complex structure and to prevent complexity in problematic times with the vision of leaders (Gemici, 2007).

The leader factor has an important place in the emergence of the strengths or vision of a group or institution. The structure of the leader shapes the structure of the organization. Leaders' management style has a significant impact on the emotions of subordinates, employees, and other stakeholders. The presence of a leader is important for a strong structure or institution (Ergezer, 1997). The manager is the person who ensures that the organization achieves its purpose in harmony with the personnel under his/her responsibility and within a plan. A leader can be defined as a person who makes people want to take action for a purpose where he/she is (Erol, 2000).

Although the concepts of leader and manager are close to each other, they are concepts that contain different characteristics in essence. The manager chooses the path to preserve the existing one. The leader is open to innovation and takes an attitude towards changing the status quo. The manager enforces the rules. The norms or binding elements to which he is attached are his roadmap. The leader seeks to discover new approaches. Develops new processes by taking risks in applying rules and norms. The manager tries to do the job, the project, right. The leader does the work and project that is needed. The manager gets his power mostly from written authorities, while the leader gets his power from the powers that he/she creates (Eren, 2005).

Basically, the manager and the leader have expectations of reaching a goal in line with a goal. It can be said that the leader is more likely to influence the employees in terms of human relations. The position of the leader as a manager is an important factor in the progress of institutions and even in facilitating their work. In addition to the efficient use of material assets, school administrations' relations with staff, their approach to students, and their success in creating a culture of harmony will also contribute greatly to the healthy functioning of education policies (Erçetin, 2001; Eren, 2005).

The aim of this study is to reveal the importance of leadership in management and management by examining the performance in educational institutions. It is aimed to determine what the management and leadership functions are and how they affect the processes of educational institutions. In addition, solutions have been proposed for the strategies related to management and leadership functions in terms of educational institutions. The problem sentence of this study is to find out the role of education leader on education workers' performance in education management. To examine this problem, it should be better to apply work

breakdown methodology and divided in 3 sub-problems to examine it in detail. The first one is "what is the role of education leader in education management?". Via this, iti is possible to specify the role of education leader in education management system. Second sub-peoblem is "what is the role of education manager in education management?". Via this sub-problem, iti is possible to specify the role of education manager's role in education management. By examining these 2 subproblems, iti is possible the differences between education leader and education manager roles and functions in the system. The last one is "what is the role of education leader on education workers performance?". By examining this problem, it is possible to examine education leader'role on education workers performance. Education manager should follow the education leaders concept and directions to manage the system and work to provide education workers' performences targets specified by education leader.

METHOD

This research is "descriptive" and factual data were collected by "literature review" (Such as OECD, World Bank, United Nations International Institutions for Educational Planning-IIEP, European Union reports, Minister of National Education-MoNE reports etc) method (Karasar, 2015). The importance of leadership in management and management in educational institutions has been examined by reviewing literatures, examining best practices, taking consideration and adopting of those to use in the system.

With the globalizing world, companies have entered into a rapid change and transformation process and every company that wants to maintain its existence has to compete with world companies with the phenomenon of globalization. For this reason, leaders should be open to change, have strong communication skills and have versatile features. They must use his expertise and power of interest to impress his audience. Leaders may be faced with sudden decision-making situations as the pace of innovation increases. For this reason, the decisions to be taken by the leaders should make it possible to respond to the requirements of change, on the one hand, and to meet the innovation needs that will differentiate their companies from their competitors, on the other. In addition, leaders should have the ability to transform the negative energy that emerges in any crisis situation into positive energy and to use them in accordance with the interests of the company.

The current situation has been determined by analyzing its relationship with performance, and interpretation has been made in the light of this information. This research, which deals with the concepts of management, leadership and performance, was given importance to support the researches as well as to determine the current situation. For 5his reason; current situation was analyzed based on international comparative education methodology, determined problem areas, examined solutions via international literatures, selected options for solutions, and decision given on one of the option to solve the problem.

FINDINGS and DISCUSSION

The primary purpose of education management is to do useful work for the society in line with education policies. While maintaining educational policies in educational administration and school administration, managers benefit from management rules and techniques in the organization of human and material resources and the use of other resources (Çolak, 1988). The aim of education is to prepare the individual, the society and the environment to which they belong according to the needs of the age. The general education policy of the environment and society is realized through school administrations (Çakır, 2007).

The central point in education is person. Since the inputs and outputs of education are human, the importance of work becomes even more prominent. Conflicts and differences in society are minimized by putting people in the center within the differentiated structure of society. Needs are tried to be met. School administrations are at the forefront of the organizations that will organize this (Çelik, 2002).

The fact that the raw material of education is human also brings the management of education to the fore. While it is possible to return or correct the product in the event of an organizational mistake in any planning, since the main element in the planning of education management is human, situations that are difficult to compensate may occur. The education dimension comes to the fore much more than the sphere of influence of other institutions (Edem, 2007).

Education is a mechanism that directs a society. In education management, planning for the future should be made by considering the current conditions well. Education and training activities are related to the existence of other institutions and are an element that also affects their future. It is important to organize the educational administration by prioritizing the expectations of the society, individual differences, the moral attitude of the public, universal principles, and scientific values (Çubukçu & Girmen, 2006).

In education management, planning should be done by putting the human factor in the center in all educational activities. Considering the results of human investment in the light of scientific criteria and objective values, education management should be given importance. Educational management refers to a whole that includes all components of education. The needs of the society in the field of education are planned and met under the education management. School management meets a department under the umbrella of education management (Aydın, 1994).

Providing service to the society in the field of education and providing the service to the society is provided by education management. The administration realizes the progress in the field of education with the policies it implements. Since the basic output of educational administration is human, it is of great social importance. Therefore, the human aspect comes to the fore in the system. Thanks to education management, a framework is planned from human power and material factors and it is tried to get efficiency from them (Aji, 2021).

School management is an important field of practice in the field of education as a part of educational administration. The main points of educational administration in the institutional sense are schools. It is

necessary to establish a certain standard in education and to establish ethical principles on a solid ground. In the relations of the mechanism within the institution, the mechanism of care, justice and criticism should function well. The planner of this mechanism is the managers. The manager must act in accordance with principles that are fair, equitable, objective, fair, responsible, honest, impartial, believe in professional ethics, adopt a clear and respectful democratic management approach, and have sound human relations (Bingöl, 1998).

An education system should be established by bringing ethical principles in educational institutions. The implementation of ethical principles in administration, respect for the person and protection of basic values, solving problems, and ensuring the reflection of fundamental rights and freedoms in the education system are of priority. When the event is approached as a whole, all the basic human and conscientious values and universal values of a society should be embodied in the person or the manager (Kayabaşı, 2002).

The cultural structure of the society is directly effective in educational administration through the educational organization. The perceptions, lifestyles and perspectives of the mechanisms that make up the society affect the management structure. The education system comes first among the elements that shape the basic existence of this whole structure (Çelik, 2002).

At the beginning of the fields where the results of human behavior are best observed, the fields of action of educational organizations come first. The results of human behavior are manifested by the work of educational organizations as a product. In order for the education system to achieve successful results, the value judgments of the society in which one lives are related to the correct understanding of its cultural codes. According to the traditional approach, there is only one truth for a society, no matter where it is, and that is scientific reality. However, when people's beliefs, value judgments and cultural perceptions of the society are not centered, the desired success in the education system may not be achieved (Edem, 2007).

In order to achieve successful results in the education system, understandings appropriate to cultural values must be developed. The main purpose of education is to bring people to a goal. This aim is to prepare people for life and to get positive results in them. It is to change people. While doing all this, people's cultural perceptions should be taken into consideration in educational administration (Çakır, 2007).

At this stage, it would be appropriate to clarify the issues of decision, planning, organization, communication, influence in education, coordination in education and evaluation in education in the education management process. Decision-making is one of the important elements of educational institutions as it is in every organization. Decision-making process requires multidimensional thinking, calculating probabilities, taking into account the person and other factors that will be affected by the decision, and resorting to team views. In order to reach effective results, decision-making processes need to work properly. It is important that the decisions taken or implemented are reviewed by experts or a certain team, as they directly affect the outcome

of the work. The decision-making processes of school principals, who are leaders in educational institutions, should be observed. Provides guidance when necessary (Başaran, 1999).

The outputs to be obtained in the decision-making process and the analysis of available resources should be done well. It is beneficial to make the decision by considering the impact of all factors such as field work, environmental conditions, internal and external expectations, and the mood of the employees (Başaran, 1999). Decision-making is one of the stages of implementation of the determined future strategies. The most appropriate decision to be made in order to reach the determined goals is also important in terms of functioning. It is possible to see that the operation is in place, timely and result-oriented as a situation related to the timing and form of the decision. Choosing the best alternative among the decisions can also be associated with the foresight of good managers (Baltaş, 2002). Leaders are likely to anticipate that timing is important in decision-making in a competitive environment, that this timing creates a positive impact on team spirit and is a major factor in achieving success. In the decision-making process, leaders try to produce alternatives for problematic areas and implement the most appropriate option with the right timing (Balay, 2000). The decision to be made by the leader should carry the organization's purpose and be in a position to respond to the needs. With the decision taken, the needs must be in harmony with the existing conditions. After the determination of the problem or purpose, in general, instant decisions or decisions made within the process may occur (Akgemci, 2008).

When making a decision, it is necessary to determine the problem well. It is beneficial to apply the best option for the solution by filtering the data related to the target. The result should be reviewed with feedback after the decision made according to the characteristics of the situation during the application. Feedback is important for the healthy operation of new processes in new decision stages (Balay, 2000). Decision-making can be considered the heart of the mechanism. An analysis of the situation about which a decision will be made. Sufficient documents and information about the subject are collected. Alternative decisions are reviewed. Emphasis is placed on which decision will be implemented. At the appropriate time, the appropriate alternative decision is implemented in the field. Sometimes, the manager should be able to show the ability to make quick decisions in the face of instant events (Aktan, 2009).

Planning can be described as the process that tries to predict the results before the implementation takes place. Managers with foresight try to see possible problems and results during the planning process of the work to be done and the stages of the operation. Managers should not act without a plan. It can minimize future risks and indecisions with good planning. It is unthinkable for managers to be careless if they encounter problems that they did not take into account, even if a little, during the realization of the work under ordinary conditions (Eren, 2005).

Planning can ensure that all resources are used efficiently to achieve the goal. The realization of the needs of the society or the expectations of the group in reaching the situation determined as the goal constitutes the

general framework of the planning. The manager should try to draw the road map in his mind during the planning process. It is possible that other factors that will be used in the planning process to reach the result will also take shape in the planning process. It is considered that the importance levels of the planning process may increase according to the determined roadmap (Eren, 1993).

Considering the principles of a good planning; all concerned, managers should make great efforts to implement the planning. The stages of planning should take place at appropriate time intervals. The purpose of the planning should be well studied. Accordingly, alternatives should be selected and implemented (Erol, 2000). Planning should be purposeful and workable. Planning should be clear, understandable, should not bring new costs, and should be efficient, embodied as a result of the common mind that ensures participation.

Managers make plans to reach their goals, to reach the point they want to reach from the current situation. It is beneficial for every manager to prepare a roadmap by sticking to the principles and processes of the plan. The plan has an important place in terms of eliminating ambiguities, reaching the goal, and the continuity of the institution or community (Gemici, 2007). A good planning consists of the following stages; A good understanding of the target, what the purpose is, the determination of the resources that will help to reach the goal, the methods to be used, the functioning of the control mechanism for the healthy progress of the planning (Yozgat, 1994).

While planning, the general strategy and mission of the institution should be well known. After the general evaluation of the institution, it is necessary to analyze the weak and strong sides, opportunities and threats of the institution in the planning to be made for the purpose (Efil, 1996). Since a planning that does not comply with the structure of the institution will not be accepted by the employees and stakeholders, it will be difficult to implement and therefore to get results.

The extent of planning differs in the degree of management involvement in an organization and the location of those involved. In the planning made by people with high decision-making ability in the hierarchical mechanism of the institution, the area of control narrows and the functionality of the plan may increase. One of the important features that should be present in planning is that the management levels in the institution or business have an impact on planning at all levels (Gemici, 2007).

The knowledge and experience of those who prepared the plan are important in terms of achieving the goals set in the plan. Stability and continuity in planning are important for the goals of the plan. It can be said that the efficiency of the resources available to reach the goal in planning is effective on the result. A well-done planning will also increase the efficiency of available resources, so it can be easier to get results (Yozgat, 1994).

Necessities for organizational structures have arisen in order to realize social goals and meet the needs of people that cannot be met alone. The existence and organization of organizations in social life areas is inevitable. Organizations can undertake tasks in terms of meeting the needs (Eren, 2005). In the organizing

process, managers should determine the needs of the society well. In order to meet these needs, the cooperation and coordination of appropriate human resources and other elements is required. The organization can be listed as follows; it is the determination of the target, the determination of the task area, the comparison of the structure, and the division of the activity areas (Barutçugil, 2004).

The process of meaningful dialogue between individuals through common images can be called communication. Communication takes place between individuals or groups, institutions. Communication is not one-way (Bolat, 1996). Emotion transfer in communication can be achieved through body language, verbal, writing or visuals. Even if all the elements of communication are provided, it can be said that empathy has an important place in communication. A communication that provides the opportunity to have similar feelings can be considered as effective communication (Gökçe, 1993).

Human beings complete the communication activity with the following five basic elements. Those can be listed them as sender (source), message, channel, receiver and feedback. Education can be seen as the whole of people's efforts to influence, train and direct them for certain purposes. Since people are living beings, it can be achieved by establishing a healthy communication network in order to reach the goal and affect them. It is possible that the communication style in which pedagogical principles are taken into account at the right time can produce healthy results. In addition to bilateral relations in social life, multiple relations also occur as a necessity of social life (Armstrong, 2011).

When it comes to communication in education, the first resource that comes to mind is the teacher. The communication network used in verbal or non-verbal ways has a great influence on all the elements used in education. The efficiency of all materials, from the smart board to all social and technological elements, can be attributed to the efficiency of the developing communication network between the teacher and the student (Aydın, 2007).

Since communication in education is a continuous situation, it becomes more labor-intensive. While providing communication in education, it is necessary to analyze the obstacles in front of communication and the situations that cause communication and act accordingly (Aydın, 2007). In educational organizations, the authority on which informal power is based can lead to healthier results. Although the official aspect of these organizations brings an effort to reach the general goals, it can be thought that the sphere of influence weakens when it comes to the local. The channeling of organizational behaviors seems possible with the use of authority in general terms (Aydın, 2007).

Since a communication network based on laws and regulations, in short, written sources in educational organizations, has a formal effect on employees, it can be seen that its results cannot go beyond a formal logic. Since the main element of education is people, the existence of a communication network that can touch them to serve the purpose can be considered as a necessity. It is important in this sense that the emotional load of communication is effective and heavy. In organizational managers, a network based on a managerial authority

based on guidance, based on language-based authority themselves, can be successful in influencing people (Ishaka & Waziri, 2019).

Coordination in Education is the individuals who plan to achieve a certain goal, the groups being aware of each other's activities and actions. Coordination in education management can be seen as the management activity itself. The internalization of the common goals of people or groups in a management activity, the more their will and consensus in achieving the goals, the easier it can be to reach the goal. Coordination in planning ensures the full implementation of purposeful rules and principles and can prevent confusion. Coordination provides the dialogue between the employees in an organization, it is an effective process in solving the problems that may occur. It would be a better step for the manager to organize the process (Karasar, 2011).

The manager should be able to manage the main center of coordination. It can be thought that it is beneficial for coordination that it combines all the material and human resources in the organization in a harmonious whole with the manager's personal skills. Coordination can be defined as the name of the integration and adaptation process in the organization (Ozidi, 2008). In coordination, the purpose should be well defined, consensus among the employees should be ensured, the material and moral satisfaction of the employees should be ensured, the skills of the people should be reconciled, the task sharing and boundaries should be well defined, and the communication between the people should be strengthened.

Coordination of purpose and communication have an important effect on employees. The lack of togetherness and communication prevents the work from timing and reaching the target. It gives rise to different voices in the organization. This situation can make it difficult to reach the goal. What makes the concept of organization different is to create a synergy within the framework of the common action logic. It is a good coordination that enables this synergy to emerge. A coordination planning that will include all employees can bring synergy. One of the main areas of coordination in educational institutions is schools. The most important goal of coordination in schools is to help students reach their goals and to prepare a healthy educational environment.

Collaboration and coordination are important in the emergence of new ideas and new views. Depending on time and conditions, types of coordination were formed. These can be defined as hierarchy-based realistic coordination, group-based coordination, vertical-horizontal coordination, task-based coordination, and internal and external coordination (Khan, 2011). The coordination created in accordance with the purpose provides satisfaction among the employees and then brings success. Whatever type of coordination is applied, the priority should be the satisfaction of those affected by this work. It can be stated that ensuring the team spirit is well coordinated (Khan, 2011).

We can group the types of coordination in education as horizontal, vertical and cross coordination, and coordination types. Coordination that takes place in the same hierarchical area is called horizontal, while the coordination that takes place in different hierarchical area is called vertical coordination. Cross-coordination comes to the fore in special areas within the different structuring of the organization (Taymaz, 2003). Audit

activities have an important place in evaluation, which is a process of management. Inspection can be seen as a control mechanism in reaching the conclusion of all planned stages in accordance with the determined purpose. Analysis of the control mechanism may also be possible with evaluation (Turgut, 1985).

Evaluation can also be considered as the process of studies aimed at answering the question of where the management is and where they are going, with a simple logic. The presence of stakeholders who will be partners in the evaluation process or the methods and materials that will be the basis for the evaluation are extremely important (Gürsel, 1997). Evaluation is the process of examining the results by making use of the decisions taken, planning, coordination, and other factors to reach a certain organizational goal.

Evaluation can be thought of as interpreting the measurement results according to certain criteria and reaching a conclusion. The measures to be taken in the future in education planning are also related to the analysis of the data to be obtained as a result of the evaluation. Evaluation is as important as the result of an organization's activities, but also for the beginning of new steps in planning (Taymaz, 1997). We can say that the work in an organization takes place within the scope of a certain plan and is reflected in the field. Evaluation of the studies can be considered in two stages as obtaining the data and reaching the conclusion. Obtaining the findings by means of different techniques in the evaluation phase and interpreting these findings by analyzing them with different methods and methods play an important role in the achievement of an organization's goals.

It is possible to make two goal-oriented and norm-oriented evaluations for the follow-up and guidance of educational processes. The evaluation made according to the characteristics of the functioning of the work constitutes the subject of the evaluation made for the norm. The evaluation made by comparing the achievement of the predetermined goal is also goal-oriented evaluation (Ergezer, 1997). The determination of whether an organization is progressing as planned in line with the determined objectives can be made by the control mechanism. It is possible to make different classifications while operating this mechanism in the education system: According to the inspection area, institution inspection, course inspection. According to the assignment status of the inspection; general and special inspection. According to the number of inspectors; group inspection or individual inspection (Igoche, Ogugua & Takor, 2022).

In the education system, supervision and guidance is carried out by the education inspectors within a certain plan to determine to what extent the institution has achieved its goals. According to the current legislation, the implementation of the curriculum, the functioning of the institution, professional competence, developments in education, equipment guidance, and supervision are carried out (Çubukçu & Girmen, 2006). Supervision in education consists of the following stages; Measurement: Performance indicators in a work. Measurement: The quantitative value of the asset to be measured. Comparison: Evaluation of performance indicators and measurement results. Correction: Correcting the difference resulting from the evaluation in line with the purpose.

Although supervision in education is carried out with the logic of these stages, guidance should be given priority. Auditing is the manifestation of a team spirit. Both the supervisor and the supervised should ensure that the education policies of the organization are reflected in the field in the best way. In the audit, the auditee should be guided to ensure a success (Obiekwe & Obiekwe, 2021).

Schools should develop themselves in line with the needs of the age and the environment. There is also an expectation that schools will change in environmental factors. It is thought that the expectations of the society and the family have an effect on the system understanding of the schools. In order for this understanding to be reciprocated, it is tried to ensure that the demands of environmental factors are reflected in the school (Oyeniyan, 2000).

It is considered that the school has a great impact on the transformation and development of the self. It can be seen that the school environment has an effect on the formation of playmate, social environment, and often even business friendship. When schools are considered as centers of education, expectations for schools that have a great influence on all formations can be high (Oğuzkan, 1993). The expectations of the environment from educational environments can be listed as follows: Giving importance to cultural activities as well as educational activities, creating a safe and healthy environment, giving sufficient importance to social activities, being aware of the self of the student, being able to express himself, being respectful to individual rights and freedoms, being open to the developments required by the age, and communicate it to students (Çolak, 1988).

Parents aim to cooperate with schools so that their children can become successful individuals. Families consider school environments an important place in meeting their educational needs. The existence of a good school environment is important in raising healthy and successful individuals. Meeting the expectations of families can also be considered among the responsibilities of school administrations. Schools also aim to prepare the children entrusted to them for life in accordance with the requirements of the age and the expectations of the society (Balcı, 2005). Students think of a quality education, a social and cultural environment where they can have a good time with their peers, an instructor staff who can understand themselves, and a school environment that will lead them to reach their ideal profession. Environments should be developed to save students from the anxiety of the future and to get them out of a race logic framework. For this reason, a friendly education approach, a school environment with plenty of social activities, and an education staff that can understand them are important. Today, it can be thought that the expectations of parents preclude an understanding that should be. The elimination logic brought by the exam environment and the anxiety of finding a job are considered to be effective in bringing such a preference to the fore (Atay, 2001).

It can be said that parents with a good income level are more interested in their children, and the communication network with both teachers and school managers is kept alive. It is possible to see a high probability of having problems with school management in line with the expectations of parents with low income from education. In regions with low socio-economic level, many problems, especially the lack of

livelihood, show themselves. These regions can be seen as places with a low level of education, which are constantly receiving immigration and may bring new problems with it. It can be seen that education falls into the background in areas with a continuous chain of problems. In these circles, a parent community that is mostly not related to education can be seen. We can think that these parents, who communicate with the schools for any reason, do not generally have an educational result-oriented communication. We can observe that education is an important priority among families with good socio-economic status. It can be seen that the relations of the parents with these characteristics with the school are more positive and their communication is effective (Ryan & Deci 2000).

School management can be seen as the top of the training center's practice field. This area is where educational management is practiced, albeit limited. The framework of the school administration is determined by the aims of the education system. While realizing the objectives of the education system, the school administration ensures that all human and material resources are used efficiently in accordance with the purpose (Kombıçak, 2011). Schools have an important place among the primary priority places where the education and training environment takes place. The infrastructure and physical conditions of these educational environments can also affect the quality of education. While the school management is reaching the determined targets, foreseeing the problems and using the available resources in the most efficient way will facilitate the obtain (Akman, 1998).

It can be seen the smallest scale of the reflection of educational administration on the field in schools. Schools are considered as a sub-system of educational administration. Schools can be seen as a good example among the places where educational administration embodies in terms of form and content. The practices of school administrations can have the characteristics of a field in terms of education administrations. When the effectiveness and efficiency of schools are compared, it can be observed that schools with similar conditions have changed over time both in terms of physical conditions and educational success. It can be evaluated that the studies carried out by the administrations of schools, which are the small-scale application area of education administration, are important in realizing the main goals of the education system (Aji, 2021).

School administrations have a great role in shaping school culture. It is thought that a good and need-based definition of the authority that can assume the responsibilities in the job descriptions in order for the school administrations to reach the results-based goals can contribute to the conclusion. School managers sometimes encounter. Some of the expectations of the individuals and the society from the school managers regarding the job description are as follows: To ensure the efficient use of the guidance field, to assist teachers in increasing their professional competence through in-service training, to ensure that the school principal applies his responsibilities for supervision and guidance to the field, to provide suitable educational conditions, transferring innovations to the school environment, creating a safe school environment, and to establish a healthy cooperation with the school (Ulla, 2018).

School administrations; within the framework of the work schedule made with the teachers' board, the branch teachers' board, the branch teachers' board and other board commissions, it works towards the goals determined by the Ministry of National Education and the expectations of the society. In school management, internal and external factors can be effective while the managers fulfill their roles. As internal elements, managers, teachers, students, auxiliary personnel and family unions within the school can be counted. External factors are those that are outside the school but can have indirect or direct effects. Parents, non-governmental organizations, business environment, central organization of education, local governments, universities are some of them (Taymaz, 2003).

Apart from the objectives and legal obligations determined in school management, the expectations or structure of internal and external factors may directly or indirectly affect the education process. The presence of these internal and external factors can have a positive and sometimes negative effect on the school management. A good school management should be able to analyze the expectations and structures of internal and external elements well and to include them in the process. Even if the school management is not successful, educational activities continue. Therefore, the supervisory guidance mechanism should also be operational (Ozidi, 2008).

Although the application areas are drawn on the planning, the impact of internal and external factors can be important since the training is reflected on the field as a process. In the education system, common goals, duties and responsibilities should be well defined. Trying to include internal and external factors in education planning to the extent of their effects can make things easier. Being disconnected from both internal and external stakeholders of the school can lead to administrative weaknesses. It is the principal who should have a leading role in school management. The leader should be able to arouse a desire with his/her attitude and behavior. It is important for the principal to develop positive and appropriate relationships with his/her assistants, teachers, and auxiliary staff. This relationship integrity can turn into leadership with the manager's mastery of his duties and responsibilities, his/her skills, and his understanding of management (Obiekwe, 2018).

As a sign of leadership, it can be seen that people have the ability to drag, influence, and get out of chaos. In the educational environment, it is beneficial for the leadership to have a more supportive mission. The identities and expectations of those who do the work in the educational environment, who are affected by the work done, may make such support important. Since the aim is achieved with people in the school environment, instead of traditional methods, a leadership style in which human relations are at the center can be beneficial (Ergezer, 1997). Leadership in a school environment may require strong foresight and observation above all. In school environments, it is possible to see an ever-evolving variable area rather than a definite and defined area for solution. Many of the variables that develop in this area take place outside the control of the school principal. In the school environment, it is useful for the leader to analyze the powers that he/she will apply to the field. Therefore, the supportive role and good communication of the principal in instructional

leadership are important in terms of the educational environment (Akgemci, 2008). They show quantum leadership behavior when school principals give importance to values such as unity, solidarity and cooperation in administration, offer opportunities for teachers to use initiative, turn uncertainty into an advantage, see success as everyone's success, create informal communication environments and exhibit flexible management (Erçetin, Çevik & Çelik, 2018).

Persons in charge of organizational activities derive their power from authorities while fulfilling the objectives of the organization. Managers can request from others, through their authority, to carry out work and transactions in order to reach the determined targets. Managers have powers originating from their positions. It is important that the authority is used appropriately and in a timely manner. Otherwise, it may have negative consequences. Especially when managers encounter conflicts, the use of authority can provide administrative convenience. Employees feel obliged to obey the orders given within the limits of the legal framework in the face of authority. Authorities in school management stem from the regulations and laws determined by the Ministry of National Education according to the structure of educational institutions. The effective use of these powers is also related to the individual autonomy of the managers. Appropriate working conditions must be provided for the healthy functioning of the authority in the school administration. The principal of the school is the person who will provide this environment to the employees. The school principal should be able to assist in many points from the professional development of the working personnel to the appropriate working conditions. The school principal can delegate some of his powers to his/her assistants to make the process easier (Aydın, 2007).

The head of authority in school administration is the school principal. The school principal derives his/her powers from laws and regulations. In today's conditions in the education system, it is considered that the responsibilities of the school principal are more and their authority is less. The school principal is the last link of the responsibility authority in the provincial organization. It tries to ensure the functioning within the framework of the authority given to it in a planned planning. It can be seen that the authorities in the school administration operate in a more formal way as indicated by the laws and regulations. The equitable, transparent and purposeful functioning of the authorities in a legal framework can also facilitate the work of school administrations (Çelik, 2002).

Regardless of the source of authority in school management, the human aspect of the educational environment should not be forgotten. Organizing the environment of authorizations is important to avoid confusion. When the human dimension is important in the training processes, the wishes and expectations of the employees should also be taken into consideration during the use of these authorities. Every employee wants to be cared for and listened to by the manager. As a matter of fact, this research reached the following conclusion; Managers must be good listeners. Being consistent while using their authority and listening well to the employees in the implementation as well as in the decision process will make the organization stronger in the future (Akgemci, 2008).

In the school administration, the principal has the authority of his/her own or arising from the legal legislation. The main ones are charismatic power, conventional power, rational power. Charismatic authority can be defined as the effect of personal power on individuals or society. Managers who use traditional authority are thought to derive this power from traditions or beliefs. The source of rational power can be shown as laws, regulations, written sources and norms. It is possible to base the authority on laws, regulations, other legal regulations, personal expertise, skills, social environment, norms. As the place of higher authorities in the hierarchical order rises, the area of decision-making authority may expand. Responsibility may also increase within the same framework. In the hierarchical order, the opposite situation can be encountered when descending to the lower levels of management (Aktan, 2009).

It can be seen that there is a bureaucratic order in schools, which is the reflection of educational administration on the field. It is considered that the limits of the powers are determined in a hierarchical level and that these powers are mostly based on legal legislation and are a means for the realization of the goals through the institution managers. It is possible to see one of the main factors in educational administration as a human being. For this reason, the human-centered implementation of authority rather than the foundations of authority may come to the fore. The presence of managers who can use the authority in place and on time can contribute to the understanding of management (Çakır, 2007).

School principals may delegate some of their authority to their subordinates in order to carry out the work on time and to assign responsibilities to their assistants. The attitude of the managers in the face of the problems that may be encountered while delegating the authority may make them a little more cautious in this regard. If authority can be seen as a power in realizing the goals, it is possible for the school principal to delegate some of his authority in a controlled manner in order to facilitate the work of his subordinates and to involve them in the management, thus increasing their motivation. It can be difficult to get efficiency from unauthorized executive staff. It is possible to expect efficiency from the administrative staff or other personnel working with a certain authority and responsibility. However, it is not possible to expect efficiency from unauthorized employees (Aydın, 2007).

The responsibilities of the manager in school management are to explain the goals and vision of the school, to determine the school's policy, to meet the needs for the activities of the school, to develop a pluralistic and democratic understanding in the school, to establish dialogues between individuals and groups in the school, to plan the educational activities, to gain the support of the external stakeholders of the school, and to ensure coordination with external stakeholders, to develop an effective management approach, to examine and monitor the studies (Çelik, 2002).

It can be said that the school principal plays a key role in school management. Quality education, good relations with the environment and school climate are seen as inseparable variables as important variables. While a school with good climate is effective, a school with insufficient climate cannot be expected to be effective

(Erçetin, 2001). The educational climate in the school may vary according to the management style. Innovation at school, cooperation, communication, and developments in education take shape according to the school principal's understanding of education and leadership. A number of activities, such as planning education and training, developing a strategy on behalf of the school, and fulfilling appropriate education and training conditions, fall under the responsibility of school administrations (Çubukçu & Girmen, 2006).

The implementers of the National Education strategy in schools are school principals. No matter how important the planning is, no matter how efficient the roadmap is, it is thought that the contribution of the responsibility that the managers will reveal with their leader identities is very important. The existence of rules and the implementation of these rules are important when performing educational activities in schools. The smallest application area of schools can be seen as classrooms. A healthy instructional activity in classrooms may vary depending on the teacher's practices. The teacher can create a suitable educational environment by ensuring that the rules are processed in a healthy way (Karasar, 2011).

Education and training activities are planned with a series of researches, examinations and studies to be carried out at the center and locally. The highest level of efficiency is expected in these activities. For the healthy functioning of these plans, rules were set and job descriptions were determined. It is necessary to ensure that school administrations that fulfill these responsibilities apply the rules on time and in place. Good communication can reduce the occurrence of undesirable behavior. The lack of communication of the school administration with the students, both in the classroom environment and in other areas, is likely to cause problems. An important stakeholder of school environments in education is the existence of one-way communication between students and teachers, and it causes a lack of attention, reluctance, and undesirable situations in the student (Kombıçak, 2011). It is possible to see the transfer of emotion as one of the main elements of communication. In order for the desired behavior to be exhibited, the message must be understood and accepted. The way this message reaches the receiver is important for exhibiting the desired behaviors. A communication style in which students are accepted as individuals, respected and their opinions are given importance has a high chance of bringing success in schools (Kombıçak, 2011).

A language of communication based on love and tolerance will produce successful results. Knowing what the message is and providing the appropriate conditions for the education environment will contribute to the realization of the planned goals in these conditions. Organizational efficiency increases as the values, norms and coordination that form the basis of the organization are provided by the organization's management. Obtaining the expected and intended results in educational organizations whose main material is human is related to the existence of a strong school culture (Luthans, 2015). We can say that it is possible to observe events from the same perspective around a common goal, to divide the work, and to work around common values, with the formation of a corporate culture. Values, norms and perspectives within the organizational culture can enable the development of a common language. Patterns in organizational culture can turn into a roadmap of organizational culture over time. The adoption of the culture created by the leader of the

organization by everyone may be important for the continuity of the culture. A culture that develops around a common purpose in educational institutions also provides healthy results (Çelik, 2002).

School administrations are at the forefront of the main shapers of organizational culture in educational institutions. The culture created at school has an impact on everyone's behavior. It can be seen that the same teachers or managers do not behave the same in different schools due to the culture in the institution. It is thought that the formation of corporate culture will have a positive contribution to the functioning of education. In a sense, the corporate culture formed in schools can be perceived as the content of all unwritten but mandatory values of that school.

School culture has a great impact on individuals and institutions. At the same time, each individual and institution has different cultural dimensions. The following three areas can be shown as the influence of school culture: The values that make up the school, the attitudes and the chain of rules in the school, form the culture of the institution (Atay, 2001). Considering that the qualified cultural structures of schools are effective on the shaping of people, making these areas productive may be important for a healthy society. Since the main source of educational organizations is human, we can distinguish them from other organizational culture structures. A human-centered cultural structure ensures that responsibilities fall on other segments of the society. It is in the interest of the society to establish a strong cultural structure in schools or to establish such a climate (Aktan, 2009).

An effective manager is required for the formation of an effective corporate culture. For this reason, it would be appropriate to appoint among those who have a vision and contribute to shaping the corporate culture. The school manager's point of view has an important role in shaping the corporate culture. It can be stated that schools have a culture that is affected by social life and affects the social heritage in the process (Aktan, 2009).

The school principal should analyze the elements that shape the corporate culture well. Performing this analysis well will provide convenience in fulfilling his duty. People try to make their business areas feel the presence of their own value judgments in the places they live. As a result of these interactions and expectations, a cultural operation can take place there. The leadership characteristics of the manager, together with other elements, contribute to the shaping of a corporate culture (Çakır, 2007).

It is possible to see the effectiveness of school culture in proportion to its effect on environmental factors. School administrations have the biggest share in promoting the purpose, effectiveness and social benefits of school culture to the environment. Managing social perception can also be seen as a corporate culture. Promoting the corporate culture to the outside under the leadership of the corporate leader with a healthy communication network of the internal and external stakeholders of the institution will contribute to both the institution and the environment. We can say that corporate culture has a direct connection with social life. Introducing and rewarding the aspects that are beneficial in the corporate culture can play a leading role in establishing the feeling of living together, respect, cooperation and good communication. The reason for the

existence of schools should be to educate students. Realizing this goal should be among the primary duties of the education manager. If the institution managed by the education manager and other elements, which are its combination, do not take action to train students, the duty of the institution manager to remind and implement the legislation will not be sufficient (Karasar, 2011).

The Ministry of National Education has determined the general and specific objectives of the Turkish National Education system with laws and regulations. In order to realize the educational objectives of education, the ministry has made a series of plans and taken measures. It is the education manager who will reflect and implement all these plans and legal regulations on the field. The vision of the education manager stands out as one of the important reasons that reach the goal.

The corporate manager regulates the corporate culture and work harmony in an institution. The task of the manager is to create an environment where all employees will join forces in realizing the goals of the institution. If the school manager wants to get maximum efficiency from the employees, he/she should make an effort to achieve a series of goals such as work efficiency, protecting school health, highlighting the utilitarian feature of the school, and being innovative (Hodgetts & Attman, 2015).

It is thought that the education manager should not protect the existing structure, but act with a consciousness that constantly improves the structure as a requirement of the modern education system. The manager should adopt the principle of acting in cooperation with an efficient understanding in the light of the expectations of the society. Acting with a sense of duty should be made a conscientious situation arising from social norms and work discipline within the social structure. Ethical elements in the business life of every manager and employee should be within the scope of the person's responsibility in the form of business ethics (Obiekwe & Obiekwe, 2021).

The manager has some responsibilities in the job description. While fulfilling these responsibilities, some decisions must be implemented. He/she should not refrain from taking responsibility when appropriate, since his decisions concern him/her in terms of their consequences in practice. While the manager makes decisions, the institution's assessment of the situation with his subordinates in the other decision maker will contribute to the applicability of the decisions. The inaccuracy of the decisions of responsible persons may cause chaotic situations in the functioning of the institution as it will undermine the trust in the manager. The only way to prevent this is to share responsibilities with other elements of management. Educational managers have a leading role in the operation of educational organizations, which is an important development area of the society. In order to perform these roles properly, it must contain some competencies. It is important for the educational leader to have competent characteristics in order for the educational organization to respond to the expectations of the society and to develop itself. Although the activities of the educational organization are shaped by team spirit, it can be said that the equipment of the manager who activates this team is as effective as the team. It is thought that there are virtues in the manager that will reveal all the potential in the

educational organization. The knowledge, skills, attitudes and behaviors of school managers form their competencies (Kombıçak, 2011).

The knowledge, attitudes and behaviors of the manager in achieving the goals of an institution, and the ability to read events, in a sense, show the sufficiency of the manager. The degree of mastery of the conditions and events of the manager will also affect the reflection of these competencies in the management. The realization of the expected performance of the employees or managers can be seen as a situation related to the skills they have. The school manager should be able to constantly improve himself. The educational environment has a structure that can constantly change according to the conditions. For this reason, the school manager r should also renew himself/herself according to the ground and time and be open to innovations (Khan, 2011).

Educational institutions in Turkey should be able to develop more scientific principles and methods on the use of human resources and material resources in order to achieve their determined goals. It is thought that educational administration has not yet been fully implemented in Turkey. Although the sources of theory information seem to be many, a limitation can be observed in the field of application. Competencies of education managers trained in this cycle may cause weaknesses in some administrative areas (Taymaz, 2003).

It is a skill that requires expertise in the field of education that the manager has. It is a knowledge-based skill area that an individual can do concretely in a certain field in the field of study. The manager's expertise in his field will have an impact on his managerial success. We can think that the technical skill of the manager in informatics will make it easier for him to implement his/her work and management approach in line with the progress of today's education understanding in parallel with technological developments. We can conclude that when the manager's other competencies are combined with his/her expertise, his/her working opportunities will improve and progress will be made (Ozidi, 2008).

Humanistic competencies can be regarded as the ability to coordinate and direct people, the community, towards a goal. It is necessary to see the beliefs, perspectives and attitudes of the individuals in the working environment or in the field of activity as a situation related to the predominance of the humanistic aspect. The fact that managers have a strong communication network, both individually and socially, will facilitate their understanding of management. It can make society or individuals feel its goals, the reasons for existence of its institution, its vision in proportion to the competencies of its humane competencies. Leaders with a strong humanistic aspect can clearly demonstrate the ability to cooperate with the group, establish healthy internal communication, and unite people around a goal (Armstrong, 2011). The school manager should be able to see and position the school within the socially accepted standards. It is to be able to see the relations of all the stakeholders of the school with each other, to follow the processes and developments in the field of education, to interpret and evaluate the situations encountered with a conceptual competence.

It is useful to see education as a dynamic process. It is observed that social changes bring about continuous innovations and new needs. In the face of these innovations, the manager's constant self-renewal may benefit

him in comprehending the events. The conceptual competence area can be thought of as the existence of a multidimensional mechanism in the person or the manifestation of itself in the management approach of the person (Gemici, 2007).

Leaders are people who limit or expand the mobility of their organizations. The leader should always stay away from a structure that is trapped in vicious circles and should be able to look at events from a large window that will achieve the goals of the institution. An institution, the horizon opened by the leader can determine the area of influence as much as the vision he will draw. He/she should share this vision with his/her subordinates and employees and be able to make plans. Instead of maintaining the existing order of the institution, it should be able to seek constant change. In this process of change, the other stakeholders of the institution should be included in the process at the rate of their effectiveness. The manager of the institution should establish a strong communication network, and be able to see the problem areas and areas that will provide improvement (Erol, 2000).

It is all of the competencies related to communicating with society, environment and individuals in line with needs, meeting expectations, managing crises, and examining problems from different perspectives. The manager's communication skill facilitates faster interpretation of events and options for finding solutions. We can say that most of the problems are caused by the lack of good communication. At the starting point of the events, it may be easier to solve the problem or to reach positive results if the authorized persons operate the communication channels properly. It can be easier for the manager to reach the expected results if he/she knows the characteristics of the current situation, the crisis, attaches importance to a critical point of view, considers what the people around him/her think, and displays an approach as a whole (Armstrong, 2011).

Education shows a constantly dynamic feature. While meeting the needs in this environment, the school manager should train himself well and prepare himself for possible conditions. The school manager should make an effort to exhibit an understanding that is necessary for the age. There is a strong opinion that a management style that can meet today's needs cannot be put forward by applying the legislation or preserving the existing traditional structure. The school manager should draw a realistic vision in the light of scientific elements and be able to convince his institution and employees in line with the requirements of this. It is thought that education is constantly changing in line with the expectations of the society. In order for the institution to meet these needs, it is considered that the existence of managers who can read the environment and conditions well and convey the message for the future clearly will be beneficial for the school environment (Nwaeke & Obiekwe, 2017).

The manager should be able to transfer all the techniques and methods required by that action to the education and training environment within the process while performing a job by acting in an effort to internalize the task. People's professional commitment can often override formal commitments. A person's moral stance can also affect his responsibility towards himself, his environment, society and his sense of duty.

The existence of ethical values contributes to keeping the sense of duty alive in a person. These values can create a sense of responsibility in people. Technical competencies have an important place in the performance of duty consciousness. It is thought that the success of the manager cannot be explained only by his willingness and duty consciousness (Khan, 2011).

School managers should know the basic philosophy of their business areas, the aims of the educational institution, the expectations of individuals and the society, and should follow the developments in these areas and even act with a consciousness that fulfills what is necessary. Knowing the limits and being able to see the range of action in the educational environment can make the job of an education manager easier. It is thought that this limitation may be reflected in the work area in proportion to the moral obligation and other management ability of the person. All these are basically related to the sense of responsibility in the person. Coordination requires the efficiency of resources, the conclusion of the work, and the use of them in line with the strength and competence of the employees. Considering the school environment, the school principal is at the center of coordination. The school principal influences the outcome in proportion to his/her potential. A manager who is academically competent and tries to reach a conclusion in the light of scientific methods can be successful in providing coordination (Ozidi, 2008). It is beneficial for the manager to establish a coordination between the staff, taking into account the efficiency that he/she will receive from the staff in the first place. A disagreement that may develop among the personnel may lead to different problems in practice, even if the other elements are complete. The structure, operation and expectations of the institution are among the areas that the manager should evaluate well in establishing the coordination. We can show harmony between the aims of coordination, preventing conflict, and using resources efficiently. The manager of the institution is the leading person who can relate all these to each other and give direction to them (Ishaka & Waziri, 2019).

Institutions or organizational structures expect some behavior patterns from people in a certain position within the framework of their position. These behavior patterns form the roles of the person. In the educational environment, roles fall from the administrative staff, teachers, auxiliary staff, students and other elements according to the structure of the school. Although each school operates on the same legal basis, it can be seen that learning environments differ. An important reason why the learning climate in the institution differs from school to school is the attitude and behavior of the school principal. When the school principal, as an education leader, exhibits an understanding that prioritizes transparency and motivation, the realization and development of other elements can be made easier. The school principal should develop a vision in his/her place, define his/her goals clearly and convince his/her employees in this direction. The principal should be able to reflect the expected actions of an education manager with his/her behaviors and discourses. Thus, the power to influence other personnel increases and the opportunity to develop and move the institution forward in line with the common goal arises (Ishaka & Waziri, 2019).

Human resources are important in terms of finding the competent person who can do the job to get the job done right. The purpose of this mechanism in educational organizations is similar to that of other institutions.

Since education is a dynamic field, the institution must strive to constantly innovate and adapt to the conditions. It carries out strategies and different plans in the field of human resources to help the school reach its goals. In today's education conditions, we can say that paperwork and bureaucratic processes are in the background. In this respect, human relations and socialization come to the fore. It is possible to see the regulation of this through human resources. Human resources management has an important place in the success of the business in terms of ensuring the use of the right resources for business and transactions. We can say that the skill shown in human resources management determines the increase in the efficiency of people, the utilization of the components of the organization, the prevention of confusion, and the progress of the work within the framework of a certain plan (Armstrong, 2011).

We can associate the effectiveness of human resources in educational organizations with the competence of the individuals who constitute the management, and their competence in their field of expertise. If the principal, vice principal, guidance counselor, head of department, teacher in educational organizations work at the management level within certain criteria based on merit and career, the probability of obtaining productive results increases. In an organization, the satisfaction of the employees has a great share in getting efficiency from the personnel. It is beneficial for the managers in the institution to know the interests of the employees and the things they are satisfied with. Recognition of employees is important in motivating them.

If the individual knows the goals of the institution he works for and internalizes the goals, it will be easier for him to contribute to the institution. Managers may need to plan to increase the commitment and motivation of employees in the organization. In this planning, the channels that provide the motivation of the employees should be determined. We can say that the aim of getting profit-oriented results comes to the fore in today's management approaches. When expectations are high, the likelihood of job stress and conflict may increase. In order to benefit in such an environment, there is an expectation of a workplace where employees will be comfortable in terms of providing emotional elements such as moral motivation as well as material elements (Igoche, Ogugua & Takor, 2022). It has been observed that people who are provided with comfortable working conditions not only build trust in the institution, but also contribute more to the work environment. The business should take care in hiring individuals who will adapt to its working conditions. Thus, it will be easier for the employees to adapt to the conditions and their contribution to the business will be positive. No matter how different the education levels, value judgments and similar situations of employees in an enterprise may differ, everyone will have the same vision thanks to the common culture created in the institution. It is possible to keep people with different perspectives together and to interpret the unity of purpose as a situation related to the operability of the corporate culture. In terms of working conditions, we can say that financial expectations often lag behind a person's working opportunities. It can be seen that where people feel happy, their commitment to the organization also increases (Ozidi, 2008).

Making people feel important where they are can make it easier for them to love their job. As emotional satisfaction will increase the sense of belonging at the point of job success, it is thought that the workforce

performance of the employees will also be positively affected. The increase in the workforce of the enterprise is directly proportional to the efficiency of the institution. The ratio between the inputs and outputs of the enterprise is important in terms of showing the success of the enterprise. The commitment of the employees to the job and the implementation of technological developments by the institution will make a positive contribution to the business (Hodgetts & Attman, 2015).

It is beneficial for business and corporate management to plan in a way that will meet the expectations of employees in social life. Employees are a part of the organization both emotionally and physically. As the areas where they spend most of their lives, the work environment can be of great importance. The continuity of the employees in educational institutions may sometimes be interrupted due to some legal grounds and rights. In this case, although there are some criteria for sanction, there may sometimes be delays in their implementation. At the point of business continuity, we can say that ensuring the unity of purpose of the employees with the institution comes to the fore as an important factor in ensuring the continuity of the employees (Obiekwe & Obiekwe, 2021).

An ongoing business culture within certain patterns imposes an obligation on employees. These patterns form a normative understanding with the other rule string. This understanding can have a positive effect on performance, as well as sometimes be effective in exhibiting low performances. It can be stated that the ongoing patterns in school environments do not meet the needs in today's educational conditions. In educational institutions where normative commitment is high, it is seen that the real success is possible by emphasizing emotional commitment. It can be said that normative commitment has an important place in terms of the continuity of institutions. In addition, it may be necessary to reveal the areas where the person can show himself in an individual sense. It is considered that normative commitment, which manifests itself in collective and co-living conditions, can contribute positively to the workforce if it also provides individual satisfaction in work conditions (Ozidi, 2008).

It can be said that employees who achieve unity of purpose with the institution they work for have less absenteeism. In order to ensure the purpose of unity, employees should feel that they are valuable in other areas, especially in social life. Since individuals working in happy environments will be more committed to their jobs, it is estimated that the situation of coming to work late or not coming to work may be at the lowest level. In order to act in line with the goals of the institution, the person must have a financial or emotional commitment. Rules and obligations in the legal framework can keep work engagement at the required level. Legislation in the educational environment ensures that the work is carried out and that the operation is sustainable to a large extent. Since educational environments are dynamic structures, sometimes legal obligations can bring the work to the point of blockage or the obligations alone may not be enough to get productive results. It is thought that both the work environment and human satisfaction will increase the loyalty of the employees to the institution, and the obligation to come to work on time will be a responsibility of everyone (Ulla, 2018).

As the level of commitment of the employees to the organization increases, the working time in the organization will be longer. Employees with high levels of commitment aim to act in line with the goals of the organization. These people are less likely to leave the organization. Employees' future plans can also affect their commitment to the organization. Material expectations and future anxiety can be shown among the factors that affect commitment. Individuals who are in harmony with the culture of the organization within a certain period of time can increase the possibility of feeling committed to the organization if their expectations are realized at the required level at the material point. It can be said that employees with a high sense of belonging work for a long time in the same institution (Khan, 2011).

It can be said that there is a positive interaction between the organization and the employees, if the employees with high levels of commitment to the organization stay in the organization for a long time. It can be said that teachers working in more rural schools of educational institutions are happier in the positive school environment they create with school managers, and many material factors remain in the background. It can be said that the fact that there are many factors that ensure the loyalty of the employees minimizes the possibility of employees in the mentioned enterprises, such as relocation or leaving the job (Ulla, 2018).

In business conditions, it is important for the management to carry out studies that will affect the motivation of the employees, to eliminate their dissatisfaction, to share the employees with the goals of the organization, and to give them a sense of belonging. Employees have the opportunity to do their job better and to better reflect their talents on the field, thus increasing their opportunities. The basic needs that are necessary for the continuation of the life of a person manifest themselves as a necessity of life. These needs, which we can define as physiological needs, are biologically necessary for human existence. Alongside the physiological needs, we can count the needs that we can consider as the construction of personality, such as safety in work conditions and in the social environment, existence in social life, acceptance and self-actualization. According to the realization of the basic needs defined in the institution where the human being is a social creature, it is evaluated that he will adapt to his work and the culture of the institution, be better motivated, and therefore this will have a positive reflection on the institution (Luthans, 2015).

We can say that the relations between teacher-student, teacher- manager have gained a different dimension in today's educational activities. It is possible to say that the changes in the curriculum structures, the forms of application, the expectation of the society, the relations and dialogues in the education and training mechanism are based on benefiting the students (Igoche, Ogugua & Takor, 2022). While ego satisfaction has an important place in businesses within the traditional structure, or it can be said that it has an effective place among teaching staff in school environments, the main point of ego satisfaction is the business' profit, progress or student success. In this respect, it is thought that the ego satisfaction point can be located somewhere within the enterprise in line with the interests of the institution, not personal characteristics, and it will have a positive contribution to the performance of the employees in their developments in this direction (Igoche, Ogugua & Takor, 2022).

Education and training activities continue routinely until a certain point, since work and transactions in educational institutions are carried out within the framework of legal regulations. It can be said that the high motivation of teachers and the fact that they do many jobs that are related to their field of duty but that they do not have to do have positive contributions to the school environment. Both material and moral elements within the institution should be mobilized for the employees of the institution. Parts of the mechanism such as rewards, punishments, promotions and bonuses should be activated on the basis of merit and justice. Looking at the results, employees have a perception that their institutions are weak in aspects such as protecting themselves.

Other areas where employees spend time as well as family environments are the institutions, they work in. Thus, there is also the possibility that people have an emotional attachment to their business (Adesola, 2017). The formation of a sense of belonging and ownership is important for the realization of the goals of a business. In a management approach implemented by emphasizing the human element in institutions, it may be possible for the person to feel valuable and realize himself/herself in business life, since the expectations and value judgments of the employees in social life are taken into account.Findings of the research; It should support the purpose and problem of the study. In the Results section, only the findings should be presented and explained. Never comment. The comment should be made in the discussion and conclusion part. In the Findings section, explanations can be made using tables, figures, graphics or pictures when necessary.

CONCLUSION and RECOMMENDATION

In the research, examining the relationship between leadership and management performance, it has been revealed that leadership and performance are effective on performance in educational institutions.
Performance results show that they have positive relations with leadership and management functions. It has been determined that the leadership characteristics of the managers and managers of the employees with high performance have an effect. These results support the studies carried out on this subject so far.
It can be said that leadership and especially management have a big effect on performance. The fact that the standardized practices in educational institutions is the main factor especially in the effectiveness of the administration can be said as the main reason for the effectiveness of the administration.
The importance of performance is inevitable for educational institutions. For this reason, especially managers are expected to exhibit management functions and leadership characteristics that will increase the performance levels of employees.
It is extremely important for the managers to use the resources they have well and to show the expected leadership characteristics to the employees in order for the employees in educational institutions to be highly motivated, to be able to work efficiently and to increase their performance.
Managers are at the forefront of motivational providers, especially educational institutions. No matter how good working conditions the institution has, the attitudes and behaviors of the managers and their understanding of management will contribute to the performance of the employees. It is an important priority

to train managers who can meet today's management understandings. With such managers, it becomes easier for employees to achieve unity of purpose with the institution they are in.

Approaches to ensure emotional commitment between employees and the organization in organizations can contribute to the channeling of employees in line with the goals of the organization. In addition to the emotional commitment between the employees and the institution, the professional dimension of the job should not be forgotten. In order for the institution to walk in a healthy way, it may be beneficial for the enterprise to bind its own operation to certain rules and act in that direction.

After these conclusions, it is important to reach some recommendations.

According to the results obtained from the research, school principals as leaders in educational administration; They need to be trained through various training programs, conferences, seminars and in-service training so that they are adequately equipped in management. The school principal, who is the source of motivation who initiates the change in a school, needs to create a different education and training environment in his institution in areas such as management skills, communication, motivation, orientation, and vision.

In order to obtain the expected efficiency from teachers in educational institutions, trainings should be organized to increase their satisfaction and motivate them. In order for the manager to achieve educational success, it is necessary to provide central and local support for the establishment of a solid organizational structure, to be a good listener in ensuring organizational communication, and to carefully implement the suggestions from the teachers. In terms of educational science and philosophy of education, the school leader should be able to establish and interpret the management logic to provide organizational identity.

A positive climate should be created in the working environment where the education manager is a leader. In schools, an institutional understanding should be established by the school leader on the axis of the value judgments accepted by the society. As in every management level, it is necessary to develop the technical skills of the managers in schools through in-service training. A school leader with expert power and decision-making ability should also involve employees in the institutional decision-making process. A working environment should be provided where employees can feel commitment to their institutions. While the Ministry of National Education determines the managers who will lead the educational institutions, it is necessary to issue regulations that observe the principles of merit and career.

According to the results of the research, the school manager; They should be able to give confidence to their environment, use technology well, have technical competencies related to the education process, make the identity of an manager who believes in education feel at school and make people believe. What keeps the school alive must be able to activate its internal dynamics, having strong communication skills, internalizing the goals of the institution, the manager must have the necessary skills to raise awareness in the institution, while the manager provides coordination, the working conditions of the employees and the satisfaction they get from the job must be observed.

The manager should be sincere in meeting all the humanitarian needs of the personnel, and if this process is understood by the employees, it may be easier to have a coordination between them and the manager. School principals should be able to do business for the benefit of society by leaving their personal enthusiasm and

ambitions aside, to adopt adding value to their place as a principle, and to ensure that employees can achieve business with team spirit and unite them around common goals.

ETHICAL TEXT

In this article journal writing rules, publication principles, research and publication ethics rules, journal ethics rules were followed. Responsibility for any violations that may arise regarding the article belongs to the author. "Ethics Committee Approval" was not required for this research, since it was conducted on publications in literature open to access.

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