School Management Related Knowledge Levels of Primary School Teachers

Celal Teyyar UĞURLU[a]
Cumhuriyet University

Abstract

The knowledge levels of the teachers affect the qualifications of operations and transactions in schools. School management related knowledge of the teachers is an essential tool to reach the targets of the school. The objective of this study was to determine the school management related knowledge levels ov f the teachers. Qualitative and quantitative data collection methods were used in this study. Multiple choice questions that measured the knowledge levels of the teachers were used to obtain quantitative data. Qualitative data was obtained via semi-structured interview form. Qualitative interviews were conducted with two for each teacher who were chosen from ten different schools. The opinions of 316 teachers were evaluated in total for the quantitative data. Chi-square test was used in the analysis of the quantitative data to determine the relationship between the opinions according to the independent variable. In addition, frequency values and the percentages were determined depending on the questions. According to the quantitative results of the study, it was concluded that the teachers had middle knowledge level related to the positions and associations that were included in the school management. According to the qualitative results, teachers mainly held a view in the domains of student success, discipline and order, student absence and duties of board of teachers. As a result of the findings that were obtained with the both methods, it was concluded that the teachers had low knowledge level which affected the school management.

Key Words

Primary School, Knowledge, Knowledge Level of Teachers, School Knowledge Management, Knowledge Management.

The relationship between the organization and management determined the content of the acts. An organization, as a system or a structure, cannot continue its existence without the acts of management. According to Bursalıoğlu (1998), management is a process that operates the structure. Management is a pattern of the relationship between the organization members. School managers should focus on reaching the targets of the school via using the knowledge as base in the school management. According to Bernheim and Chaui (2003), today's advanced economies are established on the existence of knowledge. The relative advantage in these domains is generally determined via the competitive use of the knowledge that is used in techno-logical innovations. This makes the knowledge the most important element of the power and richness of the nations. According to Barutçugil (2002), people are the only element that can trigger the evolution for every domain via using their knowledge and skills (cited in Güçlü & Sotirofski, 2006).

So, there will be a knowledge strategy in the organizations and knowledge will become important (Güçlü & Sotirofski, 2006). Human factor as knowledge transporter and expander is the most important transporter of the organizations. According to Tiwana (2003), a successful knowledge management depends on the cooperation and the success that is obtained via this cooperation. Knowledge management should support cooperation, knowl-

a   **Celal Teyyar Uğurlu, Ph.D.,** is currently an assistant professor at department of educational sciences, education administration supervision planning and economics. His research interests include leadership and ethical leadership, schools as loosely coupled system. Correspondence: Cumhuriyet University, Faculty of Education, Department of Education Administration Supervision Planning and Economics, Sivas/Turkey. E-mail: celalteyyar@yahoo.com Phone: +90 346 219 1010-3239.

edge sharing, learning and constant development (cited in Almış, 2010). The aim of the knowledge management is to increase the organization performance via using all the types of the knowledge. Knowledge is an important element in reaching the organizational targets (De Long & Fahey, 2000; Hazeri, Martin, & Sarrafzadeh, 2009). Knowledge is assumed as the strategic existence of the organization. Knowledge is a critical determiner for the organizations to continue their sustainable competitive skills. Knowledge management is essential for the organizations to reach their targets and develop the existence of the knowledge (Dağlı, Silman, & Birol, 2009; Del Janco, Zabella, & Perea, 2010; Kartal, 2010; Özsarıkamış, 2009; Pusulak, 2010; Ranjan & Khalil, 2007; Stauss, Milford, & DeCoster, 2009). Bacon and Alvin Tofler describe knowledge as a considerable power type. Drucker and Strusmen drew the attention to increasing importance of the knowledge for the organizations to develop (Nejad & Abbaszadeh, 2010). The importance of knowledge in terms of the educational institutions requires the school managers to behave being aware of the performance increaser characteristic of the knowledge. The increase of the opinions that emphasize the negative aspects of the classical organizations in the school managements caused to new searching in the world, school organizations and school managements (Yalçınkaya, 2004). According to Hicks (1979), decision making in the organization management started to take place in the management science literature within the concept of "participative management". Participating to the decision is an important implementation in increasing the organizational performance (cited in Aksay & Ural, 2008). According to Smith (1998), the success is not possible even in a quite rational reform movement as long as the teachers who will put this reforms into practice do not participate in the planning (the decision) (cited in Şahin, 2003).

Robertson and Wohlstetter (1995) classified the conditions that support the school-centered management as four factors. These factors are power, skill, knowledge and award (Şahin, 2003). Decision making depending on the data (Demir, 2009) assists to establish an effective structure related to the school operation and transaction of the teachers and managers. Mansourvar and Yasin (2010) emphasize that knowledge is essential for the decision making process especially in the crunch times.

Basic processes in knowledge generation, sharing and distribution affect the education system in many ways in the knowledge-based societies (Özan

& Ertan, 2008). The things that the managers can do in their schools to put the knowledge management into action are as following (Todd, 1999 as cited in Celep & Çetin, 2003): *(i)* A visual or real billboard is placed on a suitable place and the opinions are described and shared with this way, *(ii)* Debate forums are designed in the electronic environment and correspondent interaction and idea exchange environments are designed with this way, *(iii)* The map of the decision structures in the school is designed and the personnel can make use of the it, *(iv)* Managers design data bases of the best applications to develop strategies and effective teaching and learning activities, *(v)* Resource networks that includes forming a data bank correlated with the teachers' information sources are established, *(vi)* Networks about the teachers' occupations and network maps that includes the maps of communication channels and the fields regarding the parents are designed, *(vii)* Yellow pages that involve the information and experiences of the staff can be situated in the school web site.

According to Lank (1997) the process of knowledge management enables the personnel to take more sensible decisions and also assists to increase the acquisition and working skill of the personnel (cited in Kocadağ, 2010). The knowledge levels that the teachers have benefits in developing the school, managing the school effectively and including the teachers to the decision making process.

The researchers who take part in the literature (Akçakoça, 2009; Cerit, 2001; Fidan, 2007; Muratoğlu, 2005) emphasized the knowledge management related opinions of the teachers and students and the necessity of the knowledge management within the management process. Pursuers can be made the important elements of the management operations and transactions through a healthy participation process via the business applications (Açıkgöz, 1999; Brewer & Brewer, 2010; Buluç, 2007; Cerit; Fidan; Muratoğlu; Özmen & Yörük, 2005). The qualification of the knowledge levels of the school shareholders can considerably affect the qualification of operation of the school management process.

It was concluded from the conducted survey of the literature that the number of the researchers related to the knowledge levels of the teachers especially in the school managements is quite a few. The aim of this study is to determine the knowledge levels of the teachers who serve in the primary schools related to the school management operation and transactions.

Method

The objective of this study was to determine the opinions of the primary school teachers related to their knowledge levels. Scanning-based descriptive method was used in this study (Balcı, 2005; Cohen, Manion, & Morrison 2005). Qualitative and quantitative research methods were also used in this study. School management related knowledge levels of the teachers were investigated in terms of the variables of gender, branch and position for the quantitative dimension. The knowledge levels of the teachers related to the school management operation and transactions were tried to be obtained via interviews for the qualitative dimension. "Case study" method was also used for the qualitative dimension (Altunışık, Coşkun, & Bayraktaroğlu, & Yıldırım, 2004).

Study Group

Quantitative Dimension: The study group of the research included 10 primary schools that reside in the central city of Adıyaman province. All of the detachedly chosen teachers who served in these schools were included in this study. The total number of the teachers who served in these schools was 417. Sampling method was not used in this study. Questionnaires were distributed according to the number of the teachers who served in these ten schools. The questionnaires that can be suitable to be processed (316 out of the 417 questionnaires, 76% of the questionnaires) were evaluated.

Qualitative Dimension: First, the situations which were thought to have detailed information were selected. Then, the participants were determined via maximum variation sampling method which is one of the purposive methods with the aim of profoundly investigating these situations. The sampling was designed according to the types of schools. Two for each teacher in ten schools were exposed to interviews. In the interviews, opinions of 20 teachers were taken in total.

Data Collecting Tools and Data Collection

Quantitative Dimension: The data was collected via the knowledge level questionnaire that the researcher prepared according to the regulation on primary education institutions and regulation on parent-teacher association that are included in the primary school regulations.

Qualitative Dimension: The research data was obtained via semi-structured interview method. This method includes more flexible interview forms compared to the structure interview method (Karasar, 2003). The questions included in the interview form were related to the domains that concerned school management. Interview questions were prepared via examining the statements that were included in the regulation on primary education institutions related to the school management.

Data Analysis

Quantitative Dimension: SPSS package was used to analyze the data. The comparisons according to the variables of gender, branch and position were made and chi-square test was conducted.

Qualitative Method: Content analysis method was used to analyze the qualitative data. In the analysis of the qualitative data, other questions were encoded and their frequency analyses were conducted. The questions were evaluated and interpreted together with their frequency. The obtained findings were significantly classified. The frequency of the opinions that were classified was determined and the conclusions were interpreted via this obtained data (Silverman, 2006).

Validity and Reliability Studies

Quantitative Dimension: The opinions of the manager, the education inspector and the teacher were taken while preparing the questions. The comprehensibility of the questions was discussed and the questions were cooperatively prepared. *Knowledge Levels Questionnaire* that is one of the reliability calculations was conducted depending on the data that was obtained without implementation. Cronbach's Alpha coefficient was calculated as .87 for the eight likert-type questions that were included in the 4th question of the *Knowledge Levels Questionnaire*. This result was higher than the well accepted value of .70 (Büyüköztürk, 2007). Knowledge levels questionnaire was designed based on the regulation on primary education institutions and regulation on parent-teacher association.

Qualitative Dimension: The interview form was shared with 2 lecturers in the department of educational sciences and the comprehensibility of the questions was examined. According to this interview, the interview form was rearranged. The interviews lasted approximately 30 minutes. In addition, the formula of "reliability=the number of compatible codes= the number of all the compatible and incompatible codes" was used for the reliability of the study. According to this formula, the division

of the number of compatible codes to the number of all the compatible and incompatible codes was calculated as in the rate of 86%.

Results

The qualitative and quantitative findings in line with the determination of the knowledge levels of the teachers were explained in this part. According to the quantitative findings, the knowledge levels of the teachers related to the authority and duties of the positions and institutions within the school management were determined as in the "middle" level. According to the qualitative findings, teachers stated their belief in the importance of being informed of the school management.

The opinions of the teachers related to the issue that was not included in the duties of the school manager were at the level of 34,2%. According to the results of the qualitative findings, teachers ranged the issues related to the school management that they were informed of. According to this sequencing, the duty of "curriculum approval process" (f=3) was on the first rank.

About the issue of how many days should be allowed for absence within an academic year, 21,8% of the teachers stated that the school manager can allow students for 15 days (C). This 21.8% of the students had accurate information about the absence of students. According to the qualitative findings, knowledge levels of the "student absence" (f=8), out of the information about the students, were most frequently stated.

About the board of teachers, it was concluded that the 10,1% of the teachers were informed of the agenda announcement. It was seen in the findings that were obtained via qualitative interviews, the statement of "board of teachers" (f=10) was quite frequently emphasized.

It was concluded that the option of "conducts the parent interviews on registration procedures (A)" (46,2%) was the most chosen one by the teachers related to the issues of board of the group teachers. It was determined that as the position increased the opinions on the board of group teachers affirmatively increased. On the other hand, according to the qualitative findings, the statement of "the board of group and branch teachers" (f=13) was also used by the teachers.

According to the findings related to the implementations of board of student behaviors assessment, the most chosen option was "the board of student behaviors assessment is established under the presidency of the manager (B)" (45,9%). In the qualitative findings, it was concluded that the teachers were informed of "student guidance services" (f=4).

According to the findings related to duties of the parent-teacher association, the most chosen option was "to provide cooperation between the teachers of the school (D)" (70,3%). In the qualitative findings, the options related to the school management issues that the teachers were informed of were "parent and environment relationships" (f=2) and "parent-teacher association operations and transactions" (f=2).

According to the findings related to the directorate of parent-teacher association, the most chosen option was "the selected parent among the members (C)" (77,6%). In the qualitative findings, school management related knowledge levels of the teachers were stated as "increases the cooperation of parent and teacher" (f=9).

When the findings on the informing the school about the excuse-based absence were investigated, it was concluded that the most chosen option was the "2" (47,2%). According to the qualitative findings, teachers used mostly the statement of "dress code" (f=12) about their own personal rights.

When the findings on the duties of the school development management team were investigated, it was concluded that the most chosen option was "to hold the elections of student council (B)" (67,1%). According to the qualitative findings, most of the teachers had the opinion that the knowledge levels of the teachers "increase the general performance of the school" (f=17).

Discussion, Conclusion and Suggestions

In this study, school management related knowledge levels were determined. It was concluded that the opinions related to the knowledge levels of the teachers about the authority and duties of the positions and institutions in the school management were in the "middle" level. According to Buluç (2007), an efficient enlightenment plays an important role in increasing the performance of education organizations and developing the service quality. Bonghoff and Pareschi (1997) stated that the knowledge is the most important wealth of the organization. According to Güçlü and Sotirofski (2006), educational institutions are the places where the people are mostly aware of the knowledge and the knowledge is mostly used.

The teachers stated the behavior that was not in-

cluded in the duties of the manager as the duty of "compulsorily giving lecture" of the school managements at the highest rank (40,5%). When this finding was compared with the qualitative findings, teachers stated that the managements had knowledge on their duties. However, the teachers less frequently (f=3) reflected their opinion.

It was concluded that the knowledge levels of the teachers were low (21,8%) about the allowed absence to the students by the school management. De Long and Fahey (2000, p. 113) emphasize that the culture shapes the knowledge management. So, culture creates environments that are necessary for social interaction. Low knowledge levels of the school managers on the school management can be related with the low cultural structure of the school.

It was concluded that the 10,1% of the teachers were informed of the agenda announcement. In the study that Özan and Ertan'ın (2008) conducted, it was concluded that the managers of public schools better know the knowledge management and they could implement the knowledge management in their schools (s.78). School managers with leadership skills are important keys for transformation, development and becoming modern of the schools (Özmen & Muratoğlu, 2010).

The option of "conducts the parent interviews on registration procedures" that is not included in the duties of boards of group teachers was chosen by the 46,2% of the teachers. According to the qualitative results, teachers emphasized the statement of "boards of group and branch teachers" (f=13).

The statement of "the board of student behaviors assessment is established under the presidency of the manager" that is one of the statements related to forming of the presidency of board of the student behaviors assessment was chosen by the 45,9% of the teachers. According to a study that Almış (2010) conducted, it was concluded that the school managers see themselves as the people who provide information to school and who share the knowledge.

When the knowledge levels of the teachers related to the duties of parent-teacher association and the president of the parent-teacher association were investigated, it was concluded that the option "to provide cooperation between the teachers of the school" (70,3%) was not included in the duties of the parent-teacher association. According to the qualitative results, teachers stated that they had knowledge of *parent-environment relationships* (f=2) and *operations and transactions of parent-teacher association* (f=2). Works of the parent-teacher association can be assumed as

a field where the teachers show organizational citizenship behavior. Mogotsi, Boon and Fletcher (2011) stated that the knowledge sharing behaviors affect the organizational citizenship behaviors.

It was concluded that the teachers knew the option of the "2 days" in the 47,2% level that is the answer of the time of informing the school about the excuse-based absence of the teachers, According to the qualitative results, it was concluded that the teachers most frequently had the knowledge of "dress code" (f=12) and then "reward and discipline administration" (f=10).

The most chosen option related to knowledge of the duties of school development management team was the option of "to hold the elections of student council" (67,1%). According to the qualitative findings, most of the teachers had the opinion that the knowledge levels of the teachers "increase the general performance of the school" (f=17). According to Lee, Lu, Yang, and Hou (2010), knowledge sharing and knowledge management are essential for the professional development of the teachers. According to Boelens (2007), providing the efficient use of the knowledge for all of the teachers of the school provides benefit to the school.

Knowledge may not be managed efficiently in schools as other organizations (Carroll et al., 2003). Loose structures of the schools may obstruct the knowledge sharing of the managers with the teachers of the school. According to Lee et al. (2010), knowledge management increases the efficiency, performance and competitive capacity of the organizations. Mogotsi et al. (2011) describe the knowledge sharing as "the crucial motivation factor". According to Drucker (1993), knowledge is important for the sustainability of the organizations, lifelong learning and organizational health.

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Ek.

Anket

Öğretmenlerin, okul yönetimine ilişkin makam ve kurulların bilgi düzeylerini belirlemeyi amaçlayan bir araştırma için bilgi formunda bazı kişisel bilgilere ve okul yönetimi ile ilişkili sorulara yer verilmiştir. Formu dikkatlice okuyarak size uygun gelen seçeneği işaretleyiniz. Bu bilgi formu ile toplanacak veriler bilimsel bir amaç için kullanılacaktır. Lütfen bütün soruları yanıtlayınız. Araştırma sonuçlarının doğruluğu sizin bilgi formunda yer alan soruları içtenlikle yanıtlamanıza bağlıdır. Teşekkür ederim.

1) Cinsiyetiniz

☐　　☐

2) Branş

☐　Sınıf

☐　Diğer

3) Kıdem, lütfen yazınız.　……………

4) Okul yönetiminde yer alan aşağıdaki organ ve kurulların yetki ve görevleri ile ilgili bilgilerinizin hangi düzeyde olduğunu düşünüyorsunuz?

5)

	Hiç	Az	Orta	Çok	Tam
Müdür	☐	☐	☐	☐	☐
Müdür yardımcısı	☐	☐	☐	☐	☐
Okul Aile Birliği Servisi	☐	☐	☐	☐	☐
Rehberlik Servisi	☐	☐	☐	☐	☐
Zümre Öğretmenler Kurulu Başkanı	☐	☐	☐	☐	☐
Okul Gelişim Yönetim Ekibi	☐	☐	☐	☐	☐
Öğretmenler Kurulu	☐	☐	☐	☐	☐
Öğrenci Davranışlarını Değerlendirme Kurulu	☐	☐	☐	☐	☐

6) Aşağıdakilerden hangisi okul müdürünün görevlerinden biri değildir?

A) Zorunlu olarak derslere girme görevi vardır.

B) Okulu denetler.

C) Kanun ve yönetmelikleri uygular.

D) Sosyal etkinlikleri planlar.*

7) Bir ders yılında okul yönetimi bir öğrenciye kaç güne kadar izin verebilir?

A. 5　　B. 10　　C. 15*　　D.20

8) Öğretmenler kurulu toplantı gündemi zamanı en az kaç gün önceden duyurulur?

A. 1　　B. 2*　　C. 3　　D.4

8) Zümre öğretmenler kurulunda aşağıdaki kararlardan hangisi görüşülmez?

A. Kayıt işlemleri ile ilgili olarak veli görüşmelerini gerçekleştirir.*

B. Uygulamada karşılaşılan güçlükler üzerinde durulur.

C. Öğrencinin ders çalışma koşulları ve çevrenin özellikleri üzerinde durulur.

D. Eğitim öğretim programları incelenir.

9) Öğrenci davranışlarını değerlendirme kurulu ile ilgili olarak verilen bilgilerden hangisi doğru değildir?

A. İkili öğretim yapan okullarda ayrı ayrı oluşturulabilir.

B. Öğrenci davranışlarını değerlendirme kurulu müdürün başkanlığında oluşturulur.*

C. Öğrenci davranışlarını değerlendirme kurulu müdür başyardımcısı başkanlığında oluşturulur.

D. Öğrenci davranışlarını değerlendirme kurulu müdür başyardımcısı, başyardımcı bulunmayan okullarda müdür yardımcısı başkanlığında oluşturulur.

10) Aşağıdakilerden hangisi okul aile birliğinin görevlerinden değildir?

A. Okulun ihtiyaçlarını karşılamak için mal ve hizmet satın almak.

B. Özel eğitim gerektiren öğrencilere ek eğitim faaliyetleri düzenlenmesini desteklemek.

C. Sivil toplum örgütleriyle işbirliği yapmak.

D. Okulun öğretmenleri arasında işbirliği sağlamak.*

11) Okul Aile Birliği Başkanı aşağıdakilerden hangisidir?

A. Okul müdür

B. Müdür yardımcısı

C. Üyeler arasından seçilen veli*

D. Öğretmenler arasından seçilen en az on yıl kıdeme sahip öğretmen

12) Okulun açılma tarihinde ve ders yılı içinde hastalık ve bir özre bağlı olarak görevine gelmeyen öğretmenler, özürlerini kaç gün içinde haber vermelidir?

A. 1   B. 2*   C. 3   D. 4

13) Aşağıdakilerden hangisi Okul Gelişim Yönetim ekibinin görevlerinden biri değildir?

A. Eğitim öğretimin niteliğini artırmak

B. Öğrenci kurul seçimlerini yapmak*

C. Okulun fiziki ve insan kaynaklarını geliştirmek

D. Eğitimde planlı ve sürekli gelişimi sağlamak