# Education Quarterly Reviews

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# The Effects of High School Principals on Student Achievement

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## Abstract

With this study, it was tried to reveal which leadership characteristics of school principals are effective in ensuring and increasing students' academic, cultural and sportive school success and the effects of these characteristics on student development. There are many factors and reasons for students to be successful not only in the academic field but also in the field of culture and arts, and school principals are perhaps the most important of these factors and reasons. The influence and importance of the principal cannot be overlooked in the efforts of teachers, students, staff and even parents in a school to work on the success of the students. The school principal can influence the stakeholders in his school with the work he has done and fulfills an important role in ensuring the success of the students in these effects. Teachers and students who are in the school to realize the learning can achieve significant success in learning thanks to the leadership qualities of the school principal. The characteristics of school principals as leaders may vary, but it is possible to say that all leadership qualities are united in the provision of successful education and training, which is the aim of the school.

**Keywords:** Principal, Academic Success, High School, School Culture

## 1. Introduction

The purpose of the existence of schools is to prepare students for life and to give absolutely successful graduates. The success of a school and school principal can only be measured by the success of its students. If the students are successful, the school and school principal are considered successful, and if the students are unsuccessful, the school and school principal are considered unsuccessful. However, Glasser (1999) states that children who come to school do not fail, learn about failure at school, and that the label of failure is affixed to the child at school. While schools should raise successful individuals, teaching failure to students is a problem. Therefore, in the twenty-first century, the place, importance and influence of the school in social life have been questioned

frequently by almost everyone. The Western world, which has entered into a rapid schooling process with the industrial revolution, today, instead of gathering students in a single building and teaching lessons such as collective rituals, distance education, e-content, educational technologies, etc.

Teachers and students who are in school to realize learning can achieve significant success in learning thanks to the leadership qualities of the school principal. The characteristics of school principals as leaders may vary, but it is possible to say that all leadership characteristics are united in the success of the school's aim of education and teaching. There are different applications in the world in the training and appointment of school principals with the characteristics of school principals.

Turkey in terms of training and cultivating professional managers in the world and the professionalization of management education has become widespread enough throughout the world. The USA has a wealth of knowledge and experience in the policy of training managers in the world. In our country, no serious policy has been produced in the training of educational administrators. Education administrators have been trained through in-service training. The extent to which the efficiency obtained in the in-service training activities carried out in this way is reflected in the field emerges as an important problem. In the historical process, the question of what should be the source of information in the training of educational administrators has been a matter of discussion. This debate continues today. The tension between technical knowledge and applied knowledge in the training of educational administrators has not been eliminated. (Forsyth and Murphy, 1999).

Today, it is seen that the technical knowledge produced in the field of education management is not well reflected in the application. Topics such as total quality management, learning organization, chaos management and strategic management are business-oriented information, and how this information will reflect on applied knowledge in the field of education management is a pending problem. For example; The strategic plan applied by the Ministry of National Education to schools is 5 years, but the term of office of school principals is 4 years and the strategic plan studies, which are never possible to be implemented, remain only on the paper and the school strategic plan reports are requested statistically by the district national education every 6 months and the district It has been observed that the data collected by the national education directorate are sent to the ministry in the provincial national education and after, and the reports in the annual bulletins never reflect the truth. For this reason, the inability to collect healthy statistical data and the incorrect reflection of these data on the field causes the determination of an incorrect roadmap in the studies to be prepared for effective projects and student development. The effect of school administrators on the success of educational activities in schools is an undeniable fact. The school administrator who wants to be effective in a positive way; They should take care to be a person who is responsible, takes effective decisions, is respected by the environment and is modeled (Drucker, 1996, p.54). In addition to these, it can be stated that the school administrator who follows the developments in his field, is flexible, takes his decisions on time, is consistent and fulfills his promises, is more successful in administration (James & Fleet, 1998, p. 93). On the other hand, it can be argued that people who take their power from their office are insufficient to create a positive atmosphere in their schools (Mutlu, 1995, p.9). In addition, school administrators who want to be successful must have effective communication skills (Gordon, 1999, p.5). Because it is the duty of the leader of the school to gather people around common goals, to motivate and to encourage them (Mimir, 2008, p. 4). When evaluated in terms of our education system, the duties, powers and responsibilities of principals in the regulations of the Ministry of National Education, education and training that is primarily responsible for the effective and efficient use of all resources, management and representation in order to achieve the goals of the school for the general purposes specified in the basic goals and principles of national education. They are depicted as leaders. In this context, the principals of the school

## 2. Method

Experienced school administrators in school management also contribute to having the competencies required to transfer their experiences to other school administrators. The leaders of the schools are undoubtedly the principals. Researches also reveal that students 'perceptions of the principal have been shaped starting from the primary school level and that primary school students' perceptions of principals are mostly positive in painting

studies. It was determined that primary school 2nd and 3rd grade students emphasized the principal's professional competencies and 1st and 4th grade students' personal characteristics. Students call the school principal; They see them as a loving, kind, helpful and kindhearted person who spends time with students, communicates with them. This result of the research is similar to the studies of Cerit, (2008), Demirbaş and Alabay, (2017), Turhan and Yaraş (2013), Lum, (1997), Balcı, (1999), Aydoğdu, (2008), Yıldırım and It differs from the studies of Uğur, (2011), Yalçın and Erginer (2012, 2014). It is seen that the drawings of the students during the processes in which they are in contact with the principal are usually portrayed outside the school or in the garden.

Differently from this study, Tüzel and Şahin (2014) concluded in their study that the most depicted place for the school principal is the executive room. In the study, it is seen that most of the students in the school draw the school principal as a male. Although the majority of the participants are female students, it is thought that this is due to the fact that the principal at the school is male. When the school principal perceptions of primary school first grade students were examined, it was concluded that the principals drawn in the school were portrayed more and the professional characteristics of these principals were also emphasized. It was determined that the directors who were associated with their professional characteristics were portrayed while giving speeches to them at the National Anthem ceremonies. Similarly, in the study conducted by Tüzel and Şahin (2014), it was concluded that the students saw the figure of the school principal in the ceremonies where they addressed the students collectively. Students 2075 | ESMER & GÜNEŞ It was observed that the drawings of primary school students and the pictures about the verbal communication of the school principal were mostly portrayed in a dialogue with the principals, in a way that they were interested in them. Marzano, Waters, and McNulty (2005) point out that effective school principals can communicate effectively with students and teachers, and this communication increases students' academic success. The principals who communicate with them anywhere in the school and take part in the ceremonies point out that they will help the students to form a school identity, to feel valuable and to develop positive feelings towards the school. Another remarkable factor in the illustrations is that 1st grade students see their principals as an authority. New students' perception of the principal as an authority may negatively affect the attitude towards the school and the school principal. When the perceptions of primary school sophomore students are examined, it is seen that these students perceive the school principal as "the person who spends time together- the person who communicates verbally with them."

In their drawings, it was seen that the school principals drew the school principals while they were teaching themselves something in the school, while talking to them in different parts of the school. This situation shows that the principal tries to act as an educational leader and gives importance to student interaction. In the study conducted by Demirbaş and Alabay (2017), it was concluded that students perceive school principals as participating in the educational process at high rates. In the pictures of the students, the principal with a sense of humor by caricatizing the principal who has a funny and humorous sense of humor is quite striking. Similar to this result, in the study conducted by Yıldırım and Uğur (2011), it was concluded that the students wanted a principal who did not get angry, shouted, friendly, smiling, resorted to violence or was violent. It is seen that primary school 3rd grade students' perceptions of school principals focus on the effective and transformative feature of the school. When the drawings of the students regarding this situation are examined, it is seen that the school garden should have parks and entertainment areas. Like 1st grade students, 3rd grade students also portray the school principal as an authority in their drawings. This result is in line with the studies (Balcı, 1999; Aydoğdu, 2008; Cerit, 2008; Yıldırım & Uğur, 2011; Yalçın & Erginer, 2012; Demirbaş & Alabay, 2017). In the study, it was concluded that the school principal was seen by the students as the authority and the person who runs the school. Another important result is that the school principal is portrayed as someone who maintains order in the school in the pictures of his students. In these illustrations, it is seen that the students hold the school principal responsible for the activities that are or may take place in their schools. It is seen that primary school 4th grade students' perceptions of school principal differ slightly from other classes. This difference focuses on the personal characteristics of the school principal. Students drew the principal of the school as a loving and kindhearted person in their pictures. Another noteworthy factor is that the school principal is also portrayed as someone who is tolerant, helps students and behaves well. Yalçın and Erginer (2014) concluded that the feature of being an element of love is one of the most drawn principal characteristics in their studies. The loving, kind-hearted principal can help students develop a positive identity towards the school. Contrary to the result obtained

from the research, it is seen that in the study conducted by Tüzel and Şahin (2014), students are portrayed as negative situations such as being punished by the school principal or the school principal angry with the student. Golomb (2004) defines the human figure in children's drawings as the most informative element in terms of the child's cognitive development. In other words, as the child matures and develops cognitively, he thinks that he develops from simple representations in drawings to complex pictures. During the research process, it was observed that student drawings follow a developmental process. While 1st grade students drew the principal out of school and as authoritative, 2nd grade students made drawings of the principal outside the school and on the communication skills of the school principal. When the pictures of the 3rd grade primary school students are examined, it is seen that the pictures are different from the other classes, and the principal is drawn as an entertaining person and the owner of the school. In the drawings of the 4th grade students, it is seen that, unlike the other classes, the school principal draws his students as a thinker. Children's drawings not only develop pictorial development but also make sense of the society they live in and the individual's self 2076 | ESMER & GÜNEŞ When it is thought that primary school students influence the school principal with their drawings (Cherney, Seiwert, Dickey, & Flichtbeil, 2006), children's drawings provide us with clues about the perceived principal, school culture and management style. This study was carried out in a school where the male principal was a role model. Studies to be conducted in schools where female principals are role models can also be analyzed and their similarities and differences can be analyzed.

In the study, it was concluded that the professional, personal and communication characteristics of school principals are more prominent and the educational leadership behaviors expected from school principals are not sufficiently demonstrated. Based on this and similar research findings, it is recommended that both school administrations and official institutions take measures to improve students' and society's perception of school principals. In interviews with high school students about the type and quality of classroom observation behavior, how often the principal visits the classes, the time they devote to student observations, and the conversion of high and low perceptions of the principal to the behavior in the interviews with the students affect the student's learning. The transfer of only the disciplinary events and the interviews about the school discipline to the class during the classroom visits of the principals from the student interviews led to a punitive management perception of the principal. The perception of this management practice has little effect on the student. However, after class visits (it should be a 40-minute visit), principals who help students individually have a positive effect on both behavioral and academic development of the student, as they take the view of an instructive model directly over the student. It is also possible for school principals to make a high impact by conducting small group meetings as well as class visits, so that principals not only often give advice, but also kindly correct their mistakes, praise and encourage them. The presence of interactive principals who "know them" and "control their work" per student make their school more fun for students. The twenty-first century has been the century in which the boundaries between countries, societies and cultures have disappeared, interaction has been carried to the highest level, and the change in economic, political and social level, cultural life and technological structure has been the fastest and most rapid (Erdoğan, 2002). Therefore, it is an inevitable reality that the rapid change in values and expectations causes changes in the perception of professional roles. Various changes have occurred in the occupational system due to reasons such as the replacement of human labor by machines, technological developments, internet, and financial concerns (İlhan, 2015). Accordingly, the authorities and expectations of individuals working in various occupational groups and positions changed (Cascio & Montealegre, 2016) This situation was reflected in the role definitions of the stakeholders in the field of education and their expectations (Le Cornu, 2010). For example, while students' academic achievement in basic courses was taken as a criterion for success, nowadays students can write and speak the languages that are common in the world global awareness, financial-economic-entrepreneurial literacy, having knowledge of citizenship, being environmentally sensitive, creative thinking, teamwork. (Bellanca, 2010; Chu, Reynolds, Tavares, Notari, & Lee, 2017; Greenhill, 2009; National Education Association, 2012). Training employees are expected to provide training environments that will naturally enable learners to gain these skills and to be role models for them. From the student's point of view, it is seen that the principal's role model phenomenon starts with the student's step into the school. The concept of principal, which started to take shape on the basis of students from the primary school level, matures from the secondary school level and takes the form of a role model from the high school period. In a sense, high school principals contribute to students' professional, academic, cultural and social student development with their vision.

For the expected change for teachers, it should start with a change for principals. The principal, who is like the conductor, should organize the teachers and students as if the different instrumentals are conducting and motivate all voices to be one common voice. As stated by Turan (2007), the school administrator in successful schools is not only an administrator, but also an orchestra conductor who organizes school activities and designs the future of individuals and society together with their employees. Thus, the school administrator gains many skills in managing and becomes experienced in management business. Over the past century, it has been found sufficient that effective school principals often deal with more technical issues, such as maintaining order, dealing with staffing issues, dealing with school spending, and ensuring school security. However, it has now been demonstrated that school principals have a critical role in teaching and improving learning, and that they must serve as leaders for students' learning and the effectiveness of education (Institute for Educational Leadership [IEL], 2000). Today, as instructional leaders, principals have a mission to lead learning, focus on teaching and learning, support leadership of other stakeholders, create environments and opportunities that support professional development, base decision-making on data, and use resources creatively (King, 2002). The school principal, who carries these missions within his body, should shine a light around him, not just his bottom like a candle, and be a guide with these lights.

Helvacı and Aydoğan (2011) conducted one of the studies on the areas in which school administrators affect school success according to teachers' opinions. In this study, it was determined that the characteristics of the effective school are gathered under four main headings: education process, school-environment relationship, school climate-culture, and school-parent-parent relationship. In addition, it was determined that the characteristics of effective school principals are grouped under two main themes: leadership characteristics and task-responsibility. The main features under the education process theme are; conducting education and training as a whole; to be successful in social, cultural and sports fields; to be effective in education and to give importance to quality; to be successful in education, student-centered education; using and following technology in teaching. The main features under the theme of school-environment relationship are its ability to raise citizens who are beneficial to society; it can make its weight felt in the society and cause change; be in harmony with its environment, gaining the admiration of the society and being searched in the society; It is to give importance to the relationship between the school and the environment. The main features under the theme of school climate and culture are being disciplined; peace and happiness of students and teachers; having a healthy communication between teachers, which is compatible. The main features under the theme of school-parent relationship are the importance of school-family unity; teacher-parent relationship in the best way possible. The main characteristics under the theme of leadership qualities, one of the effective principal characteristics, are that he attaches importance to equality and justice; establishing good relations with its staff; to be consistent and stable; understanding and empathy; being a guiding leader; being open to developments, producing suggestions and solutions; be sensitive to problems; defending the rights of its staff; to be physically smooth and well-groomed; knowing how to behave to students and teachers Mehmet Akif Ersoy University Faculty of Education Journal ISSN: 1302-8944 Year: 2017 Issue: 43 Page: 93-109 96. The main characteristics of the principal under the task-responsibility theme are that they fulfill their responsibilities in the best way; act in accordance with legislation, regulations and rules; To be experienced and knowledgeable in the field; It is seen that it organizes social activities in the best way (Helvacı & Aydoğan, 2011).

It has been determined that one of the variables related to student achievement is school culture (Demirtaş, 2010b) and that there is a significant relationship between student achievement and school culture's collaborative leadership, teacher collaboration, and goal unity (Demirtaş, 2010'a). It is necessary for school administrators to establish and maintain positive communication with school stakeholders in order to positively affect their educational situation and to produce solutions to many educational problems (Kowalski, McCord, Petersen, Young, & Ellerson, 2010). In another study, it was found that school principals feel most responsible for humanitarian and material issues at school, have some problems with stakeholders and material issues, and are uncertain about whether administratorship should be a profession or a duty. At the same time, the participants stated that a school principal should be open to communication, patient, fair, having pedagogy and management knowledge, and having teaching experience (Turan, Yıldırım, & Aydoğdu, 2012). Student success is one of the output variables of the school system. This variable can be defined as internal-external or objective-subjective (Ergen, 2013). One of the factors affecting student success is the quality of the teacher as well as the quality of

the school principal. There are many studies showing that teacher quality affects student achievement (Akbaba Altun, 2009; Bedi & Marshall, 1999; Darling-Hammond, 2000; Nunn, 2014; Rivkin, Hanushek, & Kain,2005). In order to increase the effectiveness of the education and training process in the classroom, the teacher should be responsible, attend the lessons prepared, support the education process by using different methods and techniques, increase the permanence of learning and motivate the student. Another determinant variable affecting the success of schools in the establishment of a school culture based on cooperation. Therefore, one of the most important roles of school principals is to build school culture. The school administrator can develop the school culture by using a number of strategies (Campoo, 1993). Many successful principals have created and supported a range of knowledgeable and experienced commissions to make decisions towards enhancing student learning. Working collaboratively, these committees consist of teachers, parents, and students, and have undertaken leadership roles (Jacobson, Johnson, Ylimaki, & Giles, 2005). The high level of social capital of schools, which has dimensions such as trust, values, social networks and participation, is also important for increasing school success (Gündüz & Ergen, 2014). One of the variables that positively affects success is that schools have sufficient physical infrastructure (Akbaba Altun & Çakan, 2008, Önder, 2016). Physical facilities and equipment of schools are among the indicators that negatively affect the quality of education and cause performance differences between schools (Önder, 2016). School administrators have a great contribution to improving the physical infrastructure of schools. In another study conducted on organizational variables that determine effective schools, variables determining success; school management, managerial leadership, employee stability (stability), employee development, family interest and support, allocating sufficient time for learning, and community support (Cole-Henderson, 2000). The instructional leadership of the principal also indirectly affects student achievement through academic pressure (Alig-Mielcarek, 2003). School administrator is one of the most important determinants of successful or unsuccessful continuation of the functioning in schools. School administrators have important roles in reducing the differences in success between schools. For this reason, it is emphasized that it is not enough to appoint principals based on the teaching profession and according to exam scores after a certain seniority in the profession. School administrators should be trained in different fields (Önder & Güçlü, 2014).

Likewise, many research results revealed that school principals have a significant influence on the improvement of the school and student achievement (Andrews & Soder, 1987; Hallinger & Heck, 1996; Lashway, 2003; Marzano, Waters, & McNulty, 2005). Helvacı and Aydoğan (2011) conducted one of the studies on the areas in which school administrators affect school success according to teachers' opinions. In this study, it was determined that the characteristics of the effective school are gathered under four main headings: education process, school-environment relationship, school climate-culture, and school-parent-parent relationship. In addition, it was determined that the characteristics of effective school principals are grouped under two main themes: leadership characteristics and task-responsibility. The main features under the education process theme are; conducting education and training as a whole; to be successful in social, cultural and sports fields; to be effective in education and giving importance to quality; success in education; student-centered education; using and following technology in teaching. The main features under the theme of school-environment relationship are its ability to raise citizens who are beneficial to society; it can make its weight felt in the society and cause change; be in harmony with its environment, gaining the admiration of the society and being searched in the society; It is to give importance to the relationship between the school and the environment. The main features under the theme of school climate and culture are being disciplined; peace and happiness of students and teachers; having a healthy communication between teachers, which is compatible. The main features under the theme of school-parent relationship are the importance of school-family unity; teacher-parent relationship in the best way possible. The main characteristics under the theme of leadership qualities, one of the effective principal characteristics, are that he attaches importance to equality and justice; establishing good relations with its staff; to be consistent and stable; understanding and empathy; being a guiding leader; being open to developments, producing suggestions and solutions; be sensitive to problems; defending the rights of its staff; to be physically smooth and well-groomed; knowing how to behave to students and teachers Mehmet Akif Ersoy University Faculty of Education Journal ISSN: 1302-8944 Year: 2017 Issue: 43 Page: 93-109 96. The main characteristics of the principal under the task-responsibility theme are that they fulfill their responsibilities in the best way; act in accordance with legislation, regulations and rules; To be experienced and knowledgeable in the field; It is seen that it organizes social activities in the best way (Helvacı & Aydoğan, 2011). It has been determined that

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The instructional leader is someone who communicates the mission of the school to the staff, parents and students in an effective and determined manner, understands and implements the features of instructional effectiveness in the management of the curriculum (Lezotte, 2001). According to Levine and Lezotte (1990), an effective instructional leader exhibits excellence in four behaviors or activities: defines and communicates the school's vision, manages the program and teaching, monitors student development, and develops a supportive work environment. Şişman (2002), by examining the studies conducted on the instructional leadership behavior of school principals (De Bevoise, 1984; Daresh & Ching-Jen, 1985; Hallinger & Murphy, 1985; Reed & Others, 1988; Heck & Others, 1990; Krug, 1992) He categorized the instructional behaviors of the administrators under five headings consistent with the behaviors expressed by Levine and Lezotte: o Determining and sharing the school goals: The school principal must first lead the definition of the school's goals by determining the vision and mission of the school. The important goals of the school should be constantly emphasized and explained in discussions with students, teachers and families. Aslantaş and Özkan (2014) also determined in their research, according to the ranking of teachers and administrators, the most important feature that an effective school administrator should have as "ensuring the formation of a common goal." Management of the curriculum and teaching process: The necessary conditions and maximum learning opportunities should be prepared for the successful implementation of the program, which is one of the main inputs of the school. In successful schools, the principal plays an important role in the planning, implementation and coordination of the program. Cotton (2000) states that an effective administrator manages the program and teaching by constantly appearing at the school. The program of the manager, Pamukkale University Journal of Social Sciences Institute, Issue 26, January 2017, F. Çobanoğlu, Y. Another way Badavan manages teaching is through classroom observations. Togneri (2003) states that as effective administrators observe classroom teaching, they give teachers non-evaluation-free feedback to enrich teaching. Hallinger & Heck (1996) analyzed studies on school effectiveness and found that administrators indirectly affect students' achievement through teaching quality. Teaching process and assessment of students:

This dimension includes actions such as supervision of teaching, evaluation of programs, monitoring and evaluation of student development. The school principal should discuss the teaching process and the results obtained from the evaluation of the students with the school staff and provide the necessary feedback. The results should be used to determine the level of achievement of the school and program and to set new goals. Cotton (2000) argues that, as instructional leaders, administrators need to lead the school's efforts to collect, analyze, and discuss achievement data. According to Terry (1996), an effective manager is familiar with a wide range of assessment tools that monitor student development. Togneri (2003) states that an effective manager uses assessment data to shed light on his decisions and teaches and encourages the use of test data to his staff. o Support and development of teachers: One of the main responsibilities of the school principal is to contribute to the development of all individuals in the school in terms of professional skills. In addition, it also provides an opportunity for teachers to reflect the new knowledge and skills they have acquired in school. Another important role of the administrator in this dimension is to reward and recognize teachers for their various achievements. o Creating a regular teaching-learning environment and climate: School administrators have to create and maintain a positive teaching-learning environment and climate that will enable students and teachers to work willingly. Terry (1996) suggests that the administrator is responsible for creating a learning climate in his school and in every classroom. Ubben, Hughes, and Norris (2001) argue that an effective administrator manages, organizes and operates the school to develop a safe, efficient and effective learning environment. Marzano (2003) and

Pepperl and Lezotte (2004) agree with this idea, adding that administrators should convey the idea that teaching time is a sacred time and should only be interrupted in important situations.

## 3. Results

The most important success indicator for a school is undoubtedly the success of its students. The school is as successful as the success of its students. The principal of the school is undoubtedly responsible for the success of a student. In a school where there is no school principal or where it is run by proxy, students may still graduate and even win various schools and universities as a result of the exam, but this success will not be accidental or spread to the general. The principal must first formulate the educational philosophy of the school and put it into practice. Expecting a high level of success from students in a school without an educational philosophy can be a compelling expectation. A school that has revealed the reason for its existence with its educational philosophy has taken an important step in providing a suitable environment for students to be successful.

Studies on the roles of school principals show that the change in the roles of principals is mostly in the areas of authority establishment, responsibility, development of curriculum and practices, financial issues, staff assessment, establishment of school policies and decision participation. Today, schools are changing to a great extent and school principals are expected to exhibit different behaviors than before. The main goal of schools is to enable our current students to be successful in the global and international competitive economy (Brown, 1993). However, it is often stated that our schools are not sufficient to prepare their students in a way that is competent to survive in this global competitive environment (Murphy & Hallinger, 1992). For this reason, schools and school principals are faced with increasing social expectations for student achievement and learning quality (Hallinger, 1992; Leithwood, Day, Sammons, Hopkins and Harris, 2006). In an assessment on this subject, Grogan (2004) states that all efforts made in an environment where it is known that students do not receive a quality education are in vain. Based on this, Fullan (2002) states that leaders should make an effort to increase the success of each student in their schools. In this context, today schools are an important part of the analysis for improvement and school principals become the persons responsible for increasing student performance in line with these purposes. For this reason, in today's education systems, it is not enough for principals to place teachers in classrooms, to provide course materials and to ensure that students and teachers attend school. Based on all these changes and expectations, it can be said that the roles performed by the school principal today are very different and different from the traditional roles. If principals do not fulfill many new roles that have changed in addition to their teaching leadership role, they cannot train their students in the direction required by the information age. This situation may cause the position of the school in the society to be questioned again. Another issue is that there are different students in terms of ethnic, religious and economic status in schools due to economic, cultural, social developments, immigration, student mobility. Students with these different characteristics are able to carry their own problems to the school from time to time. For this reason, it is expected that the principal of the school will successfully manage the diversity and contribute to each individual student's achievement of the school's goals and their own goals.

## 4. Discussion

The main goal in the school is to realize the education in line with the determined goals. In this context, the principal has to ensure that all activities in the school are carried out in accordance with academic purposes. Therefore, in addition to their traditional roles, principals are expected to perform a new set of roles set out in this study. Principals need a deep professional knowledge and experience in order to fulfill the new roles they currently carry out and need to fulfill. For this reason, principals are now obliged to take more responsibility and adapt to change without being indifferent to what is happening around them. A rapid change and 86 Contemporary School Principals' Changing Roles… A. Balyer in this century of transformation. In other words, principals are expected to carry their schools to the mindset of the future. For this purpose, principals need to prepare the school community for new situations such as goals, priorities, financial conditions, staff, learning resources, assessment methods, use of technology, time and space (Levine, 2005; Foster, 2007; Salazar, 2007; NASSP, 2007). ; Usdan, 2000). In the current school systems, "command-command" type administrative practices do not make sense anymore, instead managerial practices that distribute authority, facilitate change

(faciliator) and adopt a constructivist approach are successful (Hale & Moorman, 2003). In addition, modern school principals need to be models in terms of curriculum, data-based decision making, change and developing different teaching strategies (Cooner et al., 2008). When all these are evaluated, school principals perform the roles of teaching leader, community leader, visionary leader, organizational architect, mentor, supporter, security expert, social worker, subject of change, supervisor, legal expert, time manager, program development expert, disciplinary figure and economist. However, the role and change in their environment should not result in the principals being completely bureaucratic and political people by leaving aside the instructional processes (Crow et al., 2002). Matters (2005) states that principals should learn to manage themselves before managing others, and the role of school principal should be reconsidered accordingly. According to him, the educational leadership roles of twenty-first century principals are expected to include a number of important elements such as vision development, leadership, learning society, and communication because, in general, their role has varied in the historical process and expanded beyond the school (Degenhardt, 2006). According to Schmoker (2005; Crow et al., 2000; Usdan, 2000), school principals are the most important elements in the education system, but considering their selection, training, appointment, in-service training situations and workloads, it is being evaluated. Therefore, directors should be selected, trained and appointed in line with international standards. In this process, it is recommended to reevaluate the election, training and appointment criteria of principals. For this purpose, it should be ensured that principals are trained in the education system of our country by establishing a university-ministry cooperation. In addition, the competencies of the current managers should be reviewed and it is thought that it would be beneficial to establish principal academies or centers in order to develop them through in-service training if their deficiencies are detected. In these academies, experts from universities and the ministry should be recruited to serve in principal training. Another issue is that deputy principal should be considered as a source of principal training.

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