

*Short Communication*

## **Leader's duties in an effective schools**

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**In this study, the aim is to reflect the perspectives of education stakeholders regarding the leader's duties in creating an effective school within the context of organizational culture. In this regard, existing studies in the literature on the interaction between corporate or school culture and leadership have been compiled. As a result, it was concluded that the team leader should adopt the concept of culture, have values, and support elements such as communication and cooperation to create and strengthen an effective and qualified organizational-school culture.**

**Key words:** Effective school, organizational culture, leadership.

### **INTRODUCTION**

It is accepted that the first studies on organizational culture started in the 1930s. The human relations movement emphasized human resources in organizations, and attention was drawn to issues such as informal group groups, group norms, symbols, and organizational values (Şişman, 2002). The pattern of basic assumptions allows them to determine the accepted method, act together, and adapt to familiar stakeholders. One of the most emphasized issues in the analysis of the productivity of organizations is organizational culture, which has gained importance in management science, and research in this field has increased (Çelik, 1997). It is seen that the concept is handled with different definitions and explanations in studies on organizational culture. Organizational culture is a combination of the characteristics of the organizations arising from their own purpose and activity structure and social values. Corporate culture is a field of study of organizational behavior, and organizational

behavior is the systematic examination of people's actions and attitudes within the organization (Gordon, 1993). One of the most striking parts of studies on school culture is the strong and weak school culture characteristics. According to Hollins (1996), schools are shaped within the framework of cultural practices and values and reflect the norms of the society in which they live. When robust school culture features are examined, it is seen that students are more motivated to learn and teachers are more motivated to teach in these schools (Stolp, 1994). In other words, organizational culture is the pattern of basic assumptions in which a particular community can adapt to the environment and determine the accepted method to solve the problems that will arise in their group order, acting together, and adapting to common stakeholders.

While Şişman (2010) states that school culture is the standard ideas, goals, symbols, values, and beliefs of the individuals who are stakeholders together in the school

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environment, Butler and Dickson (2001) also describe school culture as the values and norms that guide staff and students on the way to successful education and training in general (Eyüboğlu, 2006). According to Çelikten (2003), school culture is the fundamental beliefs, values, norms, symbols, and practices shared by school members. Balcı (2011) on the other hand, He says that the history and traditions of the school, the knowledge and mutual interactions of the school personnel, have formed a school-specific culture over time. In its most general definition, school culture is the whole of material and spiritual elements that form the school's identity and affect the behavior and actions of all individuals in the school (Gümüşeli, 2006).

It is seen that direct studies on effective schools and effective school principals in Turkey started in the 1990s. Hacifazlıoğlu (2011). Being an effective school does not mean having more resources; it means achieving better results with available resources. An effective school entails a constant emphasis on what is fundamental to education in school. Teaching, and performance improvement is seen as the school's primary task. According to Lezotte (1991), an effective school is that all students who attend the school make the most of the given programs; in other words, the prepared program reaches the desired goal. In many studies, effective school dimensions show standard features. Edmonds (1979) emphasizes that effective schools have five characteristics:

- 1) Effective schools should clearly state their educational goals. Effective schools should make systematic evaluations in specific and general dimensions,
- 2) In effective schools, there is an expectation that all students can learn well,
- 3) An effective school has a safe climate that encourages teaching and learning,
- 4) Effective schools have principled educators. The following dimensions were obtained in the research conducted by Cheng and Wong (1996) to determine effective school characteristics in many schools in Asia:
- 5) Support of the environment.
- 6) Professionalization of the teacher.
- 7) Orientation towards quality in all aspects of the school.
- 8) High expectations for success.

In his research, Cheng (1993) emphasizes that strong school cultures motivate teachers better. If the school has a positive culture, it is believed that an effective learning process will take place in that school. At the same time, it is stated that in schools with strong cultures, members are transparent to each other, act together in the face of uncertainty, act in cooperation, and there is sincere and lively communication between them. On the other hand, it is thought that in a school with a hostile culture, professional learning does not occur as a value, and there will be resistance to change (Fullan, 2011).

When the relevant literature is examined, it is seen that different aspects of leadership are discussed in the definitions related to leadership. Leadership is sometimes used as a personality trait, sometimes as a quality of a specific position, and sometimes as a type of behavior. According to some of these definitions, leadership influences people to achieve a common goal (Stogdill, 1974). According to Krausz (1986), leadership is a form of power used to control the activities of others (Yalcinkaya, 2002).

There are indications that for a school culture to be formed, the culture of the institution where the leader is located must be adopted and that belonging, norms, and values can be created by transferring it to the employee of the organization. It has been stated in the studies that the leader should have sufficient equipment and ensure the continuity of the corporate culture by creating a school climate. For example, Çelikten (2003) mentioned the importance of the role of the principal in the formation of school culture.

On the other hand, studies continue to show that the school principal's understanding of culture affects school culture. Findings that the leader creates the school management and team leadership school culture and that the team leader is the most important person and significant essential problem in making the corporate culture are frequently encountered in the literature. Similarly, Çetin (2021) talks about the positive effect of the leader on the formation of corporate culture and lists it as follows:

- 1 School culture is formed when all stakeholders adapt to school rules and climate.
2. School culture emerges when those involved begin to act according to the school's functioning and values.
3. School culture is an interaction environment where the values of the institution's employees are reflected with the effect of the vision, mission, and physical facilities.
4. School culture results from knowledge and experience accumulated at school over the years.
5. School culture is a phenomenon that determines and shapes the school's activities.
6. School culture is associated with ideology, values, beliefs, expectations, and norms.
7. School culture is the whole of the systems that a school carries from the past to the future.
8. School culture is the integrity of belief that creates a sense of belonging in activities that increase the work quality of employees.
9. School culture is the set of values, beliefs, and norms that are formed and shared with the support of educational leaders, education staff, and school support staff.
10. School culture includes all stakeholders involved in the school climate to share common values.
11. School culture is the whole of the ways, methods, and attitudes drawn while constructing the school's identity.

Based on these studies, it can be concluded that the team leader does not adopt the concept of culture and negatively affects the formation of school culture. Team leaders may be the most crucial person or potential problem in shaping corporate culture. In addition, factors such as excessive discipline, immaturity in the socio-cultural and economic structure, poor communication, low-motivated individuals, lack of planning, constant management and staff changes, and inability to create a sense of belonging can be listed among other hindering factors in the formation of school culture. Demographic and socioeconomic structures of students and parents and the geographical region of the school can be counted among the situations that may pose an obstacle to the formation of school culture.

As a result, it shows that the leadership role and managerial leadership are of great importance in forming school culture, and communication, motivation, sharing values, cooperation, continuity, and stability are also influential. In addition, it should not be forgotten that methods and attitudes should be determined while constructing the school's unique identity. In summary, the team leader needs to adopt the concept of culture, to have values, and to support elements such as communication and cooperation to create and strengthen an influential and qualified institution. In addition, factors such as discipline, communication, motivation, internalization of values, and continuity are also important factors that affect the formation of school culture.

## CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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