



## **Investigation of articles on leadership and school management in turkey**

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### **ABSTRACT**

The aim of this qualitative study is to analyse the content of randomly selected articles on leadership and school management published in scientific journals in Turkey, and to determine the descriptive characteristics, main and sub-dimensions, and general trends of those articles. For this purpose, the “leadership” and “school management” directories were scanned in Google Academy. The samples comprised randomly selected 30 articles that were published between the years of 2015-2021. The content analysis of these 30 articles was based on main and sub-themes. The results revealed that when the main themes of articles about leadership were examined, the subject of pedagogical leadership, effective leadership and rotational leadership were discussed more than other articles. In addition, in the articles related to school management, it was observed that organizational silence and favouritism emerged. These main themes created some negative sub-themes, such as fear, anxiety, anxiety, and lack of confidence and alienation of staff. In that case, it was observed that teachers were also influenced by their self-sufficiency perceptions.

**Keywords:** Leadership, school management, content analysis, academic journals

### **INTRODUCTION**

Leadership has been a subject of many studies throughout history and has not lost its importance until today. The Word “leadership” is derived from Latin Word called “Lira.” Leadership refers to the orientation skills used by people to reach their goals. Too many descriptions are made for leadership. Leadership is described by affecting people physically, emotionally and mentally, making efforts to achieve what they want, and reaching the goal in cooperation with the least conflict. Leadership means passing through education to rebuild and improve oneself during the life course. Certain features make up the leadership. These features are vision, honesty, professional competence and determination (Arslanoğlu, 2016).

With regards to leadership, there are five different approaches to leadership. These are classic, behavioral, situational, interactive and transformational approaches. Since the classical approach and transactional approaches change slowly and they are not appropriate for the rapidly changing education, influencing, controlling and organizing the educated people towards the end of the 20th century, transformational leadership behavior has emerged and began to be examined. While parents were teaching their children not to go against the authority before the 20th century, by the 20th century, parents have started to teach their children to question the authority (Kahraman, 2018).

Leadership and management have become two concepts that are often confused. The manager is the employee who organizes, executes and controls the tasks assigned by their superiors. But the leader is the individual who has the power to influence the organization and guide by determining the target, mission and vision. Although it is not possible for each manager to be a leader, each manager must have leadership qualities. The leader is who makes people want to achieve the goal without coercing them, makes people believe they can, motivates them, and can influence others without using force (Oğuz, 2015; Reis & Formosinho, 2020).

Management is the process by which two or more people come together to achieve a goal and use the planning, organization, directing and auditing functions effectively. The implementation of school management is school field limited usage of educational management. The limits of this field are specified based on the aims and

structure of the school system. It is one of the tasks of school management to use the human and material resources in the school in the most efficient way in accordance with school themes. Each school has its own characteristics. The main components that play important roles in school management are school managers, teachers, students and school staff (Mirici, 2008; Yeşilmen, 2016).

The school management is responsible for determining the authority and responsibilities of the school administrator besides perpetuating the school under its aims. The school management has main Themes. These are to increase productivity, to ensure the satisfaction of Education staff, to protect school health, to make school useful to the environment, and to keep pace with innovations and changes. The school manager is the one who plays a role in the functioning of the school management (Badur, 2014).

This study aims to show that the most effective element that plays a role in school management is the school administrator and that the leader administrators in the modern education system have a great influence on school management. This research in Leadership and School Management in Turkey randomly selected articles from the last 7 years, studies of the defining characteristics of the main and sub-dimensions and overall trends reveal descriptive results and aims to shed light on future work. Thanks to the content analysis, It is hoped that this study will lead especially education researchers, and will save them from repetition and mess in their research.

## METHOD

### Research Design

In this qualitative research, the articles on leadership and school management in Google Scholar were analyzed based on content analysis according to certain criteria. Content analysis is the association and summarization and interpretation of the data obtained following the purpose. It refers to the fact that concepts and themes are brought together or categorized and arranged and interpreted in an understandable way by the reader through content analysis (Selçuk & Palancı, 2014).

### Samples

In the study, the "leadership" and "school management" directories were scanned in Google Scholar. As a result of this screening the articles published between the years of 2015 and 2021, a total of 30 articles on leadership, and 15 on school management were randomly selected.

### Data Analysis

The data obtained from the sample articles was analyzed using the content analysis method based on the determined main and sub-themes. The results are presented via tables.

## RESULTS

### Main and Sub Themes of Articles on Leadership

**Table 1: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Change	<ul style="list-style-type: none"> <li>• Planned Goal</li> <li>• Vision</li> <li>• Leader</li> <li>• Innovation</li> </ul>	Transformational Leader	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Vision-Mission</li> <li>• Motivating</li> <li>• Goal</li> <li>• Effectiveness-efficiency</li> </ul>

(Ayık, A., Diş, O. & Çelik, Z.; 2016)

When the data in Table 1 are examined, it is emphasized that the openness of schools to change, must include purposeful, planned and innovative actions and the leader needs to have a vision. Besides, to have transformational leadership roles, it is necessary for managers to have effective communication as well as mission and vision, motivate their employees, have a purpose, and be a leader that provides a productive environment.

**Table 2: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Organizational Commitment	<ul style="list-style-type: none"> <li>• Loyalty and attitude</li> <li>• Organizational interest</li> </ul>	Instructional Leader	<ul style="list-style-type: none"> <li>• Mission</li> <li>• Program and teaching management</li> </ul>

<ul style="list-style-type: none"> <li>• Themes and values of the organization</li> <li>• Participation in the task</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching supervision</li> <li>• Leading</li> <li>• Development of learning climate</li> </ul>
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(Yaman, E. & Ezer, Ö; 2015)

With regards to the Main and Sub-Themes specified in Table 2, when it comes to the organizational commitment of teachers, the organization and attitude loyalty to the interests of the organization and the organization's goals and values, as well as participation in the mission of individuals is also important. It is emphasized that managers should have roles of mission holder, programming and teaching management, performing teaching supervision, leading and improving learning climate when the teachers' educational leadership behaviours are considered.

**Table 3: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Educational leader	<ul style="list-style-type: none"> <li>• Defining the purpose</li> <li>• Learning-teaching process</li> <li>• Teaching-teacher development</li> <li>• Instructional Climate Development</li> <li>• Supervision of teaching</li> </ul>	Academic Optimism	<ul style="list-style-type: none"> <li>• Collective competence</li> <li>• Trust(teacher-parent-student)</li> <li>• Academic emphasis</li> </ul>

(Yılmaz, E. & Kurşun, A., T.; 2015).

In table 3, the aspects of educational leadership behaviours of managers are emphasized. It is stated that managers should have skills of defining Themes, cooperation and communication skills, performing learning and teaching process efficiently, improving teaching and teacher, and controlling teaching as well as improving teaching climate. When it comes to teacher's academic optimism, the trust environment is important. In addition, collective competence and academic emphasis constitute the Sub-Themes of academic optimism.

**Table 4: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Transformational leader	<ul style="list-style-type: none"> <li>• Vision-Mission</li> <li>• Conscience</li> <li>• Motivating</li> <li>• Innovative-Creative</li> <li>• Supportive</li> </ul>	Organizational Commitment	<ul style="list-style-type: none"> <li>• Job satisfaction</li> <li>• Participation in Management</li> <li>• Communication</li> <li>• Trust</li> <li>• Motivation</li> <li>• Efficiency</li> </ul>

(Demirtaş, E. & Şama, E.; 2016).

In Table 4, according to Main and Sub-Themes, it is obvious that transformation leaders in schools need innovative, creative and supportive individuals who have vision and mission awareness. However, it is emphasized that in order to have an organizational commitment in schools, it is necessary to have a high level of participation in management and an environment that is open to communication, reliable, motivated and effective.

**Table 5: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Leadership of Teacher	<ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Leading</li> <li>• Creative</li> <li>• Cooperation</li> </ul>	Learner autonomy	<ul style="list-style-type: none"> <li>• Active participation in learning</li> <li>• Self-evaluation</li> <li>• Independent thinking</li> </ul>

	<ul style="list-style-type: none"> <li>• Guidance</li> </ul>		<ul style="list-style-type: none"> <li>• Inner motivation</li> <li>• Guidance</li> </ul>
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(Yılmaz, K., Oğuz, A. & Altinkurt, Y.; 2016).

In table 5., the realization of behaviours such as effectively communicating, leading, being creative and cooperative and guidance in the leadership of teacher have come forward. Furthermore, effective participation in learning, self-assessment, independent thinking, internal motivation and guidance are required in order to support learner autonomy.

**Table 6: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
School Effectiveness	<ul style="list-style-type: none"> <li>• Vision</li> <li>• Aim and Goal</li> <li>• Effective Communication</li> <li>• Physical Environment</li> <li>• Material</li> <li>• Spirit</li> <li>• Staff</li> </ul>	Effective Leadership	<ul style="list-style-type: none"> <li>• Directive</li> <li>• Plan</li> <li>• Vision</li> <li>• Influence</li> <li>• Motivator/incentive</li> <li>• Cooperative</li> </ul>

(Cerit, Y. & Yıldırım, B.; 2017).

Table 6 highlights the need for managers to have a personality that knows the vision, aims and Themes of the managers, has effective communication, knows the physical environment, materials and personnel of the school and can give morale when looking at the effectiveness of the managers. However, managers need to have the role of directing, planning, visionary, effective, motivating (incentive) and collaborating roles to become an effective leader.

**Table 7. Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Performance of Teacher	<ul style="list-style-type: none"> <li>• Contribution to goal</li> <li>• Organizational Behavior</li> <li>• Work Experience</li> <li>• Personality Traits</li> <li>• Job satisfaction</li> <li>• Organizational Commitment</li> </ul>	Job Satisfaction	<ul style="list-style-type: none"> <li>• Positive attitude</li> <li>• Need satisfaction</li> <li>• Appreciation</li> <li>• Performance</li> </ul>

(Özdemir, M. & Yirmibeş, A.; 2016).

In table 7, themes such as contribution to goal, organizational behavior, work experience, personality traits, job satisfaction and organizational commitment are emphasized as sub-themes that affect the performance of a teacher. Positive attitude in the organization, needs satisfaction, appreciation, and performance such as behaviours are prominent to achieve job satisfaction.

**Table 8: Themes of the sample articles**

Main Theme	Sub Themes
Effective Leadership	<ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Democratic-Tolerance</li> <li>• Excited</li> <li>• Vision Owner</li> <li>• Trustworthy</li> <li>• Positive</li> </ul>

(Özmantar, Z. K. & Çetin, Y. Ç.; 2017).

Table 8 shows that to be effective leaders; school principals must have roles of acting behaviours that exemplify effective communication, democratic and tolerant attitude, excitement, vision, trustworthiness and positiveness.

**Table 9: Themes of the sample articles**

Main Theme	Sub Themes
Technological Leadership	<ul style="list-style-type: none"> <li>• Education technology</li> <li>• Information / Digital Age</li> <li>• Professional development</li> </ul>

(Görgülü, D. & Küçükali, R.; 2018).

In Table 9, it is emphasized that administrators with technological leadership in schools should have information about educational technology, have a personality that can keep up with the information / digital age and develop themselves professionally under today's conditions.

**Table 10: Themes of the sample articles**

Main Theme	Sub Themes
Digital Leadership	<ul style="list-style-type: none"> <li>• Technology</li> <li>• e-leadership</li> <li>• Use of tools</li> <li>• Change</li> </ul>

(Şahin, Ç. Ç., Avcı, Y. E. & Anık, S.; 2020)

When Table 10 is examined, it is deemed important that people have knowledge of technology and have access to experience that and also use technological tools to achieve digital leadership. Moreover, it is emphasized that there should be a willingness to be open to change and to be an e-leader.

**Table 11: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Toxic Leadership	<ul style="list-style-type: none"> <li>• Insignificance</li> <li>• Sordidness</li> <li>• Selfishness</li> <li>• Negative mood</li> <li>• Bullying, rude, destructive behavior</li> </ul>	School Climate	<ul style="list-style-type: none"> <li>• Democratic</li> <li>• Man to school</li> <li>• Leadership and interaction</li> <li>• Success factor</li> <li>• Sincerity</li> <li>• Conflict</li> </ul>

(Tepe, N. & Yılmaz, G.; 2020)

When we look at Table 11, the insignificant nature of the toxic leader, selfishness and destructive behavior, selfishness, bullying and rude behaviours push the employees to a negative mood. It is seen that by creating a positive school climate, democratic environment, acting sincerely, and conflicts can be managed and success can be achieved by healthy interaction with the leader. A positive school climate is not sought in a school environment with a toxic leader.

**Table 12: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Course Supervision	<ul style="list-style-type: none"> <li>• Effectiveness</li> <li>• Productivity</li> <li>• Control</li> <li>• Guidance</li> <li>• Order</li> </ul>	Instructional Leadership	<ul style="list-style-type: none"> <li>• Vision</li> <li>• Motivation</li> <li>• Supporting</li> <li>• Problem-solving</li> <li>• Ability to manage conflict</li> </ul>

(Koşar, S. & Buran, K.; 2019).

As can be seen in Table 12, effectiveness and efficiency can be seen in the school environment and order can be created thanks to the lesson control. By controlling, teachers can also be guided on missing and wrong matters.

The essential features of an instructional leader are to have a vision, to motivate and support the employee, and to direct the conflict in a possible situation by solving the problems that arise.

**Table 13. Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Ethical Leadership	<ul style="list-style-type: none"> <li>• Moral awareness</li> <li>• Motivating</li> <li>• Fair</li> <li>• Lens</li> <li>• Value</li> </ul>	Organizational Cynicism	<ul style="list-style-type: none"> <li>• Insecurity</li> <li>• Disdain</li> <li>• Negative role attitude</li> <li>• Not taking responsibility</li> <li>• No effort</li> </ul>

(Zengin, T. & Arpacı, Ö.; 2021)

The article in Table 13 includes two Main Themes as the ethical leader and organizational cynicism. In the study, the ethical leader states that they are people with high moral awareness, motivate their employees, create a fair working environment, approach events objectively and give importance to values. It is emphasized that in organizational cynicism, there is insecurity and disdain in the working environment, negative role attitudes are shown, there is no sense of responsibility and no effort is made in the organization.

**Table 14: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Leadership Styles	<ul style="list-style-type: none"> <li>• Transformational (supportive, creative, achievable, vision)</li> <li>• Sustainer (target, result tracking, control)</li> <li>• Releasing (not taking responsibility, not being able to make a decision, passive, ineffective)</li> </ul>	School Effectiveness	<ul style="list-style-type: none"> <li>• Goal-goal</li> <li>• Innovator</li> <li>• The problem-solving school</li> <li>• Lead manager</li> </ul>

(Ermedyan, M. & Can, N.; 2020).

In Table 14, three sub-themes are mentioned in leadership styles. One of them is the transformational leader, the individuals who support the employees of this leader, are creative, have a vision and make an effort to reach the goal. Another leadership is the sustaining leader. This type of leader aims to achieve the goal. He monitors the results and thinks to reach his goal with the control mechanism. Finally, the liberating leader refers to the passive and ineffective leader who refuses to take responsibility and cannot decide on his own. Another main theme of the article is school effectiveness. To ensure school effectiveness, it is emphasized that there must be a good leader administrator. While this leader has goals and objectives, he should also have a personality open to innovation. It should also be able to solve any problem that arises.

**Table 15: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes	Main Theme	Sub Themes
Authentic Leadership	Confidence Sincerity Faith - Value	Organizational Citizenship	Volunteering Sacrifice Owning	Organizational commitment	Emotional closeness Believer Volunteer Internality

(Gökçer, N. & Koçak, O.; 2020).

As seen in Table 15, there are three Main Themes. Authentic leaders are managers, who trust their employees, are sincere and have faith and values. The concept of organizational citizenship, the second main theme, is based on volunteering and sacrifice in the work environment. It is also important to be able to own the organization. And the last major theme is organizational commitment. There is emotional intimacy in organizational commitment. Besides, being faithful in the organization, volunteering and internality are among the important concepts.

### Main and Sub Themes of Articles on School Management

**Table 16: Themes of the sample articles**

Main Theme	Sub Themes
Safe School	<ul style="list-style-type: none"> <li>School building</li> <li>School population</li> <li>School environment</li> <li>Cooperation (school principal-organization)</li> <li>School administrator</li> </ul>

(Karakütük, K., Özbal, E., Ö. & Sağlam, A.; 2017)

In Table 16, it is observed that sub themes such as the school building, the population of the school, the school environment, the cooperation of the school personnel and the school manager stand out when it is said ‘safe school’

**Table 17: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes	Main Theme	Sub Themes
Teacher Self-Sufficiency Perception	Self-belief Performance A sense of responsibility	Favouritism	Anti-discrimination Supporting/Protection Control anxiety Alienation	Organizational silence	Unfair practice Fear Concern/worry Lack of Trust Reaction

(Aydın, Y.; 2016)

Table 17 shows that organizational silence is prominent in environments caused by unfair practice, fear, concern, worry, lack of trust and reaction. Besides, exhibition behaviours such as anti-discrimination, protection, and support, and emerging of control anxiety and alienations show that favouritism in the organization is realized. In order to achieve teacher self-efficacy perception, the teacher needs to have self-confidence, an environment in which the person can demonstrate his performance, and an awareness of responsibility.

**Table 18: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Management Format	<ul style="list-style-type: none"> <li>Job satisfaction</li> <li>Organizational efficiency</li> <li>Motivation / efficiency</li> <li>School climate and culture</li> <li>Organizational commitment</li> </ul>	Job Satisfaction	<ul style="list-style-type: none"> <li>Payment</li> <li>Environment</li> <li>Audit</li> <li>Subordinate relationship</li> </ul>

(Başaran, M. & Güçlü, N.; 2018).

Table 18 shows the sub-themes that shape the management style. The job satisfaction, productivity, motivation, commitment, climate and culture of the employees in an organization show the management style of the organization. To achieve job satisfaction, the method of payment, the working environment, the supervision applied and the subordinate-superior relationship are important. The few and many of these sub-themes show whether the employees have job satisfaction.

**Table 19: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Nepotism	<ul style="list-style-type: none"> <li>Self-interest</li> <li>Deviation from right/justice</li> <li>Benefit</li> </ul>	Organizational Justice	<ul style="list-style-type: none"> <li>Penalty / reward / promotion / wage criteria</li> <li>Fair practices</li> <li>Contact</li> <li>Healthy climate</li> </ul>

(Cesur, A. & Erol, E.; 2020).

When we look at Table 19, it is seen that the existence of clientelism in an organization depends on personal interests. In an environment of nepotism, deviations in rights and justice are seen and interest is involved. Organizational justice is not sought in these organizations. In environments where there is organizational justice,

criteria for concepts such as punishment, reward, promotion and wage are determined. Fair practices are applied to employees and a healthy climate is observed.

**Table 20: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Skills for Managing Diversity	<ul style="list-style-type: none"> <li>• Individual attitude/behavior</li> <li>• Value / norms</li> <li>• Managerial practice</li> <li>• Policy</li> </ul>	Intimidation	<ul style="list-style-type: none"> <li>• Insecurity</li> <li>• Communication format</li> <li>• Hierarchical structure stiffness / flexibility</li> <li>• Management style</li> </ul>

(Özdoğru, M.;2020).

Table 20 includes two Main Themes. The first Main Theme is the skills of managing awareness, and individual attitudes or behaviours have an important place in managing differences in the organization. In addition, it is important to act according to the values / norms determined by the organization or the manager, to include managerial practices and to act with the policies of the organization in terms of managing differences. The second Main Theme is mobbing, stems from the insecurity of the environment in the organization and the rigidity or flexibility of the hierarchical structure. The communication style and management style in the organization states that it causes mobbing the employees.

**Table 21: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Management Skills	<ul style="list-style-type: none"> <li>• Resource usage</li> <li>• Contact</li> <li>• Decision making</li> <li>• Managerial behavior</li> </ul>	School Climate	<ul style="list-style-type: none"> <li>• Mode of administration</li> <li>• Motivation management</li> <li>• Contact</li> <li>• Relationships</li> <li>• Organizational structure</li> </ul>

(Altuntaş, B., Demirdağ, S. & Ertem, H. Y.; 2020).

When Table 21 is examined, management skills consist of resource use, soundness of communication, decision-making mechanism and managerial behavior effectiveness. The better these sub-themes are managed, the stronger and more beneficial management skills are for the organization. In addition, it is important for the school climate to have a healthy management style, to give motivation to employees at the right rate, to have healthy communication, to have strong relationships and a solid organizational structure. The fact that these sub-themes take place in the organization healthily and strongly shows that the climate is also healthy. The climate of a school with well-managed management skills is also strong.

**Table 22: Themes of the sample articles**

Main Theme	Sub Themes
Democracy (Democratic attitudes and behaviours)	<ul style="list-style-type: none"> <li>• Respect for thought</li> <li>• Equal / Neutral</li> <li>• Free environment</li> <li>• Fair / tolerance / cooperation</li> <li>• Democratic election</li> <li>• Contact</li> </ul>

(Coşungönül, S. & Gül, İ.; 2020)

Table 22 mentions the importance of democracy in the organization. The organizations that display democratic attitudes and behavior are respected, creating an equal, impartial and free environment. Also, communication is bidirectional and healthy while democratic elections are held, and a fair, tolerant and cooperative environment is introduced.

**Table 23: Themes of the sample articles**

Main Theme	Sub Themes
Participation in Management	<ul style="list-style-type: none"> <li>• Rules and professional studies</li> <li>• Decision-making process</li> </ul>

(Classroom Teachers)	<ul style="list-style-type: none"> <li>• Clan meetings</li> <li>• School-parent association meetings</li> </ul>
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(Can, E. & Ozan, C.; 2020).

In Table 23, the participation of classroom teachers in management is examined. It is important to participate in the decision-making process in determining the rules in schools and professional studies. In addition, it is thought that teachers' participation in group meetings and school-family association meetings made a great contribution to school management.

**Table 24: Themes of the sample articles**

Main Theme	Sub Themes	Main Theme	Sub Themes
Management Process Effectiveness	<ul style="list-style-type: none"> <li>• Decision</li> <li>• Planning</li> <li>• Organizing</li> <li>• Contact</li> <li>• Influencing</li> <li>• Coordination</li> <li>• Evaluation</li> </ul>	Organizational Justice	<ul style="list-style-type: none"> <li>• Manager behavior</li> <li>• Fair decision</li> <li>• Equality</li> <li>• Policy</li> <li>• Consistency</li> </ul>

(Yıldırım, A. & Açıl, Y.; 2020).

When we look at Table 24, it is seen that it is important to carry out the sub-steps such as decision making, planning, organizing, communication, influencing, coordination and evaluation in a healthy way for the management processes to progress effectively. It is stated that if a problem occurs in one of these steps, this process does not progress successfully and there may be problems in the management of the organization. Managerial behavior is considered important in environments with organizational justice. It can be said that organizational justice is achieved in environments where fair decisions are taken, also equality policy and consistency are observed.

**Table 25: Themes of the sample articles**

Main Theme	Sub Themes
Experienced in Management Difficulties	<ul style="list-style-type: none"> <li>• Financial insufficiency</li> <li>• Lack of staff</li> <li>• Negative attitude</li> </ul>

(Yıldız, C. D.; 2018).

In Table 25, difficulties experienced by managers in management are examined. Especially financial inadequacy, lack of personnel and negative attitudes experienced in the organization create difficulties in management and cause problems in the organization.

**Table 26: Themes of the sample articles**

Main Theme	Sub Themes
School Management During the Pandemic Process	<ul style="list-style-type: none"> <li>• Don't take action</li> <li>• Duty and responsibility</li> <li>• Problems (possibilities and decisions)</li> </ul>

(Kavrayıcı, C. & Kesim, E.; 2021).

In the article in Table 26, the extra duties and responsibilities of principals in the school administration during the pandemic process have occurred. Taking more precautions and dealing with problems has had an important place for them to manage this process successfully. Since the decisions made will affect the whole school and the staff, it is important to evaluate the facilities well and to fulfill the duties successfully.

**Table 27: Themes of the sample articles**

Main Theme	Sub Themes
School Management Experiences	<ul style="list-style-type: none"> <li>• Process-oriented qualifications</li> <li>• Coordinating</li> </ul>

	<ul style="list-style-type: none"> <li>• System-related problems (financial / parent)</li> <li>• Contact</li> </ul>
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(Güneş, A. M. & Esmer, B.; 2018).

When Table 27 is looked at, it is known that each administrator has their own experience in school management. For these experiences to turn into a successful process, managers need to work in a process-oriented manner, coordinate their employees, accurately solve system-related problems and ensure communication. In cases of system-related problems, the sufficient financial support of the school and the ability to work in cooperation with parents help to overcome this process as expected.

**Table 28: Themes of the sample articles**

Main Theme	Sub Themes
Teacher Effect in School Management	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Age</li> <li>• Seniority</li> <li>• Family structure</li> <li>• Materiality</li> <li>• Personality</li> </ul>

(Güneş, A. M.; 2020).

Table 28 discusses the effect of teachers on school management. It has been revealed that the age, gender, seniority, family structure, materiality and personality of the teacher affect the school administration.

**Table 29: Themes of the sample articles**

Main Theme	Sub Themes
Participation in School Management (Counselor Teachers)	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Problem-solving</li> <li>• Cooperation</li> <li>• Information exchange</li> </ul>

(Can, E. & Nikolayidis, U.; 2020).

When we look at Table 29, it is concluded that the participation of counsellor teachers in school administration is important. It has been revealed that especially counsellors should participate in the decision-making process, they can solve problems in any problem, cooperate with both families and colleagues and exchange information much contribute to the school administration.

**Table 30: Themes of the sample articles**

Main Theme	Sub Themes
Participation in School Management (Guardian)	<ul style="list-style-type: none"> <li>• Parenthood</li> <li>• Contact</li> <li>• Volunteering</li> <li>• Learning at home</li> <li>• To decide</li> <li>• Cooperation with the community</li> </ul>

(Çuhadar, A. İ.; 2020).

As seen in Table 30, the parents' contribution to the school administration has been examined. It is emphasized that the parents who participate in the school administration will understand the concept of parenthood better and that they participate in the decision-making process based on volunteerism in communication with the school. It is considered important to be able to continue the learning that takes place in the school at home, in cooperation with the parent-teacher. Besides, parents who contribute to the school management cooperate with society.

## DISCUSSION, CONCLUSION AND SUGGESTIONS

As a result of the review of articles on leadership and school management between 2015 and 2021, 30 randomly selected articles have been examined according to their main and sub Themes. When the main themes of the articles on leadership are examined, it is seen that the subject of instructional leadership, effective leadership, and

transformational leadership are discussed more than other articles, while organizational commitment, organizational commitment, change, teacher leadership, learner autonomy, academic optimism, school effectiveness, job satisfaction, technological leadership, digital leadership, toxic leadership, authentic leadership and teacher performance. When the articles are examined, it is emphasized in the articles that to have a transformational leader, leaders must have good communication, but have a vision and mission, a role that can motivate, improve efficiency and have a purpose. Also, in instructional leadership, a transformational leader should have a vision and mission, as well as the ability to change the learning climate, improve teaching and teacher, have the power to supervise, and know the program and teaching methods. Effective leadership, on the other hand, should have visionary, directing, motivating, cooperative, democratic and tolerant, positive characteristics. Looking at leadership, sub-goals such as vision, mission, motivation, communication and cooperation meet at a common point. The style of leadership seems to affect other main themes as well. It is observed that it affects the organizational (school) climate negatively, especially in environments with toxic leadership. The reason is that the toxic leader causes his employees to experience negative mental states and exhibits behaviours such as bullying and selfishness. Kaya, Göncü and Erarslan (2021) investigated the effects of managers' toxic leadership behaviours on organizational cynicism and employee silence. In the research, a significant relationship was found between these concepts. Furthermore, it has been revealed that these concepts constitute a major obstacle to the success of the employees.

When we look at the articles on leadership, it is seen that commitment to the organization is also examined, and the importance of job satisfaction, participation in management, communication, trust motivation and organizational interest are among the features that organizational commitment should have. With the 21st century being a technological age, new concepts related to leadership have started to emerge. Especially digital leadership and technological leadership have been two separate concepts that are new subjects for research. It is emphasized that the common points of digital leadership and technological leadership are that managers need to know educational technology well and have the knowledge to use technological tools. For this, it has been proven by research that managers need professional development on these issues. With the emergence of training and leadership during the information age instead of traditional education, it has become an important requirement to inform managers and employees about this issue. Öz (2019) examined the character traits and competencies of school leaders in the digital world. As a result of the study, it was revealed that leadership styles have changed and transformed with the changing era, and digital leaders should have competencies such as technology literacy, knowledge of the subject, digital data creation, security and problem-solving.

When the articles on school management are examined, the building of the school, its surroundings and population constitute the most important sub-objectives of a safe school. But organizational silence and favouritism are also seen to emerge. These main themes that emerge in school management lead to negative sub-goals of the staff such as fear, anxiety, anxiety, lack of trust and alienation. In this case, it affects teachers' self-efficacy perceptions. Besides, studies show that management styles, styles, or skills affect the school climate, job satisfaction and organizational justice both positively and negatively. On the other hand, participation in school management has great importance in researches and it is seen that it affects the decisions taken, communication and cooperation. It has been proven that the participation of teachers and parents in the management gives positive results in the decisions taken.

Due to the recent pandemic, new studies on school management have also started. In particular, the problems faced by the school administration during the pandemic process, and the effectiveness of the decisions and measures taken have begun to be questioned. Sarı and Nayır (2020) presented research on educational problems and opportunities during the pandemic period. At the end of the study, although there were problems in terms of education, it was seen that there were opportunities with these problems. In the field of education, it has been observed that there are problems with the process of learning and teaching, as well as problems with administrators and teachers. However, it has been shown with the study that it benefits the development of school management, parent participation and the development of learning and teaching skills.

There is not much research on democracy (democratic attitudes and behaviours), which is a new concept in school management. It is revealed that in schools and organizations where democracy exists, there is respect for thought, a free, equal and impartial environment is established, democratic elections are made and activities are carried out for cooperation and communication. Erdem and Eđmir (2020) aim to provide information about the importance of the relationship between democracy and education in their studies. As a result of the research, it has been

revealed that a desired social environment can be created thanks to the formation of individual free environments, acceptance of individual differences and an educational environment where equally open approaches are formed together with democratic education.

As a result, the following suggestions can be listed in light of the findings obtained from the research.

1. Future studies can be conducted with a wider picture reflecting the development and change of leadership and school management research conducted in Turkey by examining more journals to cover a wider process.
2. Articles on effective leadership and school management in Turkey and abroad can be reviewed comparatively
3. Repeating similar research with 5-10-year intervals by comparing the results with previous research findings can contribute to the field
4. There are not many publications on themes like academic optimism and learner autonomy. New research on these issues can be done.
5. There is not much research on digital leadership and the technological leadership of educational administrators. Studies on this subject can be included.

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