Looking through the Parental Glasses: Delving into the Management Skills of School Management from the Perspective of Educator Parents

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This research examines the management skills of school management (SM) from the perspective of educator parents (EP). Examining the SMs' management skills of the children of EPs, who have both educator and parent roles, is the main focus of the research. The phenomenon of the research, the management skills of SM, and the opinions of an experienced group of educators and parents were taken to investigate this phenomenon in depth. Because of this basic structure of the research phenomenology design was used in the research. The data of the research was collected through a semi-structured interview form. A total of 12 EPs from 10 different provinces of Turkey were interviewed via the internet. The criterion sampling method was used in the selection of the research group and it was aimed to have maximum variation. Interviews were analyzed through content analysis. According to the results of the research, six themes and 46 codes emerged. These themes were school management (f=40), problem solving methods (f=38), student management (f=31), school principal features (f=31), parent management (f=26) and decision processes (f =26) are listed as. As a recommendation, SM should be seen as a professional profession and SPs should be professionally trained. Communication skills, conflict and crisis management, student management, parent management and effective decision-making processes should be taken into consideration in SP education processes.

Introduction

The development of nations and the increase in their welfare are only possible with the implementation of qualified education policies. Education is a group work, and the leader of this group is school management (SM) in schools. According to Günbayi (2011), schools are social organizations that are complexly interconnected in interpersonal relationships, but if these relationships are understood, the school organization can function and be managed effectively. Managing the school effectively is only possible under the management of a qualified SM. Therefore, SM can be considered as an important component of a qualified education system. According to Amanchukwu, Stanley & Ololube (2015), nations can only improve as much as the quality of their educational leaders. So, if the school is managed in a

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qualified way, successful results are obtained in education and goals are achieved (Akça & Yaman, 2009).

Due to its importance in the education system and its contribution to school development, SM has become one of the research topics of interest (Argon, 2015; Crow et. al., 2002; Ediger, 2014; Riani & Ain, 2022). In other words, educators believe that education leaders, SM are responsible when the school achieves its goals (Francisco, 2020). These considerations attribute EM to an important role within the education system. However, studies show that SM is generally examined from the perspective of similar groups. For example, SM has been examined according to the perspectives of students, prospective teachers or teachers (Gökçe & Bülbül, 2014; Örücü, 2014; Özdemir & Orhan, 2019; Şahin & Sabancı, 2018; Yıldız & Ertürk, 2019), but the most effective management of SM one of the evaluators is educator parents.

Studies conducted on the parent axis were mostly conducted on parent involvement in school (Majola; 2008; Mambane; 2012; Sibisi; 2015; Triegaardt & van Diermen; 2021). The results of the research on parent involvement can also offer ideas about parents' thoughts on SM. For example, parents are not aware of their role in school management and are generally passive (Mambane 2012). According to Sibisi's (2015) research results, although various ways of communicating with parents are used, these are still ineffective. It has been determined that weak communication negatively affects the strong educator-parent cooperation. Parents' participation in the school increases the academic achievement of students and they think that when the indifference problem of the parents is resolved, the academic success of the students will increase (Majola, 2008), and parental participation in the school is a prerequisite for the development of the whole school (Mambane, 2012). According to the research result of Triegaardt & van Diermen (2021), most schools recognize the importance of parent involvement but lack structured practice frameworks for parent involvement.

In line with all these researches and considerations, no research has been found that examines an important educational task such as SM by both educators and parents. Evaluating the management skills of school administrators by EPs, who are both an educator and a parent, can bring a different perspective to the SM, both internally and externally. The focus of this research is to examine the management skills of SMs from the point of view of problem situation EPs.

Roles and responsibilities of SM

School principals play a vital role in determining the direction of successful schools, but information on how to best train qualified school principals is limited (Davis, et. al. 2005). However, it can be stated that SM is a profession that requires managerial skills. Thus, education leaders should be able to balance both the realities of education and the political impositions of governments. SM should have a technical skill that considers the best interests of the child in this sense. According to Young (2011), resolving the tension between political demands and educational realities is one of the most important education problems of the time. SM should be seen as an important stakeholder in this problem. In addition, according to Lunenburg (2010), it is the responsibility of the SM to manage a school in all its aspects, even if there are differences according to the size of the school or various factors. The roles of the school principal; leadership functions, administrative roles, management skills, task dimensions, human resources activities and effective managerial behaviours.

The SM should also be able to take initiative in management processes and have the ability to

see various risks and opportunities. According to Lunenburg (2010), school principals combine and coordinate various resources by performing four basic leadership functions. These; planning, organizing, directing, and monitoring. It is not easy to fulfil these four skills in schools, which are a dynamic institution.

SM is also responsible for the academic success of a school. According to Ikegbusi, et. al. (2016), SM has to provide academic standards among students. It should also harmonize learning processes with students' lives. In addition, there is a very high correlation between students' school engagement and their perceptions of effective school management. Similarly, according to Kwatubana & Ntekane (2021), SM should lead in the implementation of national assessments to improve academic performance.

SM in the Turkish education system

When the general view of SM in the Turkish education system (TES) is examined in this context, according to the research results of Çetin & Bostancı (2011) SM is also successful in managing the differences among teachers. According to the results of Titrek et. al. (2009) research, the SM's competencies in fulfilling responsibilities, keeping promises and engaging in ethical behavior were perceived as highly positive. It is stated that there are some deficiencies in competencies such as being calm, getting rid of anger and calming down in stressful situations. According to the research results of Sezgin & Er (2016), teacher-management communication within the school is insufficient. There is a need to develop an interaction that can allow two-way open communication between the principal and teachers.

It can be stated that the SM has a difficult task in problem solving and conflict management in TES. According to the research results of Akça & Yaman (2009), SM's problem-solving successes increase in parallel with internal control and rational decision. Being sensitive and emotionally strong, which are emotional factors, are decisive in solving problems effectively. Factors that create a situation of uncertainty and affect decision-making processes in SM are listed as planning errors, instability, reasons related to legislation and top director (Bakioğlu & Demiral, 2013). All of these can be interpreted as SM's being a profession with high responsibility and risk.

When the SM profession is examined in terms of TES, SM is not considered as a profession that requires professionalism. SMs are selected by assignments from the teaching profession. Similarly, according to the research results of Konan, et. al. (2018), it was determined that SM should be accepted as a profession, and its subjects and competence areas should be determined. In addition, it has emerged that there is a need for a merit-based measurement system and a non-politicized process should be operated in the selection of managers. According to Kılınç, et. al. (2017), issues such as SM appointment, duration of office and training have been the subject of discussion for a long time in the Ministry of National Education. MEB has carried out different practices in the historical context for the training and appointment of SMs. While the demands for SM to be a professional profession are increasing, the Ministry of National Education continues to accept SM as a profession that is assigned through the teaching profession.

There are teachers who want to be promoted to the SM position in TES, and there are also educators who want to leave the SM. Research results for both situations may reveal various ideas about the perspective towards the SM profession. Examining the results of the research on educators who left or were dismissed from their SM duties, the following findings emerge. According to Erginer & Köse (2012), the reasons for leaving SM for educators are listed as

upper system, intermediary upper system, basic system and personal situations. In addition, unwillingness to maintain the intense pace of responsibility, heavy bureaucracy, heavy consequences of legislation, autocratic attitude of senior management and the lack of value of work are the results. According to the research results of Kılınç, Koşar, Er & Koşar (2017), educators returning from SM do not have any problems in teaching after returning. In addition, they can spare more time for themselves, get rid of the burden mentally and physically, and attend more personal development seminars. According to the research results of Günay & Özbilen (2018), the majority of teachers (68.42%) do not want the SM position. The reasons for not wanting the SM position are listed as lack of professional satisfaction, excessive working hours and excessive responsibilities. According to the research results of Yörük & Doğan (2022), it can be said that school principals generally have a negative view of the SM position because they have to solve problems on their own and are left alone. According to Günay & Özbilen (2018), the reasons for leaving the SM position are the bureaucratic and political obstacles placed in front of the managers. A distrust of the whole system, high responsibility, and excessive workload cause teachers to avoid the SM position.

The SM position in TES is seen as a wearing profession. Contrary to these results, there are also teachers who want to be SM in TES. According to Yılmaz et. al. (2022), the reasons why teachers want to be SM stems from the ideal of being a manager and the search for an alternative to the teaching profession. According to the research results of Günay & Özbilen (2018), there are also teachers (31.58%) who want the SM position because they have previous management experience, they see their communication skills as strong, they see a career step in management, and they think that they will experience professional satisfaction.

The context of the research

Various studies have also been conducted on how it looks about the SM position in TES. According to Örücü's (2014) research results, prospective teachers perceive SM and the education system negatively. Prospective teachers believe that if the problems of the system are resolved, the problems related to the school and SM will also be solved. Özdemir & Orhan (2019) analysed SM as a metaphor according to teachers' perceptions. SMs have metaphors as leader, main agent, supporter, protector and responsible, inspector, ineffective staff and referee. According to the results of Şahin & Sabancı's (2018) research, prospective teachers consider SM to be related to the concepts of power. SM is seen as a symbol of authority and bureaucracy. Perception towards SM is negative according to vice principal and teacher. According to the research results of Yıldız & Ertürk (2019), the metaphors produced by the teachers for the concept of manager are listed as 'team captain, compass, orchestra conductor, ship captain and commander'. According to Gökçe & Bülbül's (2014) research results, vocational high school students perceive SM as authoritarian and bureaucratic. In addition, SM's efforts to increase the academic achievement of vocational high school students were also found to be quite inadequate.

Problem statement

Since educator parents have both educator and parent roles, they can evaluate SM in depth within the framework of these two roles. In the literature, no study examining the SM position from the perspective of educator parents (EP) could be found in this context. The purpose of this research is to seek an answer to the question of '*how the management skills of school management are evaluated from the perspective of educators and parents (EP)'*. In this context, answers to the following sub-problems were sought. According to EP:

(1) How are perceived SM's characteristics and school management skills?
(2) How does work SM's problem solve methods and decision processes?
(3) How is perceived SM's student and parent management?

Method

Research design

   This study employs the qualitative research paradigm. The phenomenology design, which is one of the qualitative research methods, was used. According to Creswell (2015), the questions to be investigated in phenomenology are about perceiving the phenomenon that is expected to be answered according to the experience and the conditions in which the experience takes place. In this method, researcher conducts in-depth interviews with open-ended questions (Christensen, Johnson & Turner, 2015). In this research, it is aimed that the participants have experiences about the problem of the research, *'how the management skills of school management are evaluated from the perspective of educators and parents (EP)'*. The phenomenon aimed to reveal deeply determines the management skills of SM within the scope of EP views. It was aimed that the participants in the research should also have experience and be both an educator and a parent. Detailed information on participant information and selection methods is presented below.

Study group

   Information about the participants of the study is presented in Table 1 below.

Table 1. Participant information

Participant	Gender/Age	City/Position	Q1	Q2	Q3	Q4	Q5	Interview Time	Number of Coding
P1	Female /42	Ankara/ School Principal	60.000+	1	Yes	PhD/License	Yes	28 min.	17
P2	Male/42	Nevşehir/ School Principal	30.000	1	Yes	License/ License	Yes	32 min.	15
P3	Male /38	Bilecik/ Teacher	25.000	1	Yes	PhD/License	Yes	19 min.	13
P4	Male /47	Samsun/ Teacher	25.000	2	Yes	PhD/Master's	Yes	20 min.	11
P5	Female /38	Kayseri/ School Principal	30.000	3	Yes	License/ License	Yes	17 min.	11
P6	Male /42	Tunceli/ Teacher	20.000	2	Yes	License/ License	Yes	21 min.	13
P7	Male /44	Adana/ School Principal	27.000	4	Yes	License/ License	Yes	29 min.	15
P8	Male /41	Nevşehir/Vice principal	24.000	2	Yes	License/ License	Yes	22 min.	14
P9	Male /40	Mersin/ School Principal	15.000	2	No	License/ License	Yes	14 min.	11
P10	Male /37	Tokat/ Teacher	22.000	2	Yes	PhD/License	Yes	34 min.	28
P11	Female /49	Tunceli/ Teacher	26.000	2	Yes	License/ License	Yes	22 min.	16
P12	Male /36	Isparta/ Teacher	24.000	2	Yes	License/ License	Yes	29 min.	14
Total number of conversations and coding's:								*287 min.*	*178*

Question (Q1): Monthly income/ Q2: Number of children/ Q3: Do you live with your spouse? / Q4: Your and your partner's education level/ Q5: Does your child have his or her own room?

Table 1 shows interviews were held with a total of 12 EPs from 10 different provinces of Turkey. Income status, duties and education levels also vary. Education levels are also mostly undergraduate. The majority of the participants have 2 children. The criterion sampling method was used to select the participants. According to Polit and Beck (2017), it is the selection of participants who meet predetermined criteria. In addition, attention was paid to

ensure that the criteria showed maximum diversity among themselves. In this context, the information on the criterion sample and maximum diversity used in the selection of the participants is as follows:

(1) The dual role of participants as both an educator and a parent,
(2) Distribution of participation places according to different provinces of Turkey,
(3) The genders are not collected according to a single gender,
(4) The diversity of education levels,
(5) Being a teacher, vice principal and school principal as their duty,
(6) Their children are of school age,
(7) Income status is not at a single income level,
(8) Varying the number of children, they have,

It can be listed as the preference of married and divorced parents. All these conditions and variations allowed data saturation to be achieved. In addition, since my participants were not in a single social, cultural and economic structure, they enabled different evaluations to be made.

Data collection tool

The research was conducted through a semi-structured interview form developed by the researcher. First, an item pool for the management activities of SMs was created. Secondly, the interview form was sent to 4 experts. Experts are academics with specializations in educational administration, sociology of education, sociology and language. There are 17 semi-structured questions in the first interview pool. There are 11 questions to get to know the participants. As a result of expert opinions, the number of questions to get to know the participants was increased to 12. The number of questions in the interview pool also increased to 18. Not only has the number of questions increased, but also some of the questions in the initial interview pool have been revised. Expert opinions on the revision of the questions can be explained as follows:

(1) Considering cultural values,
(2) Recognition of the academic and economic aspects of parents,
(3) Increasing the number of questions that provide in-depth information,
(4) Removing technical expressions and editing them in a way that the participant can understand,
(5) Each question is clear and understandable,
(6) Ensuring the unity of concepts and terms in questions

The interview form has been revised in line with the above-mentioned items. The final interview form is presented in Annex-1.

Data collection

The data of the research were collected through interviews made over the 'zoom' application. Before the interview, the participants, who were planned to be interviewed, were informed about the research and the date/time of the meeting was determined together. Permission was obtained from the participants for audio and video recording. Participants consented to its registration. Data collection took approximately two months. These interviews took a total of 287 minutes and 178 coding processes were carried out.

Analysis of data

The data were made ready for analysis before being analysed. In this direction, the audio recordings were deciphered and converted into text. As a result of the deciphering process, a 59-page text file of 26,881 words was obtained. Text files were read before the data were analysed. Then the data was transferred to the MAXQDA software program. The texts were analysed with the content analysis method. The following steps were followed in the analysis of the data.

(1) All texts were first read twice.
(2) The words or sentences in the texts are coded.
(3) Codes with the same meaning are combined under a single name.
(4) The codes collected in a common structure formed a theme.
(5) Themes are named.
(6) Controlled to ensure code and theme integrity.
(7) Direct quotations meeting each theme are selected from the texts.
(8) The resulting themes, codes related to these themes, and direct quotations were sent to two experts for data analysis.
(9) Themes, codes and direct quotations were revised and edited in line with the feedback from the experts.

A total of 178 coding was done. As a result of the coding, six themes and 46 codes emerged. An inductive process was followed as the codes were discovered first and then the themes were discovered.

Ethic

There is no conflict of interest in the conduct of the research. The research was conducted in line with the ethical principles of APA and COPE. In addition, this study was carried out in line with the decision of Nevşehir Hacı Bektaş Veli University Scientific Research and Publication Ethics Committee.

Findings

Six themes emerged in the research. These themes firstly; school management (*f= 40*) and school principal features (*f= 31*), secondly, problem solving methods (*f= 38*) and decision processes (*f = 26*) and lastly, student management (*f= 31*), parent management (*f= 26*) themes are listed. Detailed findings for the themes in line with the sub-problems are presented in the following headings, respectively.

How are perceived SM's characteristics and school management skills?

In Table 1 below, the findings about the characteristics and management skills of SMs according to EP's perceptions are presented.

Table 1. SM's characteristics and school management theme and code distribution

School Management (*f= 40*)		School Principal Features (*f= 31*)	
Codes	*Frequency*	*Codes*	*Frequency*
Passive management, indiscipline and inability to manage	11	Poor communication	13
Fair management	10	Distance approach	5
Being disciplined and able to manage	8	Naive and gentle	4
Active social events	5	Strong communication	3
Unfair practices	2	Remain distant	2

Academic management	1	Poor professional development	2
Authoritarian management	1	Patient	1
Inefficient social activities	1	Active use of social media	1
Ignoring teacher opinions	1		

According to Table 1, EPs mostly perceive SMs' school management skills as passive and undisciplined. However, there are those who think that they also display a fair management attitude. They also state that, contrary to these perceptions, there are SMs who display a disciplined management attitude.

> "I can say that my daughter's school was treated fairly. Definitely like this, I cannot say that our right was not given like this, they were unfair like that or something. But since my son's school is a private school, SM is always trying to contribute to the student, to improve the student in terms of social activities. In this respect, the SMs at my son's school in private school are fine. I can't see this effort in public school, but frankly, i didn't see any negative aspects (P8; Position 61)".

P8 states that that the efforts of SM in public and private schools are differ. She can't see much effort from SMs in public school. It can be stated that the characteristics of the managements change according to the type of school.

> "I think they are treated differently or feel pressured than wealthy families. For example, at first the child is in this class, but then the family transfers their child to a class that they see fit. SM does not oppose this at all, they make the class change. Then you see that his grade is low, he either repeats the exam or the teacher gives additional points. It makes me very uncomfortable. Why are additional points awarded? As a result, if this article has a criterion, 10 points, 15 points and 20 points are added. In other words, this is such a frustrating thing that our child's rights are taken away from him (P10; Position 59)".

P10 states that his child's SM exhibits different behaviors according to the parent profile. He underlines that the rules can be bent according to the parent profile to P10, and this situation has a negative impact on the school climate. It is seen that the communication of SMs is weak in terms of principal features and their approach is distant. However, the behavior is not observed frequently, it can be stated that they rarely exhibit naive, gentle and strong communication.

> "SM usually listens. We did not encounter many problems. I think the students are listening to their parents. That is, they listen without interrupting or making any comments. He also communicates with the teacher at the point of problem solving. He says that if there is a problem, he unravels it. SM displays a positive approach (P1; Position 38)".

P1 states that SM has strong listening skills, communicates with teachers and displays a positive approach. It tries to find solutions by not leaving the problems unsolved.
The following can be stated regarding the first findings of the study, the management styles of SMs vary according to the school type, parent profile or their own characteristics. It turns out that their communication is weak, their school disciplines are weak and their management skills are not sufficient. However, it is also seen that there are SMs in their school who are authoritarian, exhibit a management style, and act naive, gentleman, according to the manager's own characteristic.

How does work SM's problem solve methods and decision processes?

In Table 2 below, the codes of the SMs "problem solving methods and decision process" theme are given.

Table 2. Problem solving methods and decision process theme and code distribution

Problem Solving Methods (*f*= 38)		Decision Processes (*f*= 12)	
Codes	*Frequency*	*Codes*	*Frequency*
Inability to find a solution	12	Parent involvement and influence	5
Be a conciliator	6	Do not involve the parent in the decision	4
Urgently try to solve	6	Student participation	2
Referral to guidance service or teacher	5	Authoritarian attitude to decisions	1
Ignore	3		
Poor crisis management	2		
Resolving problems due to parent intervention	2		
Being insensitive to teacher problems	1		
Failure to report problems to the manager	1		

According to Table 2, SMs often cannot find a solution or show a conciliatory attitude to solving problems. It is also stated that sometimes they solve the problems immediately or direct to the guidance service. There are rare cases where problems are ignored, and crisis management is poorly managed.

> "SM usually directs the conflicts to the classroom teachers, but if the parents get involved, they step in. As an example, when we had a problem with my own child, the last teacher called me, and my teacher said that this is how it happened. We are thinking of the child, he said no harm should come to him and the problem was solved. Sometimes I and the teacher are modest, and a common idea is reached. (P2; Position 80)".

P2 states that SM usually diverts problems to other interests. He states that the problems are solved between the teacher and the parents, and the SM generally stays out of problem solving.

> "It seems impossible to me that the management did not know about this when the teachers were complaining about such an issue. Either they act like they don't know, or they don't do anything. Saying "OK, you go there" to a student who says I want to change my class so that no one can mess with me is not the solution. When everyone from that class leaves, no one wants to stay in that class. Teachers' motivation to teach in that class also decreases (K10; Position 85)".

P10 states that it is not possible for SM to know the questions in school. He interprets the fact that he realizes every request without questioning it as an ineffective management style. There are situations in which the parents have influence in the decision-making processes of the SMs, decisions are taken away from the influence of the parents. It can also be stated that students are consulted, or an authoritarian attitude is displayed during the decision-making processes from time to time.

> "I don't know about the students, but the parents are involved. So, it is asked when something happens. We learn this from our class teacher. The manager thinks something like this, and we are asked what to do. So he's asking for my opinion. Otherwise, why would he send news with his class teacher? He may say that I think like this, I do like that, but he does not say (K3; Position 55)".

P3 states that parents are dominant in decision processes. He expects SM to professionally manage decision processes. The following can be stated regarding the second findings of the study, SMs can't find enough solutions for problem solving. In some cases, they take a firm stance or take action to solve problems immediately. It can be stated that the problems cannot be solved in a professional structure. It is seen that the momentary attitudes of SMs are effective. There is a parent effect in the decision processes, but it is seen that there are also those who do not include the parents in the decision processes due to the characteristic features of the SM.

How is perceived SM's student and parent management?

In Table 3 below, the codes for the "student and parent management" theme of school management are given.

Table 3. Student and parent management theme and code distribution

Student Management (*f*= 31)		Parent Management (*f*= 26)	
Codes	*Frequency*	*Codes*	*Frequency*
Increasing and rewarding academic success	9	Behavior according to the parent	9
Valuing students and increasing their motivation	4	Helping as a colleague	7
Paternalistic approach	3	Meetings for school needs	4
Compassionate approach to special education students	3	parent's dominance	3
Pedagogical inadequacy	3	Authority of the school principal	2
Guiding students according to their abilities	3	Not benefiting from educator parents	1
Inability to prevent peer bullying and violence	2		
Providing social activity	2		
Inability to increase academic success	1		
Equal approach to students	1		

According to Table 3, SMs mostly aim to increase academic success in student management. It is also stated that they see students as valuable and try to increase their motivation. It has also been determined that they exhibit a paternalistic attitude towards students and show compassion to special education students. Contrary to these findings, it turns out that they are not successful in preventing their pedagogical inadequacies and peer bullying and violence.

> "As he is an experienced manager, he definitely contributes to the school. In other words, it contributes to the academic development of the student. SM has a contribution from the program, the organization of the lessons and the selection of teachers (P4; Position 52)".

P4 states that SM contributes to the academic development of the students and to the effective conduct of the lessons.

> "I can say that for the school principal A, he is influenced by the parents. Parent influence is high. I think that the relationship between teacher, student and parent is not successful. Let me explain the B school principal as follows. His mind is distrait. He doesn't listen to you and focuses on what's on his mind. When this happens, you cannot establish a correct communication with the other person, neither as a parent nor as a teacher. (P6; Position 44)".

P6 states that SM has low communication skills and does not listen to the other person. Due to this condition, he underlines that his relationship with the parents is not at an adequate level. SMs behave according to the parent profile in parent management. They are mostly in

professional solidarity and exchange of views with parents who are educators. They hold meetings for school needs. Rarely, there are situations where the parent is dominant, or the SM has to display an authoritarian attitude.

> "I'm an EP, I think my communication is different with SM. I think he treats other parents differently. I think SM treats me more sensitive because I am a teacher. Maybe it's like this, maybe not, I don't know, but that's how I observed it (P8; Position 37)".

P8 thinks that SM treats EPs differently because they state that their communication with non-EPs is different.

> "They even aim to hold a parent meeting upon high demand from the parents. I saw that there were such perspectives. I was the last to request a parent meeting. We have some shortcomings in this regard (P11; Position 64)".

P11 is not right to hold a meeting according to the parents' request. It says that if there is no request from the parents, the meeting is not held. She interprets this situation as an inadequate school management skill. It is understood that SMs mostly aim to increase academic success in student management. It is seen that they value students and try to increase their motivation. In parent management, it can be stated that they exhibit attitude and behaviour changes according to the parent profile. It is understood that EPs also support SMs as colleagues.

Discussion and Conclusion

In line with the findings of this research, three main research results emerged. According to EP's perceptions, these results are SM's i) characteristics and school management skills, ii) SM's problem solving methods and decision processes, iii) SM's student and parent management. The following results are presented, respectively, and discussed within the framework of the literature.

The first conclusion are the characteristic features of SM and school management skills according to EP's perceptions. It is understood that SM has autocratic power. The appearance of SM from the point of view of EP, SPs (school principals) exhibit a passive management style. However, there are also cases where SM is disciplined and shaped according to its characteristic feature and applies a fair administration. SPs motivate teachers, their actions have an impact on teachers, and communication skills have an important role. SM's communication skills are not sufficient and they have a distant approach. It is also seen from time to time that they are naive and gentleman. It can also be stated that they are patient and actively use social media. Şahin & Sabancı (2018), prospective teachers perceive school principals (SPs) as related to the concepts of power. Accordingly, the SP is defined as a symbol of authority and bureaucracy. The perception towards the SP is more negative than that of the vice principal and the teacher. According to the research results of Yıldız & Ertürk (2019), the metaphors produced by the teachers for the concept of manager are listed as 'team captain, compass, orchestra conductor, ship captain and commander'. According to the research results of Yörük & Doğan (2022), when metaphors about SM are taken into account, SPs generally have a negative view of school administration.

According to the research results of Akert & Martin (2012), teachers are affected by the actions of SMs. In addition, SMs should identify the factors that motivate teachers and ensure the emergence of teacher leaders. According to the research results of Ibrahim & Mahmoud

(2017), the supportive attitude of the SP to the teacher increases the performance of the teacher. Their pessimistic or threatening behaviors also reduce job satisfaction. According to the results of Dworkin, et. al. (2003) research, the supportive attitude of the SP and their commitment to their colleagues reduce the likelihood of teachers experiencing burnout. According to Graham et. al. (2014), valuing teachers, being accessible, being consistent in communication and managing interpersonal skills well, and SPs who can develop teachers' strengths increase teachers' commitment to the work. It can be stated that the findings in the literature and the findings of this study in line with the characteristics of school management and SM are similar.

Secondly, the conclusion outcomes are SM's problem-solving skills and decision processes according to EP's perceptions. It was determined that SPs were left alone in the face of problems and had to solve the problems on their own. It is also stated that effective solutions to the problems cannot be produced or that no solution can be produced at all. Most of the time, SMs have a conciliatory attitude or if the problem is solvable, they try to solve it immediately. Occasionally there are cases where the problem is ignored or referred to the guidance service. Akça & Yaman (2009), being sensitive and emotionally strong, which are emotional factors in the problem-solving skills of SMs, are determinative in solving problems effectively. According to the results of Titrek et. al. (2009) research, SMs have high competence in fulfilling responsibilities, keeping promises, and engaging in ethical behavior. However, it has been determined that there are some deficiencies in competences such as being calm, getting rid of anger and calming down in stressful situations. According to the results of Memisoglu's (2009) research, primary and secondary school teachers stated that SPs have better skills in terms of *'quality and taking responsibility skills'*. In addition, SPs make an effort to inform teachers and students about school and student success, to struggle for quality of life and to provide a learning environment based on trust. According to the results of Çetin & Bostancı's (2011) research, SPs perform the dimension of managing differences at a high level in managing the difference between teachers. Evaluating the literature and the findings of this study, it is understood that SMs succeed or fail to solve problems according to their emotion management. It is understood that SMs also make an effort to increase the quality of the schools. It can also be stated that they are experienced in managing differences.

Finally, the resulting results are SM's student and parent management according to EP's perceptions. SMs focused on increasing academic success in schools. It has also been revealed that students are approached with a paternalistic attitude, and they value them and try to increase their motivation. It has also been revealed that they approach students with a fatherly attitude, value them and try to increase their motivation. It can be stated that they are not very competent pedagogically and they are not successful in preventing negative behaviours among students such as peer bullying and violence. According to the research results of Gökçe & Bülbül (2014), the practices of SPs to increase the academic achievement of students in vocational high schools were also found to be quite inadequate. This differentiation may be due to the type of school.

SM's approach to parents is distant, but it has also been revealed that strong communication is established from time to time, and they are treated kindly. SPs behave according to the parent profile and are in professional solidarity with the EP. The parents have an influence in the decision processes, but they do not include the parents in the decision-making processes. According to the research results of Sezgin & Er (2016), teacher-principal communication within the school is insufficient. The influence of teachers and parents in the decision processes of SPs can be mentioned (Bakioğlu & Demiral, 2013). The insensitivity of SPs to

areas that affect the educational environment, such as insensitivity to the physical conditions of the classroom, not employing auxiliary personnel effectively, and not treating teachers equally, creates an atmosphere of conflict (Zembat, 2012). According to the research results of Brown, et. al. (1996), SPs want and support the participation of teachers and staff in decision processes. It has been determined that as a result of inadequate use of communication skills, problems such as falling educational standards, preventing the implementation of educational policies, misunderstandings and lack of unity of purpose at school (Manafa & University, 2018). The relationship between the communication styles of SPs and the school climate is effective in the positive school climate. In addition, the supportive, polite, and consistent communication styles of the SPs and the reflection styles of the principals have a significant and strong positive correlation with the school climate (Nair, et. al. 2021). When the results of the research and the findings of the literature are evaluated together, SMs aim to increase academic success in schools, but the type of school is effective in achieving success. It is understood that the attitudes and behaviors of SMs have effects on student and parent management. It can be stated that SMs' preference for a positive communication has an important role.

Suggestions

Within the scope of this research, the following suggestions can be offered to both researchers and practitioners.

(1) SM should be seen as a professional profession and SPs should be professionally trained.
(2) Communication skills, conflict and crisis management, student management, parent management and effective decision-making processes should be taken into consideration in SP education processes.
(3) It should be merit-based and have a portfolio of managers created by managers.
(4) SPs should be expected to achieve not only academic success but also social success in schools.
(5) SPs should receive technical training on student, teacher and parent management. It is understood that all three groups have their own management styles.
(6) In order for the SP profession to become a profession that requires professionalism, researchers can increase empirical studies. Thus, studies that offer very different perspectives to SP are emerging and contribute to the development of the profession.
(7) Researchers can develop models for the development of school management processes within the TES structure.

Limitation of the study

The limitation of this research is limited to the opinions of teachers and school administrators working in the Turkish education system, who are both a parent and an educator. Participants evaluated their children's school administrators as both an educator and a parent.

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Annex-1 Interview Form

This interview form consists of two parts. The questions in the first part are aimed at describing the families of the educator parents. The second part includes questions for school principals.

Questions to get to know the Educator Families:

(1) What is the average monthly income of your family?
(2) Number of children:
(3) Are the parents of the child alive and living together?
(4) Who does the child live with?
(5) Does your child have his/her own room and computer?
(6) How much time do you spend with your child on average in a day?
(7) What do you do during this time (chatting, playing games, reading a book, etc.)?
(8) Do you follow up your lessons or assignments regularly?
(9) Do you do activities together?
(10) What is your education level?
(11) What is your age?
(12) Do you read books regularly?

Below are questions about your child's school management.

(13) Are you meeting SM face to face?
(14) How often do you meet with SM? In what situations do you meet?
(15) What is his approach to problems? How do you interpret this approach? In this sense, is it an attitude or behavior that you appreciate or find faulty? If yes, could you briefly explain with relevant examples?
(16) Have you had conflicts with other parents, teachers or SM? Who was right? How?
(17) Has this conflict situation been overcome or has the tension persisted?
(18) Does SM contribute to your child's academic success?
(19) Does SM contribute to your child's socialization?
(20) What do you think about the communication of SMs with you and other parents?
(21) How do you interpret the communication skills of SMs with you?
(22) For example, is it through a student, teacher, or social media?
(23) Do you think SMs are fair in their current practices? How? Can you give an example to support your opinion?
(24) Do SMs hold regular meetings with you? What topics does he talk about?
(25) Do you think SMs discriminate? How? Could you briefly give some examples in this direction?
(26) What are the key differences between an ideal SM and your child's SM? How?
(27) Can SM be learned through training or is it an innate professional skill? How?
(28) If you were your school administrator, could you provide better management skills? How?
(29) How does SM resolve conflicts and conflicts among children?
(30) How does SM communicate with families?