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Eğitim Yönetiminin Mirası: Akademik Bir Alanın Tarihi Analizi

Kitap İncelemesi

ZENGİN, Tuğba¹  <https://orcid.org/0000-0003-4009-7786>

Öz

Gönderi Tarihi

01.02.2022

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Anahtar Kelimeler

Eğitim Yönetimi,

Izhar Oplatka,

Eğitim.

Bu çalışmanın amacı, Izhar Oplatka tarafından kaleme alınmış, Selahattin Turan, Fatih Bektaş ve Mikail Yalçın tarafından çevirisi yapılmış olan Eğitim Yönetiminin Mirası: Akademik Bir Alanın Tarihi Analizi [The Legacy of Educational Administration] adlı kitabı incelemek ve değerlendirmektir. Kitap, Izhar Oplatka'nın Türk okuyucular için yazdığı önsöz ve çevirmenlerin yazdıkları önsöz ve giriş kısmı ile başlamaktadır. Kitapta toplam yedi ana bölüm bulunmaktadır ve kitap kaynakça, açıklama ve referansların sunumu ile sonlanmaktadır. Bu çalışmada, kitabın tüm bölümleri ayrıntılı bir biçimde incelenmiş, yazarın bakış açısıyla eğitim yönetiminin ontolojik ve epistemolojik temelleri, eğitim yönetiminin bir disiplin olarak tarihsel gelişimi, eğitim yönetimi ile ilgili araştırmalarda genel eğilimler ve perspektifler açıklanmıştır. Bu kitap, Eğitim Yönetimi'nin tarihsel gelişimi, epistemolojik temelleri, sınırları, araştırma konuları ve yöntemleri ile ilgili bilgi sahibi olmak isteyen araştırmacılara, öğretmenlere, eğitim yöneticilerine ve eğitim politikalarının belirlenmesinde etkili olan karar mercilerine tavsiye edilebilir..

The Legacy of Educational Administration: A Historical Analysis of an Academic Field Book Review

Abstract

Received

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Key Words

Educational

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The purpose of this use is to examine and evaluate the book The Legacy of Educational Administration: Historical Analysis of an Academic Area [Legacy of Educational Administration], written by Izhar Oplatka, translated by Selahattin Turan, Fatih Bektaş and Mikail Yalçın. The book begins with the foreword written by Izhar Oplatka for Turkish readers and the preface and introduction by the translators. There are a total of seven main chapters in the book and the book ends with the presentation of bibliography, explanation and references. In this study, all parts of the book are examined in detail, the ontological and epistemological foundations of educational administration, the historical development of educational administration as a discipline, general trends and perspectives in research on educational administration are explained from the perspective of the author. This book can be recommended to researchers, teachers, education administrators and decision makers who are effective in determining education policies, who want to have information about the historical development, epistemological foundations, limits, research subjects and methods of Educational Administration.

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GİRİŞ

Izhar Oplatka'nın "The Legacy of Educational Administration" adlı kitabı 2010 yılında Peter Lang tarafından İngilizce olarak yayımlanmıştır. Kitabın Türkçe'ye çevirisi Selahattin Turan, Fatih Bektaş ve Mikail Yalçın tarafından yapılmış olup çeviri kitap "Eğitim Yönetiminin Mirası: Akademik Bir Alanın Tarihi Analizi" adıyla 2016 yılında Pegem Akademi tarafından yayımlanmıştır.

Kitap ile ilgili inceleme ve değerlendirmenin temellendirilmesi için eğitim yönetiminin kavramsal çerçevesinin genel hatları ile sunulmasının gerektiği düşünülmektedir. Bu doğrultuda bu bölümde eğitim yönetiminin alanının yönetim bilimi ile ilişkisi ve uygulama alanı olarak kamu yönetimi bağlamında değerlendirilmesine yer verilmiştir.

Yönetim, planlama, örgütleme, liderlik etme ve denetim fonksiyonları aracılığıyla kaynakları etkili ve verimli bir şekilde kullanarak önceden belirlenmiş amaçlara ulaşma süreci olarak ifade edilmektedir (Eren, 2016). Yönetim bilimi ise; yönetim sürecinin nasıl işlediği, nasıl olması gerektiği ve gelecekte nasıl olacağı gibi sorular etrafında araştırmalar yapan, bu bağlamda yönetim faaliyetinin gerçekleştiği örgütlerin yapısını anlamaya, açıklamaya ve tanımlamaya çalışan bir disiplin olarak açıklanmaktadır (Tortop, vd., 2016). Eğitim Yönetimi, bilimsel bir çalışma alanı olarak yönetim biliminin eğitime uygulanması olarak ifade edilmektedir (Balcı, 2020). Eğitim Yönetimi alanında yapılan araştırma ve inceleme çalışmalarında temel amaç, eğitim örgütlerindeki yönetsel olguları bilimsel ilkeler ile temellendirerek açıklamaktır (Cemaloğlu & Özdemir, 2019). Buna ek olarak doğrultuda alan araştırmaları eğitim ve öğretimi desteklemeye hizmet etmektedir (Özdemir, vd., 2013).

Kamu yararını gözeterek halka sağlık, eğitim gibi hizmetlerin sunumunu yürüten kuruluşlar tarafından gerçekleştirilen yönetim, Kamu Yönetimi olarak ifade edilmektedir. Bu bağlamda bir uygulama alanı olarak Eğitim Yönetimi, kamu yönetiminin bir alt dalı olarak kabul edilmekte (Özdemir, vd., 2013), toplumun eğitim ihtiyacını karşılamaya yönelik kamusal faaliyetlerin gerçekleşmesini konu edinmektedir (Özdemir, 2018). Bu bağlamda eğitim Yönetimi'nin uygulama alanı; eğitim öğretim ile alakalı önceden belirlenmiş amaçlara ulaşmak için insan ve madde kaynaklarının etkili bir biçimde kullanılması ve bu doğrultuda ülkenin eğitim politikalarının ve eğitime dair alınan kararların uygulanması olarak açıklanmaktadır (Taymaz, 2000).

Bu kitap eğitim yönetiminin ontolojik ve epistemolojik temellerini açıklaması, eğitim yönetiminin yönetim bilimi alanından doğarak özgür bir disipline doğru olan gelişimini açıklaması, eğitim yönetimi araştırmacılarının genel yaklaşımlarını tarihsel süreç içerisinde ele alması, alan araştırmalarının yayınlandığı akademik kitaplar ve dergiler ile ilgili ayrıntılı bilgi vermesi bakımından önem taşımaktadır. Bu bağlamda araştırmacılar hem de eğitim yöneticileri için açıklayıcı, özetleyici, yönlendirici ve fikir verici nitelikte olduğunu söylemek mümkündür.

EĞİTİM YÖNETİMİNİN MİRASI:

AKADEMİK BİR ALANIN TARİHİ ANALİZİ

Kitap; Izhar Oplatka'nın Türk okuyucular için yazdığı önsöz ve çevirmenlerin yazdıkları önsöz ve giriş kısmı ile başlamış toplam yedi ana bölümden oluşmakla birlikte kaynakça, açıklama ve referansların sunumu ile sonlanmaktadır. Kitabın ana eksenini, eğitim yönetimi alanının felsefi, tarihi ve epistemolojik temelleri, metodolojik arayışları, genel kapsamı ve sınırları, bilimsel araştırmalardaki yeri ve eğitim örgütlerine uygulanması etrafında şekillenmiştir.

Oplatka (2010), kitabı yazma niyetini eğitim yönetimini herhangi bir kültüre bağlı kalmadan tarihsel ve epistemolojik olarak derinlemesine ele almak olarak ifade etmiş, kitabı yazma sürecinde alanın Anglo Amerikan bilim sahasının dışına doğru genişlediğini, Türkiye'nin de içinde bulunduğu birçok farklı coğrafyaya genişlediğini fark ettiğini vurgulamıştır. Bu bağlamda eserin Türkiye'deki eğitim yönetimi araştırmalarına ve uygulamalarına ışık tutacağını düşünmektedir. Kitabın çevirmenleri Turan, vd. (2016) tarafından kaleme alınan önsözde ise eğitim yönetiminin ortaya çıkışından günümüze kadar geçirmiş olduğu kimlik arayışları, tartışmalı konuları ve gelişimsel aşamaları özetlenmiş, Türkiye tarihinde Tanzimat'tan günümüze eğitim yönetimi alan ve uygulama çalışmaları kısaca analiz edilmiş, kitabın araştırmacılara sağlayabileceği katkılara değinilmiştir.

Yazar kitabın "Giriş" bölümünde akademik anlamda disiplin kavramını açıklamış; bu açıklamada akademik bir disiplin alanının ortaya çıkışını sağlayan temel unsurların araştırmacıların ortak normlar ve paradigmlar etrafında genel sınırları belli olan bir alanda eğitim ve uygulamaya dair araştırmalar yapması, bu süreçte hedeflerin paylaşılması ve kolektif bir iletişim ağının olması gerektiği üzerinde durulmuştur. Ancak yazara göre eğitim yönetimi gibi uygulamalı sosyal disiplinlerde bilimsel sınırların çizilmesi güçleşmekte ve alanın epistemolojik kimliğinin belirlenmesinde birtakım sıkıntılar doğmaktadır.

Birinci Bölüm: Kimlikler ve Sınırlar: Akademik Alanların Yapısı

Bu bölümde; eğitim yönetiminin ve tüm disiplinlerin kimlik arayışı ve sınırlarının çizilmesinde üniversitelerin yeri ve önemi açıklanmıştır. Bu bağlamda üniversitelerin tarihsel gelişimi hakkında bilgi verilmiştir. Üniversitelerde bilimsel araştırma sürecinin başlaması aydınlanma Dönemi'nden sonra ortaya çıkan modern çağda gerçekleşmiştir. Bu gelişme ile birlikte bu döneme kadar üniversitenin amacına yön veren uygulama alanının yanına kuramsal araştırma alanı da eklenmiştir. Kuramsal araştırmalar ile birlikte disiplin alanlarının epistemolojik temellere oturtulması ve alana dair yeni bilgilerin ortaya konması uygulama alanına da katkı sağlamıştır. Bu bağlamda bilimsel araştırma ve uygulama sahası olmak üzere iki temel alanının birbirinden beslendiğini ve birbirine katkı sağladığını söylemek mümkün olabilir.

Bu bölümde ele alınan bir diğer konu üniversitelerdeki disiplinlerin kendi doğasının gerektirdiği akademik sınırlardır. Buna göre bir disiplin alanının entelektüel açıdan gelişimi için teorik ve metodolojik açıdan genel bir fikir birliğinin olması gerektiği vurgulanmıştır. Ayrıca bilimsel disiplinlerde sınırların ayrıştırılması gerektiğinin altı çizilmiştir. Yazara göre, bir araştırma alanına ait ders kitaplarının olması ve alan araştırmalarında alıntılarının ve atıflarının ortak çalışmalar üzerinde yoğunlaşması disiplin alanının sınırlarının netleşmeye başladığını göstermektedir. Ancak yazara göre eğitim alanında bu sınırların net bir şekilde çizilmesi, gösterilen tüm çabaya rağmen mümkün olmamakta, eğitim alanının sınırları belirsiz, esnek ve değişken olarak ifade edilmektedir.

İkinci Bölüm: Bir Çalışma Alanı Olarak Eğitim Yönetimi'nin Kuruluşu ve Gelişimi

Bu bölümde eğitim yönetiminin alanının ortaya çıkmasından bilimselleşmeye doğru giden süreç içerisinde bilim adamlarının baskın paradigma eğilimleri açıklanmıştır. Karşıt görüşler olsa da eğitim yönetimi alanının ilk olarak 19. yüzyılın başlarında mesleki uygulama alanı olarak ortaya çıktığı ve ileriki dönemlerde akademik bir çalışma alanına dönüştüğü vurgulanmıştır. Yazara göre, okul yönetimi ile Harold Payne (1875) tarafından yazılmış olan kitap ile birlikte alanın uygulama alanındaki doğuşu gerçekleşmiş, yüzyılın sonlarına doğru eğitimde verimlilik arayışlarının önem kazanması yükseköğretim kurumlarında alanın gelişimini teşvik etmiştir (Oplatka, 2010). 20. yüzyıldan itibaren bilimsel yönetim anlayışı

eğitim yönetiminin temellerini büyük ölçüde etkilemiş, okul yönetiminde mesleki donanım önem kazanmış, üniversitelerde okul müdürü hazırlık programları ile alanın entelektüel açıdan kurumsallaşması için çaba gösterilmiştir. Takip eden yıllarda bilimsel yönetimde kişisel etkileşimi vurgulayan insan ilişkileri perspektifinin eğitim yönetimine yansımaları görülmüş, buna ek olarak emekli olmuş, deneyimli yönetici ve müfettişlerin yönetici adaylarına eğitim vermesi ile ilgili çalışmalar yapılmıştır. 1950'li yıllarda başlayan Teori Hareketi'ne dek alan ile ilgili çalışmalar sadece Amerika Birleşik Devletleri'nde yapılmıştır.

Kitapta Teori Hareketi'nden 21. yüzyıla kadar eğitim yönetimi ile ilgili bilim adamlarının perspektifleri, alanın teorik zeminine dair ortaya konan karşıt görüşler ve araştırma yöntemi farklılıkları karşılaştırmalı bir şekilde açıklanmıştır. Bu açıklamalar şu şekilde özetlenebilir: Teori Hareketi ile birlikte alanda kimlik arayışına girilmiş, pozitivism ve mantıkçı ampirizm ekoller alanı büyük ölçüde etkilemiş, bu doğrultuda araştırmalar ağırlıkla nicel yöntemler kullanılarak yapılmıştır. 1970'li yıllardan itibaren Teori Hareketi'ne yönelik eleştiriler başlamıştır. Bu konudaki ilk eleştirinin Greenfield tarafından dile getirildiği açıklanmıştır. Greenfield'e göre örgütlerin ontolojik gerçeklikleri bulunmamalıdır. Örgüt insan zihninde yaratılan sosyal bir gerçekliktir (Oplatka,2010). Bu dönemde başlayan eleştiriler; alanda nicel yöntemleri savunan pozitivistler ile nitel yöntemleri savunan natüralistler arasında paradigma savaşlarının doğmasına neden olmuştur.

Üçüncü Bölüm: Akademik Kurumsallaşma Dönemi

1960 ile 1970 yılları arasına denk gelen bu dönemde alanda yapılan araştırmaların yayımlandığı ilk akademik ve hakemli dergiler olan Journal of Educational Administration, Educational Administration Quarterly ve Educational Management Administration and Leadership ile ilgili açıklamalar yapılmıştır. Buna göre bu dergilerin amaçları; alanın eğitimi ve uygulamalarına ilişkin bilgilerin yayılmasını kolaylaştırmak, entelektüel ve ampirik tartışmalar için ortam oluşturmak, uygulayıcıların ihtiyaçlarına cevap vermek, araştırmaların niteliğini ve sayısını yükseltmek olarak ifade edilmiştir. Yayımlanan yazıların çoğunluğu bir araştırmacı tarafından kaleme alınmış olup ikiden fazla araştırmacının ortak yürüttüğü çalışmaların ise oldukça az olduğu açıklanmıştır. Bu yazılar, ağırlıkla kavramsal düzeyde yazılan deneme ve incelemeler ile betimleyici türde yazılan yazılardır.

Bu bölümde 1960 ve 1970 yılları arasındaki araştırmalar içerik bakımından üç ana başlıkta ele alınmıştır. Birinci başlık temel çalışma alanlarıdır. Bunlar; politika ve yönetim, örgütsel yapı, eğitimsel/demokratik liderlik, eğitim kurumlarında değişim ve yenilik, müdür yetiştirme programları, yükseköğretim ve öğretmenlik kariyeri konularında yapılan çalışmalardan oluşmaktadır. İkinci başlık öne çıkan alanlar olarak ifade edilmiştir. Bu alanlar; denetmenler ve öğretmenlerin denetimi, okul müdürünün rolü, yönetsel süreçler, eğitim politikası, eğitim ekonomisi ve eğitim sosyolojisi alanında yapılan çalışmalardır. Üçüncü başlık ise ikincil çalışma alanlarıdır. Bu alanlar; örgüt kuramı, çevre, örgütsel kültür ve iklim, eğitim planlaması, eğitim hukuku, insan kaynakları yönetimi, mesleki gelişim ve kariyer, öğretim ve öğrenim, çevre, araştırma yöntemleri ve cinsiyet araştırmaları.

Yazara göre 1960 ve 1970 yılları arasında yapılan yaklaşık iki yüz araştırmada pozitivismin etkisiyle nicel yöntemlerin kullanıldığı ve istatistiksel analizler yapıldığı, sadece üç çalışmada deneysel yöntem kullanıldığı vurgulanmıştır. Ancak süreçteki çalışmaların kavramsal çerçevesinin eğitim yöneticileri ve uygulayıcıları için eyleme dönük model özelliği taşıması ile sınırlı kaldığı belirtilmiştir. Buna göre okulların daha derinlikli ve ayrıntılı araştırılması gerekmektedir. Böylece alanda uzmanlaşma artabilir ve eğitim yönetiminin alt alanlara ayrılmasına zemin hazırlanabilir.

Dördüncü Bölüm: Epistemolojik Genişleme Yılları

Bu bölümde 1980'li yıllarda alandaki gelişmeler, alana katkı sunan yeni akademik dergiler ve çalışma alanlarındaki genel eğilimler ve kullanılan farklı yöntemlerle ilgili bilgi verilmiştir. Yazar'a göre 1980'li yıllardan itibaren birçok ülkede eğitim alanında reformlar gerçekleştirilmiş, yeni yasal düzenlemeler uygulamaya konmuş ve bu doğrultuda eğitim politikalarında değişiklikler yapılmıştır. Bu dönemde alana katkı sunan akademik dergi çeşitliliği artmış ve bu dergilerdeki Amerikalı yazarların alan hakimiyeti azalmış olsa da araştırmalar yoğun olarak Amerika ve İngiltere olmak üzere iki merkezde toplanmıştır. Bu iki ülkede yayımlanan akademik dergilerde alana katkı sunan birçok farklı ülkeden yazarın araştırma yazıları yayımlanmaya başlamıştır. Bu dönemde alan araştırmalarında kullanılan yöntemler şu şekilde açıklanmıştır: Bu süreçte alan araştırmalarında ampirik temelli çalışmalar yoğun olarak devam etmekte ve bu çalışmalarda genel olarak olan nicel araştırma yöntemleri kullanılmaktadır. Greenfield devriminin etkisiyle ortaya çıkan naturalizmle temellenen vaka ve etnografya çalışmalarında ise nitel yöntemler kullanılmaktadır. Bu araştırmalarda öne çıkan en önemli özellik önceki yıllara göre çalışma alanlarının genişlemesi ve böylece bilgi temelinin büyük bir gelişme göstermesidir. Bu dönemde temel çalışma alanları; okul yöneticilerinin seçimi, yetiştirilmesi, eğitim politikaları oluşturmada etkili unsurlar, analiz yöntemleri, okul değerlendirme, okulda değişime yönelik sistemli çalışma, öğretmenlerde motivasyon, iş doyumu ve stres gibi örgütsel davranışlar, örgütsel yapıda bürokrasiye yönelik eleştiriler, yükseköğretim kurumlarının örgütsel boyutlarına dair yapılan araştırmalar olarak ifade edilmiştir. Buna ek olarak okul yönetiminde eğitimsel liderlik ve halkla ilişkiler rolü, okulun politik unsurları, eğitimde ebevenylerin rolü, öğretim müfredatlarının ve materyallerinin geliştirilmesi, eğitim ekonomisinde yerel yönetimlerin etkisi, insan kaynakları yönetimi ve personel geliştirme programlarını inceleyen araştırmalar olduğu açıklanmıştır.

Bu bölümde alanda 1990'lı yıllarda küresel bazda gerçekleşen gelişim, alanda yapılan araştırmaların temel odağı, akademik dergilerde yayımlanan makalelerin çalışma alanları, bilgi temelleri, tercih edilen yöntemler hakkında bilgi verilmiştir. Yazar'a göre 1990'lı yıllarda sağ görüşlü hükümetlerin eğitim politikaları, eğitim sistemini korumak ve öğrencilerin akademik başarılarını arttırmak olmak üzere iki temel amacı benimsemiştir. Bu doğrultuda eğitim bir sektör olarak görülmüş, halka hesap verebilirlik önemsenmiş, eğitimde özelleştirme ve piyasalaştırma girişimlerinde bulunulmuştur. Bu durum, alan araştırmacılarını etkilemiş olup eğitim sisteminde yönetim ve politika ile ilgili araştırmalarda artış gözlemlenmiştir.

Beşinci bölüm: Bilgi Patlaması Çağı

Bu bölümde alanda 1990'lı yıllarda küresel bazda gerçekleşen gelişim, alanda yapılan araştırmaların temel odağı, akademik dergilerde yayımlanan makalelerin çalışma alanları, bilgi temelleri, tercih edilen yöntemler hakkında bilgi verilmiştir. Yazar'a göre 1990'lı yıllarda sağ görüşlü hükümetlerin eğitim politikaları, eğitim sistemini korumak ve öğrencilerin akademik başarılarını arttırmak olmak üzere iki temel amacı benimsemiştir. Bu doğrultuda eğitim bir sektör olarak görülmüş, halka hesap verebilirlik önemsenmiş, eğitimde özelleştirme ve piyasalaştırma girişimlerinde bulunulmuştur. Bu durum, alanda çalışmalar yapan araştırmacıları etkilemiş olup eğitim sisteminde yönetim ve politika ile ilgili araştırmalarda artış gözlemlenmiştir.

Kitapta 1990'lı yıllarda yayımlanan yeni akademik dergiler ile alanda uzun yıllardır var olan köklü dergiler kıyaslanmıştır. Buna göre bu dönemde yayın vermeye başlayan yeni dergilerde

öne çıkan önemli bir özellik, çok yazarlı araştırma yazılarına yer vermeleridir. Yeni dergilerin, köklü dergilerden bir diğer farkı da sadece Amerika Birleşik Devletleri ve İngiltere'deki araştırmacıların değil Afrika, Güneydoğu Asya, Güney Amerika ve Arap ülkelerinde yaşayan bilim insanlarının çalışmalarına yer vermesi olarak gösterilmektedir. Yazar'a göre bu genişleme ve yayılma, alanın uluslararası boyut kazanmasına katkı sağlamaktadır. Ancak özellikle yeni dergilerde yer alan makalelerin epistemolojik olgunlukta olmaması alanın bilgi temellerinin yeniden inşa edilmesi gereğini ortaya çıkarmıştır. Bu dönemde yayımlanan araştırmalarda ampirik çalışmaların sayıca önemli bir yere sahip olması mantıkçı pozitivist ekolün 1990'lı yıllarda da alan araştırmacılarını etkilediğini gösterebilir. Yazar'a göre 1990'lı yıllarda alanda yapılan çalışmalarda en büyük eksiklik karma yöntemle yapılan araştırmalar ve karşılaştırmalı araştırmaların yetersizliğidir. Çok az sayıda araştırmada ülkeler arası eğitim politikaları, yönetim ve liderlik gibi konular karşılaştırılmış olup bu araştırmaların alanın uluslararası bir perspektif kazanması açısından önemli olduğu belirtilmiştir.

Bu bölümde 1990'lı yıllarda alanda öne çıkan temel çalışma alanları, eğitimsel liderlik, eğitim reformlarına yönelik eleştirel bakış açıları, ulusal reformların okul yöneticilerinin görev tanımlarına, yetki alanlarına, algılarına ve psikolojik durumlarına etkileri, eğitim politikaları ve okul düzeyinde mikro politik uygulamalar, okul müdürlerinin değerlendirilmesi, okul temelli gelişim olarak ifade edilmiştir. Bu yıllarda hem köklü dergiler hem yeni dergiler olmak üzere tüm alan dergilerinde eğitim öğretim programları, öğrenme ve öğretme yöntem ve teknikleri ile ilgili araştırma yazılarına yer verilmeye devam edilmiştir.

Altıncı bölüm: Liderlik, Liderlik ve Daha Fazlası

Bu bölümde, 2000'li yıllardan itibaren küreselleşme ile birlikte ulusal örgütlerin yapısında meydana gelen değişikliklerin, sosyoekonomik, kültürel uyumsuzluklar ve çok kültürlülük gibi olguların ülkelerin eğitim politikalarına yansımaları ile ilgili açıklamalara yer verilmiştir. Buna ek olarak alan araştırmalarında yeni yönelimler ifade edilmiş, araştırmalara en çok konu olan konular ve alana katkı vermeye başlayan yeni akademik dergiler ile ilgili bilgiler verilmiştir.

2000'li yıllarda Leadership and Policy in Schools adlı akademik dergi eğitim yönetimi alanındaki araştırmalara yer vermeye başlamıştır. Bu dergi ile birlikte diğer tüm alan dergilerinde, eğitim sisteminin iyileştirilmesinde eğitim liderliğinin rolü önem kazanmış, araştırma konuları eğitimde yönetim ve liderlik üzerinde yoğunlaşmıştır. Yazar'a göre 2000'li yıllarda yapılan araştırmalar, önceki yıllarda eğitim sistemlerinde gerçekleştirilen reformları ve eğitim politikalarını değerlendirme rolüne odaklanmıştır. Bu yönüyle alan araştırmaları eğitim politikacıları ile uygulayıcılarına destek sağlamış; bu durum alanın sosyal gereklilik ve epistemolojik geçerlilik kazanmasına temel oluşturmuştur.

2000'li yıllarda alanda temel çalışma konuları; eğitimsel liderliğin etik, sosyal adalet, eşitlik, farklılık gibi boyutlarla birlikte incelenmesi, ideal liderlik stili, başarılı liderlik, çok kültürlü toplumlarda liderlik, okul yöneticisinin ve öğretmenlerin kariyer hayatları, mesleki gelişimleri ve yetiştirilmeleri, işe alım konuları ve duyguları ve psikolojik durumları, okul temelli değerlendirme, hesap verebilirlik ve eğitim reformlarının değerlendirilmesi olarak ifade edilmiştir. Kitapta bu dönemde yapılan alan araştırmalarında sosyoloji ve felsefe gibi alanlarda araştırmalar yapan uzmanlardan destek alınarak yapılan adalet, ahlak, cinsiyet, eşitlik, kariyer fırsatı gibi sosyal ve etik konularda çalışmalar yapıldığı ifade edilmiştir. Yazar'a göre araştırma konularındaki bu çeşitlilik ile disiplinlerarası çalışmaların sayısı artmış ve alanın bilimsel sınırları genişlemiştir.

Yedinci Bölüm: Alanın Dinamikleri, Kimliği ve Mirası

Bu bölümde eğitim yönetimi alanının 21. yüzyıla kadar geçen sürede kümülatif biçimde oluşturduğu ampirik, pratik, değerlendirici, eğitici, ideolojik ve eleştirel mirasları hakkında bilgi verilmiştir. Yazar'a göre alanda yapılan çalışmalar incelendiğinde alanın düşünsel canlılığı ve gelişimi açıkça görülmektedir. Alanda yapılan ilk çalışmalar, tek yazarlı ve ulusal bazda yapılan araştırmalar iken takip eden yıllarda yapılan araştırmaların birden fazla yazarın bir araya gelerek ortaklaşa yaptığı araştırmalar olması, kadın araştırmacılar tarafından yapılan çalışmaların artması, uluslararası karşılaştırmalı araştırmalar yapılmaya başlanması alanın dinamikliğinin ifadesi olarak gösterilmektedir. Buna ek olarak alanda yapılan ilk çalışmalarda teori oluşturma çabasıyla deneme ve betimsel rapor türlerinin tercih edildiği, sonraki yıllarda ise nicel, nitel araştırma yöntemleri ve deneysel yöntemlerle yapılan araştırmaların öne çıktığı ifade edilmiştir.

Bu bölümde alanın önemli araştırma konuları yani kavramsal çerçevesi özetlenmiştir. Yazar'a göre alandaki araştırma konuları 1900'lü yıllardan 2000'li yıllara kadar dönemsel olarak değişiklikler göstermekte olup eğitimsel liderlik, okul yönetimi, örgütsel özellikler, eğitim politikaları, eğitim reformları, yöneticilerin ve öğretmenlerin yetiştirilmesi, yükseköğretim konuları alanın genel çalışma konuları olarak ifade edilmiştir. Bu konuların dönemler bazında bazen popüler olup bazen daha ikincil çalışma alanları arasında yer alması alanda bir tekrar döngüsü olduğunu göstermektedir. Bununla birlikte, alan araştırmalarında sınırlar belirsiz gibi gözükse de çalışmalara yön veren epistemolojik temellerin pek ayrılmadığı ve araştırmacılar arasında dayanışma olduğu ifade edilmiştir.

Eğitim yönetimi alanının 21. yüzyıla kümülatif olarak getirdiği miras şu şekilde özetlenebilir: Alanın ampirik mirası, son elli yılda dünya genelinde birçok eğitim sisteminde ve çeşitli okullarda birçok alanda uygulanan deneysel araştırma çalışmaları olarak ifade edilebilir. Yapılan araştırmaların okul yönetimi ile ilgili sorunlara çözümler bulması, eğitim sisteminin iyileştirilmesine yönelik araçlar sunması, eğitim politikalarına rehberlik etmesi alanın pratik mirası; eğitim politikalarının ve reformlarının değerlendirilmesi sonucu hazırlanan raporlar alanın değerlendirici mirası olarak ifade edilebilir. Okul müdürü ve eğitim lideri yetiştirme programlarına öncülük etmesi alanın eğitici mirası; etik, ahlaki ve katılımcı niteliklere sahip liderlik modelini ortaya koyması alanın ideolojik mirası, hükümetlerin eğitim politikalarına eleştirel bir bakış açısı ile yaklaşabilen araştırmacılar ve yönetici adayları yetiştirmesi alanın eleştirel mirası olarak ifade edilebilir.

Sonuç olarak eğitim yönetimi, eğitim ve yönetim olmak üzere iki farklı çalışma alanını bir araya getiren bilimsel bilgi temeline dayanan uygulamalı bir alan olarak ifade edilmiştir. Yazar'a göre alanın sınırları belli ölçülerde netlik kazanmış olmakla birlikte yapılan araştırmalar daha ziyade ulusal sınırlarda kalmaktadır. Bu nedenle alanın gelişimini sürdürmesi için alan araştırmalarının kitlesel boyutta yapılmasına olanak verecek uluslararası anlaşmaların yapılması gerektiği önerisinde bulunulmuştur. Bu kitap, Eğitim Yönetimi'nin tarihsel gelişimi, epistemolojik temelleri, sınırları, araştırma konuları ve yöntemleri ile ilgili bilgi sahibi olmak isteyen araştırmacılara, öğretmenlere, eğitim yöneticilerine ve eğitim politikalarının belirlenmesinde etkili olan karar mercilerine tavsiye edilebilir.

Destek ve Teşekkür

Araştırmanın gerçekleştirilmesi sürecine yönelik herhangi bir destek ya da teşekkür beyanım bulunmamaktadır

Çatışma Beyanı

Araştırmanın yazarı olarak herhangi bir çıkar/çatışma beyanım olmadığını ifade ederim

Yayın Etiđi Beyanı

Bu araştırmanın planlanmasından uygulanmasına, verilerin toplanmasından verinin analizine kadar olan tüm süreçte COPE (Committee on Publication Ethics) ve "Yükseköđretim Kurumları Bilimsel Araştırma ve Yayın Etiđi Yönergesi" kapsamında uyulması belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiđine Aykırı Eylemler" başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir. Çalışmanın yazım sürecinde bilimsel etik ve alıntı kurallarına uyulmuş, toplanan veriler üzerinde herhangi bir tahrifat yapılmamış ve bu çalışma herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiştir.

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Investigation of School Principals' Views on Financial Sustainability of Primary Schools Using Delphi Technique

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ABSTRACT

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Key Words

*School finance,
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The need for a sustainable financing system for schools in Turkey is increasing day by day due to the increase in costs. This study, which was carried out with a phenomenological design, aims to reveal the opinions of principals working in public primary schools on the financial sustainability of schools by using the Delphi technique. In this context, the research was carried out on the sample of fifteen school principals working in public primary schools. In the research process, to ensure that schools can be managed financially better, first of all, the suggestions and opinions of the school principals were taken, and then the second application was made and the collected suggestions were presented to the participating school principals for approval. Then, the statistical values of the answers obtained were examined and the items on which they were compromised were determined. In this direction, according to the results obtained in the research, the participating school principals suggested realizing the employment of school assistants and servants at the ministry level, transitioning to a school-based budget system with the financial support to be provided to schools by taking into account various conditions (such as the number of students, socio-economic status, number of branches, physical equipment). In addition, school principals suggested that local governments should be more effective in financing education and allocating budgets, tax exemptions for school-related expenditures, or tax and insurance reductions in personnel employment. At the same time, the school principals suggested that the ministry employ personnel for the technical, maintenance and repair works of the schools, charge the parents of the students during registration for the schools to generate financial income, and send the central allocation within this framework by analyzing the needs of the schools.

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INTRODUCTION

Financial sustainability, in terms of an organization, is the ability to ensure the continuity of the organization in the long term by combining investment and financial resources and to create value for the organization, and it includes the combination of various financial variables in the relationship that connects the value of the business with organizational continuity (Zabolotnyy & Wasilewski, 2019). According to Leon (2001), the basic principles that affect the financial sustainability of an organization are; (1) gross earnings, including donations, aids, grants, and loans, (2) direct costs covering all direct expenditures related to the project or area of expenditure, (3) overhead costs to perform basic administrative functions, identified as operating expenses, and (4) the balance including the corporate profit and loss account and financial results. Lysiak et al. (2020) consider financial sustainability as the continuous fulfillment of the responsibilities of the administrations to serve and the achievement of the financial situation to a satisfactory level in the short-long term. Barbera et al. (2017), on the other hand, evaluate financial sustainability in two dimensions (active and passive sustainability) and conceptualize passive sustainability as the ability to respond to crises and return to the original state, and active sustainability as the ability to anticipate and cope with organizational threats and the creation of socio-economic development and new opportunities.

As in the financial processes in businesses, schools also have to maintain their financial sustainability under their purpose of existence. Thus, according to Hoşgörür and Arslan (2014), sufficient financial resources are not allocated especially to state-owned educational organizations in Turkey, causing negativities in achieving educational goals, and to solve these problems, schools and school administrations strive to create their own financial resources through activities such as renting school gardens and facilities, receiving donations, and traveling or bazaar organizations, etc. Local authorities play an important role in financing compulsory education in many European Union countries and this situation occurs at different local authority levels in each country. For example, in northern countries and the United Kingdom, local authorities determine the financing of schools, the budget, and the amount of funds to be used, while using the taxes they have collected to finance primary and secondary education. Local authorities in Germany, France, Italy, Spain, and Austria are responsible for the construction of schools and various operational tasks but are not responsible for teachers' salaries (Werner & Shah, 2006). However, in most European countries excluding Iceland, teachers' salaries are mostly paid at the central government level, while in countries such as the Czech Republic, France, Greece, and Austria, teachers' salaries and resource transfer are realized, albeit partially, at both central and regional authority levels. For non-teaching staff, on the other hand, salary responsibility is left to local, administrative, and regional authorities in most European countries (except Hungary), as in Belgium, Ireland, Spain, Croatia, Italy, Malta, the Netherlands, Portugal, Slovenia, and Liechtenstein (Eurydice, 2014).

Additionally, in countries such as Switzerland and Belgium, different local authorities may apply different types of school funding, for example in the Swiss canton of Schwyz the parents of students studying in secondary schools are charged tuition fees, while in the canton of Zurich such a fee is not charged. Again, in the canton of Schwyz, high salaries are offered to increase the quality of teachers at the basic education level and to recruit qualified teachers, while there is no such practice in the canton of Zurich (Werner & Shah, 2006). However, the purchase and execution of a variety of operational goods and services (such as stationery, books, teaching materials, repairs, electricity, and small-scale maintenance) take place in

more than two-thirds of European countries through cooperation at both central and local authority levels. This situation occurs in the Czech Republic, France, and Romania at three different levels of authority (central, regional, and provincial), while in Belgium, Ireland, Spain, Malta, the Netherlands, and Liechtenstein, the transfer of funds to schools for operational implementation is mostly from the central budget. In Austria, Croatia, and Iceland, the transfer of funds in basic education is left entirely to local authorities. Again, in countries such as Lithuania, various demands such as the repair of schools and the financing of teaching materials in countries such as Romania can be met with local taxes (Eurydice, 2014).

In the USA, the federal government, state, and local governments have a say in the financing of education, while the federal government covers eight percent of the school financing and the remaining financing needs are met by the states and local governments (NCES, 2021; U.S. Department of Education, 2021). In particular, states allocate some of their revenues from sales and taxes to the financing of schools (National Conference of State Legislatures [NCSL], 2021). However, local governments also allocate a determined percentage of their income from property taxes or donations to the financing of education (Public Broadcasting Service [PBS], 2008).

In the European, various tax and other revenues obtained by local and regional authorities in 27 European countries are used to obtain the entire financing of schools, while in 17 European countries, these revenues are used for limited school financing. For example, in the Scandinavian countries, Bulgaria, Estonia, and the United Kingdom, this type of income is used for whole school financing, while in Lithuania and Romania schools' operational and goods and services purchases, in Poland, teachers' salaries, transport, and purchases of goods and services, while in Croatia and the Netherlands, only financial support for goods and services procurement is provided by the revenues obtained by local authorities (Eurydice, 2014).

In Turkey, on the other hand, a complex and uncertain financing system, involving both central and local stakeholders, is implemented for the financing of education. Thus, according to the parent-teacher association regulation numbered 28199, the financial income of schools is realized through parent-teacher associations, and schools' financial income is generated by "in kind, in cash, conditional/unconditional donations and aids, operation of canteens and similar places within the schools, social, cultural, sports, courses, projects, exams, meetings, campaigns, and similar income-generating activities that public institutions and organizations, private law legal entities, and real persons will carry out within formal and non-formal education institutions outside the hours of education and training" (The Ministry of National Education of Turkey, Parent-Teacher Association Regulation, 2012). Apart from these elements specified in the regulation, funds are sent for cleaning and stationery materials, repairs, etc. needs from the central ministry budget or service personnel needs are partially met through the The Turkish Employment Organization [IŞKUR] Community Service Program (TYP) from time to time. Thus, in the research conducted by Suna, Altun, Emin, and Gür (2021), the budget allocated to education between 2000-2019 increased from TRY 3 billion to TRY 113 billion, and the financial budget rate per student increased from TRY 256 to TRY 6,000. Despite these rates, the reflection of this financial transfer to schools was not sufficient and equal.

For example, in the studies carried out by researchers such as Altuntaş (2005), Kavak et al. (1997), Özdemir (2011), Yolcu and Kurul (2009), suggested that schools have to use various applications such as collecting registration, photocopy, diploma, and travel fees to generate income. Again, according to Zoraloğlu et al. (2005), schools earn the most income from

canteen rental, donations, and kindergarten monthly fees. According to Yolcu (2007), there is an inequality of opportunity between schools in terms of income, and schools with good socioeconomic status receive more donations, while schools with a lower socioeconomic environment are more disadvantaged in terms of income. However, from time to time, teachers are used to obtaining donations from parents, school administrators have to deal with financial matters rather than educational processes, which are their main duties, and this situation causes conflicts between parents, school management, and teachers, and harms the educator identities of both teachers and school administrators (Köse & Şaşmaz, 2014), as well as teachers and administrators, are exposed to various investigations. For example, in the press release numbered 2019-47 made by the Governorship of Istanbul, an investigation was launched against 55 school administrators who requested donations from parents and various penalties were imposed on school administrators (Istanbul Governorship, 2019).

These financial supports, which are provided by the efforts of school principals, teachers, and parents and by parent-teacher associations, ministries, and local institutions, do not have a sustainable dimension and quality and produce temporary solutions. Especially with the effect of the pandemic period, schools' canteen rentals, donations, etc. incomes have decreased, cleaning and health expenses have increased, and thus their financial problems have gradually escalated (Özdogru, 2021). For this reason, the need for financial sustainability of educational institutions, especially primary schools, which are the basic elements of the education system, has gained more importance. In this context, this research aims to examine the views of school principals on the financial sustainability of schools by using the Delphi technique. To this end, answers to the following research questions were sought;

- What are the suggestions of school principals working in public primary schools regarding the financial sustainability of schools?
- What are the views of school principals working in public primary schools regarding the financial sustainability of schools?

METHODOLOGY

Research methodology lends legitimacy to the research being conducted and provides researchers with a detailed plan, ensuring that research is effective and manageable (Indeed, 2021). In this direction, information about the design, method, participants, data collection tools, data collection process and analysis, validity and reliability of the research conducted in this section.

Research Design

The phenomenology design, which is one of the qualitative research designs, was used in the formation of the basic methodological structure of the research. The basic paradigm forming this pattern rather focuses on the question "what do we know as individuals?" (Reiners, 2012). According to Vagle (2014), the phenomenological design is a reflective and inductive method, enabling individuals to gain insight through their past and life experiences, and at the same time to give meaning to their daily experiences. For this purpose, the phenomenological design was used to reveal the experiential awareness, meanings, and views of school principals on the financial sustainability of schools.

Participants

The convenience sampling method was used to determine the study group in the research. According to Gravetter and Forzano (2012), in this sampling method, participants who are easily accessible to the researcher and suitable for research qualifications are included in the sample. In this context, convenience sampling method was preferred in the research in order to overcome time and cost limitations.

According to Şahin (2001), the number of participants in the Delphi technique should consist of at least seven people, and 10-20 participants are ideal. In this framework, 15 school principals selected by the researcher under the characteristic of the research were included in the study group. Demographic information of the study group is presented below (Table 1).

Table 1.

Demographic Information of Participants

Participant Code	Gender	Educational Status	School Type	Experience in School Management
P1	M	Undergraduate	Islamic Divinity Students Secondary School	4
P2	M	Graduate	Islamic Divinity Students Secondary School	6
P3	F	Graduate	Secondary School	15
P4	F	Undergraduate	Primary School	8
P5	M	Undergraduate	Primary School	12
P6	M	Undergraduate	Primary School	4
P7	M	Graduate	Secondary School	10
P8	M	PhD	Secondary School	7
P9	M	Graduate	Primary School	14
P10	F	Graduate	Secondary School	10
P11	F	Graduate	Primary School	29
P12	M	Undergraduate	Secondary School	11
P13	M	Graduate	Secondary School	8
P14	M	Graduate	Primary School	10
P15	F	Graduate	Secondary School	5

As seen in Table 1, ten of the participating school principals are male and five are female. However, five of them are undergraduate, nine of them are graduates, and one of them is PhD. Six of the school principals work in primary school, seven in secondary school, and two in Islamic divinity students secondary school. At the same time, the managerial experience of school principals varies between four years and twenty-nine years.

Data Collection Tools

In the research, the Delphi technique was used to reveal the opinions and suggestions of the school principals working in public primary schools about the financial sustainability of the schools. The purpose of the Delphi technique is to reveal group judgements and bring group ideas together on a common point (Dalkey, Brown, & Cochran, 1969). This method aims to reach the consensus of expert opinions or different opinions when decisions about various situations, events, and problems need to be taken, and thus to benefit from the dynamics of group communication consisting of unaware of each other (Grime & Wright, 2016).

Rowe and Wright (2001) point out that the following principles should be followed to get opinions from experts and participants in Delphi applications; (1) selecting experts or

participants who have a good command of the subject, (2) creating a heterogeneous study group, (3) selecting between 5-20 participants, (4) presenting and justifying the statistical results of the data obtained after the Delphi panel, (5) continuing to apply until the answers show stability, (6) revealing final joint results.

Within the framework of the principles set forth by Rowe and Wright (2001), the form created by the researcher was used to collect data during the Delphi application process. The section of the form is presented below;

The research aims to get your opinions as the school principals, on what kind of measures, regulations, or models should be developed by the education decision-makers to provide better financial management of schools or sustainable financial management of schools. In this framework, please indicate your suggestion and opinion on the suggestion in items in the field below. The suggestions and opinions you have expressed will then be combined with the suggestions and opinions of the other participants and the second stage Delphi technique will be applied.

Suggestion 1:

Your views about Suggestion 1:

Suggestion 2:

Your views about Suggestion 2:

Data Collection and Analysis

Delphi panels can consist of several applications (usually 2 or 3) depending on the nature of the research. According to Şahin (2001), in these panels, generally (1) a questionnaire about the problem situation is first sent to the participants and their opinions are taken, (2) an anonymous form is sent by the participant and these answers and opinions are listed as items, (3) these items and opinions are graded on a Likert-type item structure (from 1 to 7) and sent to the participants, (4) the answers sent by the participants by writing their names this time are statistically (first quartile, third quartile, median, and range values) evaluated, and (5) the results are sent back to the participants together with the participant responses, ensuring consensus.

The open-ended questionnaire form was sent to the participants and the participants were asked to write their suggestions about the problem situation and also their opinions about it. The opinions and suggestions obtained in the first Delphi panel application were then listed in a single form as items and the participants were sent e-mails and asked to indicate their level of agreement with these items from 1 (Strongly Disagree) to 7 (Strongly Agree) and to express their opinions if any. The first quartile, third quartile, median, mode, and mean values of the answers obtained after the second Delphi panel were calculated statistically (using the SPSS program), and the items that include the opinions on which the majority of the group agreed with the interquartile range less than 1.2, as stated by Zelif and Heldenbrand (1993) and the items that include the opinions on which the group did not agree with the interquartile range more than 1.2 were presented in the research (Şahin, 2001). In the study, twenty-three items and opinions were expressed by the participants after the first Delphi panel, and then within the framework of the results obtained statistically after the application of the second Delphi panel, 9 items with the interquartile range of more than 1.2 and weak other statistical values (such as mean, median, mode) were not accepted by the majority of the group.

Validity and Reliability

Reliability in qualitative research is more about the researcher being careful and honest while doing research (Robson, 2002). Validity, on the other hand, is more concerned with researcher bias, respondent bias and reactivity (Lincoln & Guba, 1985). In this direction; (1) Researcher bias is the researcher's knowledge and assumptions negatively affecting the research in the processes such as design, data collection, analysis, and sampling, (2) respondent bias refers to respondents' perception of the research subject as a threat to themselves or their ability to give answers that satisfy the researcher, and (3) reactivity refers to the effect of the researcher on the studied situation or participants (Lincoln & Guba, 1985).

In this context, research processes were inspected by an academician who is an expert in the field of Educational Administration to increase the validity and reliability of the research, ensure the transparency of the processes carried out by the researcher, and prevent researcher bias. At the same time, detailed information was given about the research process and analysis processes, and the data were supported by the opinions of school principals. Moreover, the information of the participants was kept confidential to prevent respondent bias and reactivity, and their opinions were taken in an online environment (via mail) where the participants could express themselves easily. In addition, the participants' expressing their opinions without getting to know each other and without mutual interaction with the Delphi method was a factor that prevented participant bias and reactivity.

FINDINGS

After the first Delphi technique application, the opinions obtained from the school principals were listed as items, presented to the school principals' opinions with the second Delphi application, and the items or opinions on which group consensus was achieved or not achieved are presented in Table 2 below.

Table 2.

The Descriptive Values of the Responses of the Participating School Principals to the Suggested Items After the Second Delphi Technique Application

Suggested Opinion or Item	N	Mean	Median	Mode	First Quartile 25%	Third Quartile 75%	Interquartile width
I1) Increasing the budget allocated to education from the central government budget	15	7	7	7	7	7	0
I2)Covering the employment and salaries of personnel such as security and service personnel from the central budget, not with the parent-teacher association	15	6.87	7	7	7	7	0
I3) Providing financial appropriations to schools in parallel with the number of branches, classrooms, and students and spending by the commissions to be formed at the schools	15	6.73	7	7	7	7	0
I4)Financing schools by local governments, budgeting local governments for education or involving local governments in the process	15	5.67	7	7	6	7	1
I5) Ensuring tax exemption in meeting school needs	15	7	7	7	7	7	0
I6)Transfer of financial responsibility to the school principal and school commission by abolishing the parent-teacher association regulation	15	4.60	6	7	1	7	6

Table 2 (Cont.)

The Descriptive Values of the Responses of the Participating School Principals to the Suggested Items After the Second Delphi Technique Application

Suggested Opinion or Item	N	Mean	Median	Mode	First Quartile 25%	Third Quartile 75%	Interquartile width
I7) Providing financial support and appropriation from the ministry budget, taking into account the physical structure of the school, its region, socio-economic status and environment	15	7	7	7	7	7	0
I8) Meeting the financial and material needs of schools by the national education directorates	15	4.07	3	7	1	7	6
I9) To make repairs, reparation, and maintenance in schools, the technical personnel are employed by the ministry and these needs of the schools are met by the technical personnel working in provinces and districts	15	6.80	7	7	7	7	0
I10) Bringing a school contribution for the education-related expenses of the parents (school clothes, stationery, etc.)	15	3.67	4	1	1	7	6
I11) Taking into account the number of students, the number of branches, and other characteristics of the schools, service personnel are assigned by the ministry and their salaries are met	15	6.53	7	7	7	7	0
I12) Enabling the making of financial assistance and cooperation protocols between schools	15	5.67	7	7	5	7	2
I13) Allocating various taxes such as property and environment taxes in the districts to the financing of the schools in that district	15	5.80	7	7	4	7	3
I14) Ensuring tax and SSI Premium exemption or reduction in the salaries of cleaning personnel employed by schools through service procurement	15	6.93	7	7	7	7	0
I15) As in secondary education, transferring allowances for expenses such as stationery, cleaning, maintenance, repair, etc. to elementary schools	15	6.93	7	7	7	7	0
I16) The Ministry allocating a certain annual budget to each school and informing the school administration of this budget amount at the beginning of the year, and the transition to a school-based appropriation system	15	6.67	7	7	7	7	0
I17) Providing financial support at the ministry level by conducting a needs analysis of schools	15	6.47	7	7	7	7	0
I18) Allowing schools to engage in income-generating business activities	15	4.07	4	7	1	7	6
I19) Payment of copyrights or patent rights to schools for printing corporate designs (such as logos) and various products (such as clothes) belonging to schools	15	5.60	7	7	5	7	2
I20) Leaving the sale of products such as school uniforms, tracksuits, etc. to parent-teacher associations	15	4.67	7	7	2	7	5

Table 2 (Cont.)

The Descriptive Values of the Responses of the Participating School Principals to the Suggested Items After the Second Delphi Technique Application

Suggested Opinion or Item	N	Mean	Median	Mode	First Quartile 25%	Third Quartile 75%	Interquartile width
I21) Giving the right to open an artistic, sportive, academic, and cultural private education course, art course, and sports club to parent-teacher associations or to the school	15	5.73	7	7	4	7	3
I22) Meeting all of the school's auxiliary or service personnel needs all year and full-time by İŞKUR (Turkish Employment Agency)	15	6.53	7	7	7	7	0
I23) Receiving registration fee from students' parents	15	6.40	7	7	6	7	1

As Table 2 shows, an examination of the results obtained in line with the analysis of the opinions of the participant school principals on the provision of sustainable school finance reveals that the interquartile range values of the opinions and suggestions in the items 6-8-10-12-13-18-19-20 and 21 are higher than 1.2 and are not accepted by the participants.

Participant views on the items on which school principals' views are concentrated and shared, especially on ensuring the financial sustainability of elementary schools and their better financial management, are presented in Table 3 below.

Table 3.

Participant Opinions Regarding the Items on which Group Consensus is Achieved

The Item on which Consensus is Achieved	Participant View
I1) Increasing the budget allocated to education from the central government budget	<i>"Increasing the budget allocated to education from the central government budget will ensure equal opportunities in education and increase the quality." (P2/Islamic Divinity Students Secondary School)</i>
I2) Covering the employment and salaries of personnel such as security and service personnel from the central budget, not with the parent-teacher association	<i>"It is expected that the expenses of the personnel working in the schools affiliated to the Ministry of National Education will be met through the Parent-Teacher Associations. This situation creates problems in most schools because of the inequalities between regions. It is said that education is free of charge, but some schools charge parents in this regard due to their conditions. The Ministry of National Education should meet the needs of school cleaners and security guards with the right planning. The practice of financing the salaries of the employees of public benefit programs by the state, which has been implemented in recent years, is appropriate and correct practice. This helps to eliminate inequality between schools." (P8/ Secondary School)</i>
I3) Providing financial appropriations to schools in parallel with the number of branches, classrooms, and students and spending by the commissions to be formed at the schools	<i>"Schools at all levels should be paid by the Ministry, and expenditures should be made by commissions to be formed at schools. It should be ensured that the appropriations are given in May every year and the commissions to be formed at the school should be planned and the school should be ready for education by meeting all the needs in July and August." (P15/ Secondary School)</i>

Table 3 (Cont.).*Participant Opinions Regarding the Items on which Group Consensus is Achieved*

The Item on which Consensus is Achieved	Participant View
I4) Financing schools by local governments, budgeting local governments for education, or involving local governments in the process	<i>“If the local administrations meet the personnel needs of the schools in their region, do the standard maintenance and repair works themselves, and allocate a standard budget each year according to the size of the school, the expenses of the school will be met in this way and the concern of the school administrations whether they can employ staff will be eliminated. In that case, the school administration and the parent-teacher association do not worry about creating funds for repair and renovation works and they focus on the main educational work” (P7/ Secondary School)</i>
I5) Ensuring tax exemption in meeting school needs	<i>“Meeting the various needs of the school and providing tax exemption for school-related expenses will make significant contributions to reducing school expenses” (P3/ Secondary School)</i>
I7) Providing financial support and appropriation from the ministry budget, taking into account the physical structure of the school, its region, socio-economic status, and environment	<i>“Considering the physical capacities and socio-economic conditions of the schools, an annual allowance can be transferred to schools, as in high schools” (P4/Primary School)</i>
I9) To make repairs, reparation, and maintenance in schools, the technical personnel are employed by the ministry and these needs of the schools are met by the technical personnel working in provinces and districts	<i>“It will be more beneficial to install, repair, maintain and, if necessary, renew the equipment and goods in schools such as elevators, doors, toilets, computers, etc. by the technical personnel to be employed in national education directorates” (P9/Primary School)</i>
I11) Taking into account the number of students, the number of branches, and other characteristics of the schools, service personnel are assigned by the ministry and their salaries are met	<i>“According to the physical structures of the schools and the number of students, the need for service personnel can be met, and thus the ministry directly deals with issues such as severance pay and penalties” (P5/Primary School)</i>
I14) Ensuring tax and SSI Premium exemption or reduction in the salaries of cleaning personnel employed by schools through service procurement	<i>“The cost of a staff, which is currently around TRY 5200, can be reduced to approximately TRY 1500 with these suggestions and savings can be achieved” (P5/Primary School)</i>
I15) As in secondary education, transferring allowances for expenses such as stationery, cleaning, maintenance, repair, etc. to elementary schools	<i>“The control of appropriations in basic education schools should be left to schools as in secondary education. The expenditure of the appropriations coming to the schools should be made by the school, not by the national education directorates.” (P6/Primary School)</i>
I16) The Ministry allocating a certain annual budget to each school and informing the school administration of this budget amount at the beginning of the year, and the transition to a school-based appropriation system	<i>“When the Ministry allocates a certain amount of annual budget to each school and informs the school administration at the beginning of the year, permanent solutions are produced instead of temporary solutions such as TYP (Public Benefits Program)” (P12/ Secondary School)</i>
I17) Providing financial support at the ministry level by conducting a needs analysis of schools	<i>“The same financial resources should not be allocated by the ministry to the school in need and the school that does not need it, financial support should be provided accordingly by determining the needs on the spot and analyzing them” (P1/Islamic Divinity Students Secondary School)</i>

Table 3 (Cont.).*Participant Opinions Regarding the Items on which Group Consensus is Achieved*

The Item on which Consensus is Achieved	Participant View
I22)Meeting all of the school's auxiliary or service personnel needs all year and full-time by İŞKUR (Turkish Employment Agency)	<i>"All of the school's auxiliary staff needs should be met by İŞKUR on a full-time basis. If necessary, the laws regarding İŞKUR should be amended and it should be ensured that auxiliary personnel are constantly employed in schools throughout the year" (P11/Primary School)</i>
I23)Receiving registration fees from students' parents	<i>"Although I make suggestions, I think it may be difficult to implement, but I think it would be good if school expenses were calculated during the school start process and paid by the parents during registration" (P13/Secondary School)</i>

As seen in Table 3, the participating school principals expressed their opinions and suggestions to ensure that schools have sustainable financial management and better financial management, and they agreed on these views and suggestions statistically. According to the opinions of school principals, increasing the budget allocated to education leads to quality and equality of opportunity. At the same time, school personnel should be employed at the ministry level and a school-based budget should be spent by the school commission, with the financial support to be provided to schools by taking into account various conditions (such as the number of students, socio-economic status, number of branches, physical equipment). However, school principals also stated that local administrations should be made more effective in financing education and local governments should allocate a budget for situations especially the employment of maintenance and repair personnel, etc. At the same time, they stated that tax exemptions should be provided for school-related expenditures or that conveniences such as tax and SSI reduction in personnel employment should be provided. Again, the school principals suggested that the ministry should employ personnel for the technical, maintenance, and repair works of the schools and that the parents should be charged during the registration for the schools to generate financial income.

DISCUSSION AND CONCLUSION

It is important to create a sustainable structure or model for the financing of schools in Turkey. Thus, as the findings suggest, it does not seem possible to sustain the financial management of schools, which have many dimensions and expenditure costs due to various factors such as donations, temporary service purchases, etc. For this reason, the participating school principals made suggestions and expressed their views such as increasing the budget allocated to education, employing personnel at the ministry level, switching to school-based budgeting, making local governments effective in school financing, provide tax and insurance exemption, or reduction in school expenditures and personnel employment, employing technical personnel for technical maintenance and repair works of schools, charging fees from parents during registration by calculating the expenses of the school, increasing the employment of personnel through the İŞKUR (Turkish Employment Agency) Public Benefits Program and providing full-time staff all year, and providing central financing support by analyzing the needs of schools.

As Hoşgörür and Arslan (2014) stated, schools in Turkey have difficulties in finding sufficient financial resources, and this requires increasing the budget provided for the financing of education and allocating a budget suitable for the conditions of each school, as stated by the school principals in their opinions. However, another implication of the findings

is that to increase the influence of local authorities in education, as a matter of fact, in many European countries, local authorities allocate some of the taxes they receive to the financing of education, and even many other school costs (construction, maintenance, repair, employment of service personnel, transportation, etc.) apart from teachers' salaries are covered by local authorities (Eurydice, 2014; NCES, 2021; NCSL, 2021; PBS, 2008; Werner & Shah, 2006). Local authorities in Turkey can also play a role in the financing of education in line with European standards, so that the financial needs of education at the local level can be planned more efficiently and the financial requirements of schools can be met.

In the research of Suna, Altun, Emin, and Gür (2021), it is seen that the ratio of the budget allocated to education and the budget per student has increased in Turkey. However, in practice, as reflected in the findings of researchers such as Altuntaş (2005), Kavak et al. (1997), Özdemir (2011), Yolcu and Kurul (2009), Zoraloğlu et al. (2005), this is allocated from central budget and not reflected in schools or it is not enough and efforts are made by school principals and teachers to create new resources. Thus, the 2021 budget report of the Ministry of National Education reveals that the ratio of the education budget to the Gross Domestic Product is 3.76 percent and the ratio has not changed much over the years (The Turkish Ministry of National Education, 2021). At the same time, as Yolcu (2007) stated, there is a financial inequality between schools. For this reason, as reflected in the opinions of school principals as a result of this research, it is considered important that the financing is school-specific or school-based, shaped within the framework of school planning, yielding more appropriate results and providing equality of opportunity.

The issue of sustainability in the financing of schools occupies the agenda of many countries from time to time. The general economic situation in the countries is also reflected in the financing costs in schools and has a significant impact. For example, as Leigh (2021) stated, financial pressure and uncertainty on the school budget in the UK affect schools significantly, and factors such as increasing costs at schools, high inflation rates and personnel insurance premiums negatively affect the sustainable finance of schools. In Turkey, the salary costs of security and service staff, who are mostly employed by parent-teacher associations in schools, are increasing year by year and create the greatest financial pressure on schools. Thus, the data of the Turkish Ministry of Family, Labor, and Social Services [AÇSHB] (2021) reveal that the cost of the minimum wage to the employer was TRY 1,935.23 in 2015, while this increased to TRY 5,879.70 in 2022 (AÇSHB, 2022). To alleviate this pressure, as reflected in the opinions of school principals, it is crucial to provide tax reduction and exemption in school expenditures and school personnel employment, and it is vital for the financial sustainability of schools.

According to school principals, one of the main financial expenses of schools is maintenance and repair works that include technical works and technical works. For example, in the UK, personnel in many different fields (teaching assistants, special needs support personnel, administrative affairs secretary, office personnel, accountant, technical personnel, health personnel, child care personnel, etc.) are employed in schools to carry out such technical work (Whitehorn, 2010). Especially with the implementation of the Fatih Project in Turkey, the needs in other technical fields (maintenance and repair of electronic devices, secretarial works, medical support, heat, light and ventilation systems, repair and restoration works, support personnel) are generally met through service procurement by schools. This can cause significant costs for public schools. Thus, in the research conducted by Altunay (2017), the most significant expense areas of schools consist especially of service procurement expenses and also building maintenance, cleaning materials, equipment maintenance, procurement of fixtures, and stationery products. In this context, as reflected in the opinions of school principals as a result of the research, the ministry's employment of technical personnel in the

execution of processes such as technical operation, maintenance, and repair in schools will both alleviate the heavy financial burden for schools and provide savings in terms of these processes.

Another situation that is reflected in the opinions of school principals is that students' parents are charged with school financing. In this financing method, which is known as the indirect financing method in the literature, the basic financial income source of the schools is the tuition fees or other fees during the registration or extended over the academic year (Güngör & Göksu, 2013; Tonbul, 2016). This charge (or fees) taken at the higher education level in Turkey is restricted by the Constitution in basic education. Thus, article 42 of the Constitution prohibits the collection of tuition fees in public schools (Constitution of the Republic of Turkey, 1982), thus necessitating a constitutional amendment. However, according to the Organisation for Economic Co-operation and Development [OECD] (2020) Turkey report, despite the central education financing in Turkey, the schools' demand for voluntary donations from families for expenses such as education, maintenance, and repairs has gradually increased. The increase in these demands shows that the budget for the financing of education and schools is not used adequately and efficiently. This situation causes school administrations to receive donations from parents indirectly or to take initiatives for this. Thus, school administrations try to manage the financial processes of their schools by putting themselves at risk.

As a result, there are problems in the financial management of education and schools in Turkey and it is possible to observe that it does not have a sustainable structure, and in this context, it is known that school administrations have difficulties especially with the increase in costs. In this context;

- Increasing the budget allocated to education, switching to school-based budgeting and transferring the spending authority to the school administration,
- Recruitment of necessary personnel by the central or local authorities, taking into account the needs and qualifications of the schools,
- Since the needs of schools such as maintenance and repair are life-threatening, legal arrangements should be made in a systemic integrity to meet these needs,
- Providing tax reductions and exemptions in order to reduce the expenditure costs of schools and to ease school principals and school-parent unions economically will be beneficial for a sustainable financing in education.

Through these arrangements, school principals' anxiety about finding financial resources will be eliminated and the energy and efforts of school principals will be directed to educational processes.

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Conflict Statement

As the authors of the study, we declare that we do not have any declaration of interest/conflict.

Publication Ethics Statement

All the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed in the whole process from the planning of this research to its implementation, from data collection to data analysis. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second

part of the directive, have been taken. Scientific ethics and citation rules were followed during the writing process of the study, no falsification was made on the collected data, and this study was not sent to any other academic publication medium for evaluation.

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Impact of Principal Instructional Leadership Practices on Students' Academic Performance in Zambia

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ABSTRACT

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Key Words
*Zambia, Principal,
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Notwithstanding the growing scholarly interest in the effects of principal instructional leadership on student achievement, empirical evidence in developing countries from the African context, especially Zambia, concerning the role of principal instructional leadership behavior effect on students' academic outcomes has been limited. Hence, this study examined the impact of principals' instructional leadership practices on students' educational outcomes and determined which specific instructional leadership dimensions have the most important role. A survey research design was carried out under quantitative research methodology. The sample consisted of 39 principals, 190 teachers, and 345 students from low and high-performing secondary schools in Lusaka Province, Zambia. The results show that all the four instructional leadership practices are strongly associated with academic performance (defining the school mission ($r(30) = 0.606, P < 0.01$), managing of the school instructional program ($r(30) = 0.603, P < 0.01$), promoting a positive school learning climate ($r(30) = 0.715, P < 0.01$) advancing teachers' interests ($r(30) = 0.580, P < 0.01$). Furthermore, this study recommends that a balanced instructional leadership by principals enhances proper utilization of all resources to realize good performance in examinations for their schools.

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INTRODUCTION

The success of academic programs in learning institutions depends on their instructional leadership (Hallinger 2011). Hallinger defines instructional leadership as all action education leaders take to improve teaching and learning in educational organizations. According to Leithwood et al. (1999), principals' instructional leadership may be conceptualized into two categories narrow and broad. According to Musungu and Nasongo, (2008), the narrow definition focuses on instructional leadership as a separate entity from administration and only includes those actions that are directly related to teaching and learning, such as teaching methodology and lesson observation, while the broad view of instructional leadership includes development and implementation of goals, school culture and instructional management aimed at enhancing student learning outcomes. Instructional leadership practice means creating a conducive environment for teaching and learning to pursue academic and social school goals (Leithwood, 2019). Further, the school climate and student achievement are linked, and without a school climate that would create a harmonious and well-functioning school, then a high degree of academic achievement is difficult.

Goal-oriented instructional leaders should focus on improving student academic attainment (Hallinger et.al, 2016). Principals, according to Hallinger (2014), must create direction as instructional leaders by articulating a clear vision for the school and communicating with all stakeholders. Further, a school is a social system where the organization desire to achieve set goals, individuals interact with each other to carry out institutional objectives and goals, and emphasize a hierarchy of relationships; thus, the study will adopt the broad view of instructional leadership. Principals are regarded as crucial players in both the creation and maintenance of well-run schools, as well as the development of schools with high student accomplishment (Hopkin, 2001). According to Al-Mahdy et al., (2018), the major job of the principal is to provide the focus and support system that allows teachers to improve their classrooms for higher instructional effectiveness.

A great instructional leader, according to Ghavifeekr et al., (2019), is someone who prioritizes curriculum and instructions, rallies and mobilizes resources to achieve goals, and fosters an atmosphere of high standards for academic achievement and respect for all students. Besides being accountable for managerial tasks, principals today are ultimately responsible for providing top-quality instructional leadership that reflects best practices for the chief purpose of ensuring student achievement (Kaster, 2011). However, principals' instructional leadership practices have not been prioritized in many countries, including Zambia. School leaders are being pushed to adopt a more instructional-focused role in their classrooms. As the demand to improve students' performance in the present standards-based accountability system rises, school administrators are being asked to concentrate their efforts on the core business of education – teaching and learning.

Hallinger and Heck (2011), in their study on principals' instructional leadership, revealed that principals' instructional leadership practices are linked to school improvement in examinations and that some schools thrive under instructional practices whilst others struggle. Hallinger et.al (2016) agree that instructional leadership can contribute to school improvement by enhancing supervision of instructional programs, appropriate principals' support and coordination of staff development, and a conducive work environment.

The Zambian government recognizes the importance of instructional leadership practices in enhancing quality education. Since 2021, the government has made a concerted effort to improve school supervision (one indicator of instructional supervision) to mitigate the falling standards of education, due to the introduction of free primary and secondary education (FEA). The government revamped Quality Assurance and Standards to a directorate and increased its mandate in supervision. There was intensified professional development of

QASO and principals through seminars and workshops (MOE, 2021). Through the MOE, the Zambian Education Management Institute (ZEMI) sponsored all principals for a Diploma in Education Management to address the issue of principals' instructional leadership practice despite these efforts by the government, there is still public clamor for effective instructional leadership practices by the principals in public secondary schools in Zambia. There are reports of poor pupil learning outcomes as observed by the Ministry of Education while releasing 2021 GCE results. The ministry noted that there was the need for effective supervision in schools, aimed at assessing the general school management, including instructional leadership practices noting that creativity and innovativeness in the management would be a critical motivating factor that would guarantee high performance.

Overall, the purpose of this study examined the impact of principals' instructional leadership practices on students' academic outcomes and determine which specific instructional leadership dimensions have the most important role. This was achieved using the following research sub-questions;

1. What is the influence of managing the school instructional program on the academic performance in secondary schools in Lusaka Province?
2. How does defining the school mission influence academic performance in secondary schools in Lusaka Province?
3. To what extent does promoting a positive school learning climate influence academic performance in secondary schools in Lusaka Province?

How does the advancement of teachers' interests influence the academic performance in secondary schools in Lusaka Province?

Theoretical framework

The multi-dimensional leadership theory formulated by Bolman and Deal (2003) was used as a theoretical framework.

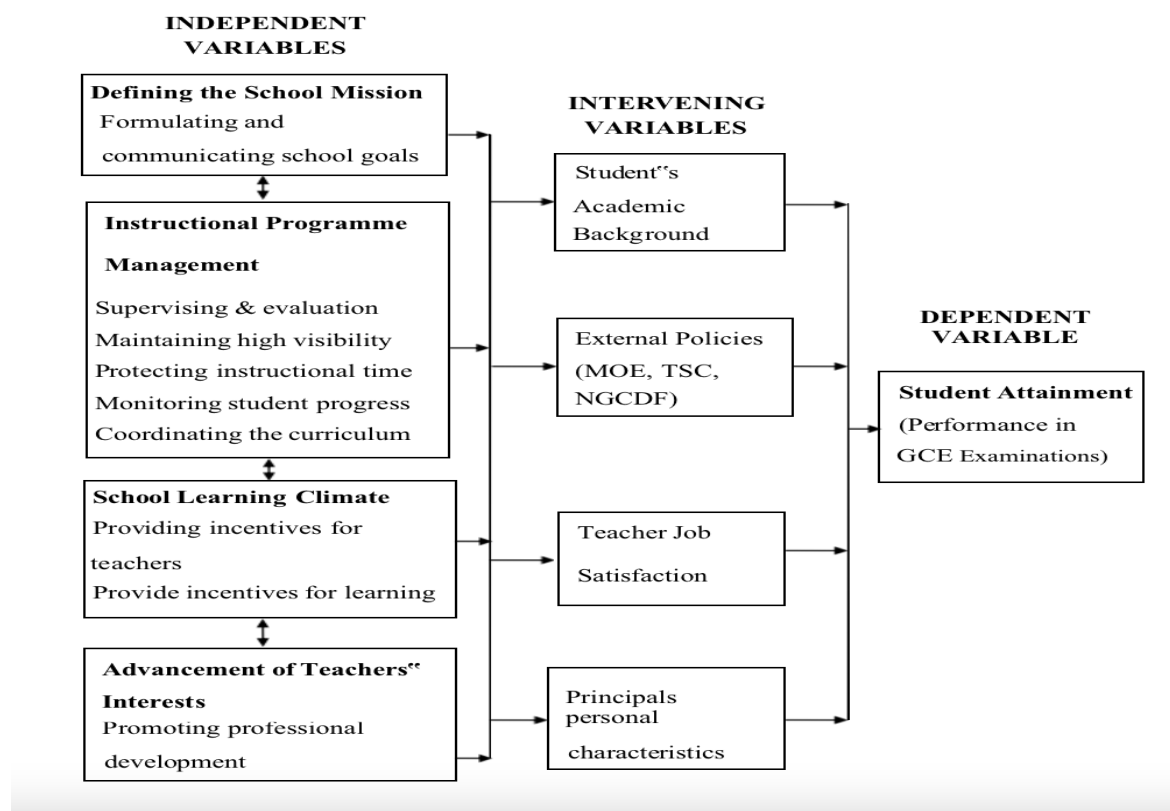


Figure 1: The Bolman and Deal Multi-Dimensional Leadership Theory Source: Bolman and Deal (2003)

Based on Bolman and Deal's Multi-Dimensional Leadership theory (2003), the researcher conceptualized instructional leadership shown in Figure 1 overleaf. In the conceptual framework shown in Figure 1 above, the structural frame is represented by defining the school mission, which entails planning and communicating the school policies. The symbolic frame is represented by coordination of the curriculum, supervision, and evaluation of instruction, monitoring students' progress, maintaining high visibility, and protection of the instructional time. The motivation of teachers and students represents the human resource frame of instructional leadership, in which the principals provide a favorable work environment which is essential in stimulating both individual and school effectiveness. Lastly, the political frame of leadership is represented by the effective development of people (in this case teachers) to match the varied tasks assigned to them.

The four frameworks theory by Bowman and Deal (2003) helped the researcher to formulate the objectives for this study, by utilizing the practices indicated as important towards effective leadership. The current study observed that all the four leadership frames are useful for effective instructional leadership in public secondary schools in Lusaka Province, and therefore the four frames leadership theory applies to Zambian secondary schools. The findings of this study hence support Bowman and Deal's (2003).

METHODOLOGY

The present research utilized a descriptive survey design (Creswell,2014) to obtain the desired information about the incidence, distribution, and interrelationships of educational variables among a given population at a given time. This study examined the effect of principals' instructional leadership practices on students' academic outcomes and determine specific instructional leadership dimensions which have the most important role. A descriptive survey, therefore, was considered useful to study the impact of principal instructional leadership practices on student academic achievement and determine which specific instructional leadership dimensions have the most important role. Data collected were used to address the following four questions.

1. What is the influence of managing the school instructional program on the academic performance in secondary schools in Lusaka Province?
2. How does defining the school mission influence academic performance in secondary schools in Lusaka Province?
3. To what extent does promoting a positive school learning climate influence academic performance in secondary schools in Lusaka Province?
4. How does the advancement of teachers' interest influence the academic performance in secondary schools in Lusaka Province?

Population, sample, and sampling strategy

To collect data, 38 (42%) of target schools from high performing and low performing "South Zone", "district" and lastly "North Zone" categories, to give a total of 38 secondary schools were targeted. Schools from moderate performing clusters were not selected for the study due to their inability to provide the conclusive positive or negative influence of the instructional leadership practices on student academic outcomes. The main "Technical" secondary schools were omitted from this study since, in the researcher's view; they do not possess the common features in most secondary schools of the target population. The main "Technical" secondary schools, by virtue of national focus by the Zambian government, have superior physical and material resources over the other secondary schools, and their admission of students with

relatively higher marks was likely to produce skewed and unreliable correlations. Hence, this study targeted secondary school principals from general schools and an average of five teachers from each school. This number of teachers represented a possible 42% of teachers who handle candidates in a secondary school, given that most schools offer 10 subjects for examination in GCE. a teacher were selected from Mathematics, Chemistry, Geography, Biology, English and History through simple random sampling from each selected secondary school, on the basis that they had handled GCS candidates in the school for at least three years. This sampling procedure gave a total of 190 teachers for the sample. The sample of students was determined using Cochran 's (1977) formula:

$$ss = \frac{(Z)^2 \times (p)(1-p)}{(d)^2}$$

Where ss= sample size

Z=1.96 (Z value at 95% confidence level)

P= percentage picking choice expressed as decimal

d= 0.05 (confidence interval)

Corrected formula final sample =

$$\frac{ss}{1 + ss - 1 / \text{population}}$$

Where the Form 3 and Form 4 student population size = 3,420. Thus, Simple random sampling was used to select the 380 forms four and three students on the basis that they have stayed in the school for at least three years.

Research instrument and data collection procedure

To collect data close-ended questionnaires were employed. The content of this questionnaire was adapted from the Principal Instructional Management Rating Scale Questionnaire (PMRSQ) developed by Hallinger and Murphy (1985) and some aspects of instructional leadership skills identified by Weber (1971). The questionnaire, however, was subject to some modifications to adapt it to the Zambian context. It was important to conduct a pilot study to test the instrument validity and make adjustments following the recommendations suggested by the respondents. The instrument's validity was also strengthened by running a principal component analysis (PCA) to assess the instrument's length, intelligibility, redundancy, and content specificity.

Table 1.

Likert Rating Scale

Rating Points	5	4	3	2	1
Very High	√				
High		√			
Moderate			√		
Low				√	
Very Low					√

Source: McLeod, S. A. (2008). *Likert Scale*.

Data analysis

Once data were collected, the researcher processed the data for analysis. Cohen et al. (2000) explain that data processing involves coding and editing. The researcher identified and eliminated any errors in the returned questionnaires during editing to complete any incomplete or eligible answers and rectify any inaccuracies. In coding, the researcher assigned numerals to replace text so as to establish relationships between variables. Data were analyzed in two phases. The first phase used descriptive statistics (frequencies and percentages) to present the respondents' biodata in order to determine whether the data obtained were still reliable in seeking to establish the desired relationships. The second phase of data analysis used inferential statistics, where Pearson correlation was used to test for relationships between instructional leadership practices and academic performance. Analysis of variance (ANOVA) was used to test the differences in the rating of the leadership practices by the three respondent groups.

FINDINGS

The data results were presented and discussed around four instructional leadership dimensions that emerged from principals' and teachers' responses. These are as follows: (a) defining the school mission; (b) managing the school instruction program; (c) promoting positive school learning climate, and (d) advancing teachers' interest. Means and standard deviations indicating the level of the principals' involvement in each behavior are presented in the following.

Impact of Defining School Mission on Academic Performance

With regard to dimension 1, which is *defining the school mission*, the results in the study indicated in Table 2 below show that school principals enact all instructional leadership behaviors that comprise defining the school mission. However, some mean differences are observed which indicate that some behaviors in this dimension are more performed than others. For instance, when the ratings were tested on a five-point Likert scale of 1-5; where 1 represented "very low", 2 represented "low", 3 represented "moderate", 4 represented "high" and 5 represented "very high". The Mean scores for all the respondents were calculated, where a score ranging from 4.6 to 5.0 was taken Mean that principals were rated as "excellent" in that aspect of leadership defining the school mission, mean score ranging from 4.0 to 4.5 was rated as "good", mean score ranging from 3.0 to 3.9 was rated as "average", mean score ranging from 2.0 to 2.9 was rated as "poor" and the range from 1.0 to 1.9 was rated as "very poor". All respondent groups rated the principals as "good" at defining the school mission (for teachers: $M=4.05$, $SD=1.00$, principals $M=4.38$, $SD=0.96$) and students $M=4.10$, $SD=1.26$).

Table 2

Teachers Rating on Indicators of Defining the School Mission

Indicators	N	Mean	Std. Dev.
Framing a focused set of annual school-wide goals	164	4.19	.848
Using student performance data in developing the school's academic goals	164	4.01	1.036
Effectively communicating the school's mission to members	164	3.93	1.083
Ensuring the effective display of school's academic goals	164	4.05	1.046
Total		4.05	1.003

Table 3*Relationship Between Defining the School Mission and GCE Performance*

	Defining the School Mission	GCE
Pearson Correlation		
Defining the School mission	1	.606**
Sig. (1-tailed)		.000
N	32	32
Pearson Correlation		
GCE	.606**	1
Sig. (1-tailed)	.000	
N	32	32

** . Correlation is significant at the 0.01 level (1-tailed).

Furthermore, Table 3 above shows that principals are rated “good” by their teachers at three of the four indicators used thus: framing a focused set of annual school-wide goals, using student performance data in developing the school's academic goals, and ensuring the effective display of school's academic goals, but average at the indicator of effectively communicating the school's mission to members. These results concur with the assertion by Hallinger (2011) that school goals should be comprehensive, specific, and time-bound, say for a year, clear as to which particular staff members will address certain areas, geared towards fulfilling specific objectives based on a needs assessment involving the staff, academic goals should be based on student performance data, clear to be understood and executed by the concerned target groups.

In addition, the results in table 3 below show that there is a strong and highly significant association between defining the school mission and GCE examination performance ($r(30) = 0.606$, $P < 0.01$) among secondary schools in Lusaka Province. These results imply that the clearer the principal makes the school goals to the concerned persons, the better the performance of students in GCE examinations. The findings of this study confirm the observations by Isaiah and Isaiah (2014) who identified defining school mission as one best instructional leadership practices of school leaders. The findings of the current study differ from those by Robinson, Lloyd, and Rowe (2008) who found moderate effects on student achievement for the instructional leadership dimension concerned with goal setting and planning. Sanchez, Paul, and Thornton (2020) however noted minimal or even adverse effects by leadership on students' learning.

Impact of Managing the School Instructional Programme on Academic Performance

The study identified instructional leadership behaviors that secondary school principals prioritize in their everyday leadership activities in the Lusaka Province. To do so, average means and standard deviations were computed for all subscales of instructional leadership.

As indicated in Table 4, principals managing their instructional program is strongly performed by the secondary school principals as perceived by the respondents “good” on making clear who is responsible for coordinating the curriculum ($M=4.45$, $SD=0.737$) and drawing upon the results of school-wide testing when making decisions ($M=4.23$, $SD=1.100$) but average on the other indicators of managing the school instructional program studied, which include monitoring curriculum to see that it covers the school's objectives ($M=3.82$, $SD=0.438$), ensuring tardy and truant students suffer specific consequences ($M=3.59$, $SD=1.073$). Ensuring

mechanism for compensating for the lost instructional time in place ($M=3.19$, $SD=1.236$). The bold attempt by principals to delegate so that goal assignment is clear is justified by Hallinger (2011), argued that in many instances, principals in secondary schools are not the educational experts in most subjects and therefore rely on the teachers, who are subject specialists for effective curriculum implementation.

Table 4.

Teachers Rating on Indicators of Managing the school Instructional Program

Indicator	N	Mean	Std. Dev.
Making clear who is responsible for coordinating the curriculum	164	4.45	.737
Drawing upon the results of school-wide testing when making decisions	164	4.23	1.100
Monitoring curriculum to see that it covers the school's objectives	164	3.82	.438
Ensuring tardy and truant students suffer specific consequences	164	3.59	1.073
Ensuring mechanism for compensating for lost instructional time in place	164	3.19	1.236
Total		3.82	0.964

Table 5

Influence of Management of the School Instructional Program on Academic Performance

	Managing Programme	Instructional GCE
Managing	Pearson Correlation 1	.603 **
Instructional Program		.000 32
GCE	Pearson Correlation .603 ** Sig. (1-tailed) .000 N 32	1
**. Correlation is significant at the 0.01 level (1-tailed).		32

The statistics in Table 5 above indicate that there is a moderate but highly significant association between managing the school instructional program and GCE examination performance ($r(30) = 0.603$, $P < 0.01$) among public secondary schools in Lusaka Province. These results imply that a greater effort in managing the instructional program contributes to better GCE examination results. This means that for good performance in examinations, there must be proper coordination of the curriculum through proper delegation (Hafsat et al., 2020), adequate supervision, and effective monitoring of student progress.

Impact of Promoting Positive School Learning Climate on Academic performance

The dimension of promoting a positive school learning climate on academic performance as perceived by the teachers indicated in Table 6 as "average" on all indicators of promoting a positive school learning climate. The teachers' Mean rating for promoting a positive school

learning climate was “average” ($M=3.55$, $SD=1.311$) while that of principals was “good” ($M=4.10$, $SD=1.144$) and that of students was “average” ($M=3.89$, $SD=1.348$).

Such “average” Mean rating indicate that principals have ignored their instructional leadership role of creating a favorable learning climate. While the importance of this instructional leadership practice has been underscored by Omemu, (2017) the “average” rating for the principal's rewarding special efforts by teachers with opportunities for professional may be due to limited “financial muscle” of the schools, which rely mainly on government subsidy, with no “vote head” for staff development (MoE, 2020).

Table 6

Teachers rating for head teachers on Promoting a positive school learning climate

Indicators	N	M	SD
Recognizing students who do superior work with formal rewards.	164	3.87	1.330
Contacting parents to communicate exemplary student performance.	164	3.63	1.288
Supporting teachers actively in their reward of students' accomplishments.	164	3.40	1.266
Reinforcing superior performance by teachers in staff meetings, newsletters, and/or memos.	164	3.85	1.386
Acknowledging teachers' exceptional writing memos for their personal files.	164	3.18	1.315
Rewarding special efforts by teachers with opportunities for professional recognition.	164	3.34	1.280
Total		3.55	1.311

Table 7

Correlation between Promoting a Positive School Learning Climate and Academic Performance

Instructional climate			GCE
Instructional	Pearson Correlation	1	.715**
			.000
			32
	Sig. (2-tailed)		
	N		
	Pearson Correlation	.715**	1
	Sig. (2-tailed)	.000	32
	N		

** . Correlation is significant at the 0.01 level (1-tailed).

As indicated in Table 7 below, there is a strong and highly significant association between promoting a positive school learning climate and GCE examination performance ($r(1, 32) = 0.715$, $P < 0.01$) among secondary schools in Lusaka Province. These results imply that a more positive school learning climate results in better performance of students in GCE examinations. The findings of this study affirm the argument by Omemu (2017), that most successful school leaders stress a lot of time on human resource activities than promoting a positive learning climate.

Impact of Advancing Teachers' Interests on Academic Performance

The dimension of seeking to establish the impact of advancing teachers' interest on academic performance in Lusaka Province as indicated in Table 8 below was "good" (principals $M=4.48$, $SD=1.114$, teachers $M=4.11$, $SD=1.023$).

Table 8.

Impact of Advancing Teachers' Interests on Academic Performance

Indicators.	N	M	S.D
Ensuring that in-service activities attended by staff are consistent with the school's goals.	164	4.29	.912
Actively supporting the use of classroom of skills acquired during in-service training.	164	4.05	.955
Obtaining the participation of the whole important in-service activities	164	3.99	1.138
Total		4.11	1.023

As can be seen in Table 8 above, head teachers were rated "good" by their teachers at promoting the teachers' interests ($M=4.11$, $SD=1.023$). Such a high rating points to the importance that Principals in Lusaka Province place in supporting and facilitating teachers for staff development endeavors. Omemu (2017) explains the important role that staff development plays in empowering staff to develop the requisite skills to cope with the ever-changing demands of delivery of curriculum and instruction. Sanchez, Paul, and Thornton (2020) also argue that continuous professional development is the most crucial practice to enhance student performance.

DISCUSSION AND CONCLUSION

The results reveal that, from the perceptions of the teachers, students, principals in secondary schools of the Lusaka Province, to a certain extent, performed instructional leadership behaviors and have an impact on student academic outcomes. It was found that principals understand the concept of instructional leadership and the functions of instructional leadership that their teachers are expecting them to perform. Teachers perceived that school principals to a large extent do engage in defining the school mission, promoting teacher professional development, providing teaching and learning resources, and reviewing curricula, were also enacted but at a moderate level.

Although defining school mission is not excellently done, the results show that the school principals understand the role of having shared goals in the teaching and learning process. Principal-teacher collaboration was shown to be at the heart of the school development process, where the principals tapped into teachers' expertise and experience to ensure that schools had clear and collective goals that focused on student learning and achievement. This partnership is in line with the new conception of instructional leadership where, according to Hallinger and Wang (2016), effective principals seek out the ideas and insights of teachers around instructional matters. Sanchez, Paul, and Thornton (2020) in their research revealed that schools perform well when principals put more emphasis on setting and sharing the school mission and goals with teachers as compared to low-performing schools. The effort that the school principals invest in having a shared school purpose is an indicator that teaching

and learning in the Lusaka Province is not the sole responsibility of teachers but rather a collective activity that binds all school members, including the principals. The fact that the principals accept teachers being part of the school goal development process confirms Omemu's (2017) findings that teachers who understand school goals make better sense of their work and commit to it for the sake of positive change in the classroom.

Overall principals' instructional leadership behaviors enactment. IL subscales Mean SD Mx MN; Defining school mission (M=4.05, SD=1.00). This Mean rating did not differ significantly ($F=1.31$, $p<.270$) from those of Principals (M=4.38, SD=0.96). On Correlating defining the school mission and students' academic performance, the study found a strong and highly significant association between defining the school mission and GCE examination performance ($r(30) = 0.606$, $P<0.01$) among secondary schools in Lusaka Province. The study established that the association between defining the school mission and GCE performance is higher in high performing schools ($r(5) = 0.813$, $p<0.05$) than in low performing schools ($r(23) = 0.397$, $p<0.05$). Managing the school instructional program as seen in Table 4.12 (M=3.62, SD=0.964). This Mean rating did not differ significantly from those of head teachers ($F(1, 30) = 32.344$, $p<0.01$) but was not significantly different from those of students ($F(1, 834) = 2.865$, $P<0.091$). On Correlating managing the school instructional program to students' academic performance, the study found a strong and highly significant association between managing the school instructional program and GCE examination performance ($r(30) = 0.603$, $P<0.01$) among public secondary schools in Lusaka Province. The study established that the association between managing the school instructional program and GCE performance is higher in high-performing schools ($r(5) = 0.347$) than in low-performing schools ($r(23) = 0.112$). This study established that teachers rated their principals "average" at promoting a positive working climate (M=3.55, SD=1.31). This Mean rating did differ significantly from those of principals ($F(1, 358) = 11.312$, $p<0.01$); ($F(1, 834) = 1.220$, $P<0.27$). On Correlating promoting a positive working climate to students' academic performance, the study found a strong and highly significant association between promoting a positive working climate and GCE examination performance ($r(30) = 0.715$, $P<0.01$) among public secondary schools in Lusaka Province. The study established that promoting a positive working climate makes a more significant contribution to students' academic performance in low-performing schools ($r(23) = 0.441$, $p<0.05$) than in high-performing schools ($r(5) = 0.596$, $p<0.158$). Advancement of teachers' interests as (M=4.11, SD=1.023). This Mean rating did differ significantly from those of principals ($F(1, 358) = 59.08$, $p<0.01$). Students were not used for this leadership practice due to their inability to determine and report on it. On Correlating the advancement of teachers' interests to students' academic performance, the study found a strong and highly significant association between the advancement of teachers' interests and GCE examination performance ($r(30) = 0.580$, $P<0.01$) among secondary schools in Lusaka Province.

The results reveal that the principals provided teachers with opportunities to share information on what was observed during instruction supervision. The principals believed that observing instruction and providing feedback was not enough to improve content delivery and student learning. In addition, having time to discuss the feedback with teachers and allow them to express their ideas in an honest and non-threatening way was another strategy to help teachers to reflect on their practices and analyze their teaching more deeply for instruction improvement. This is what Blas'e and Blas'e (1999) and Hafsati et al., (2020) support by saying that improvement in teachers is likely to occur when there is a mutual, open, and critical dialogue between teachers and their supervisors. Thus, the principals providing teachers with time to openly and mutually discuss the observed behaviors in the classroom

showed an intent to guide and support these teachers in improving instruction by bringing positive changes in their teaching and in their students' learning.

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Conflict Statement

The author has no conflicts of interest to declare

Publication Ethical Statement

Before beginning data collecting, ethical considerations in human subject research were addressed. First and foremost, participation was optional, and participants were told that the information submitted during data collection would be used solely for the purpose of the research and that their identities would be kept anonymous throughout the writing and publication of the results. Prior to the data collection process, participants were also assured that they could withdraw from the study at any moment with no repercussions. They signed a consent form prior to completing the questionnaire, confirming their desire to participate voluntarily.

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