Evaluation Of the Managerial Behaviors of Primary School Principals as Perceived by Teachers

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ABSTRACT

One of the important factors for teachers to be effective and productive is managerial behaviors of school principals. Managerial behaviors of school principals affect many factors such as organizational climate, motivation of employees and effective communication with stakeholders. This research aims to reveal the managerial behaviors of school principals in line with the opinions of teachers. Accordingly, it was conducted with the participation of 17 teachers working in primary schools of the Turkish Republic of Northern Cyprus in the 2021-2022 academic year. The research used a qualitative research method with a semi-structured interview form developed by the researcher. The research data were categorized by the interview questions and the participant responses were collected under themes. As a result of the research, the school principals' managerial behaviors were not sufficient and effective in line with the opinions of the teachers and they did not meet their expectations.

Keywords: School, principal, teacher, managerial behavior, qualitative research

1. INTRODUCTION

An organization is a community in which a group of people collaborate to achieve a specific goal or desired outcome. In other words, an organization is a group of people working together to achieve different goals. These goals may be individual or collective goals that organizations generally want to achieve. To achieve these goals, the actions of more than one employee must be combined (Aydin, 2000). At this point, it is necessary for the employees to organize themselves to reach the goals set. Where there are employees of an organization, management is inevitable. When there is interpersonal relationship, there is management. Management is the combination of various management activities that enable an organization to operate. These management activities include bringing together resources, ensuring coordination, determining and monitoring the methods to be followed (Gözübüyük, 1996). These are carried out by the manager of the organization. Managers who run the organization are responsible for using the human and other resources of the organization in favor of the organization itself and achieving its objectives. As an organization, management activities are inevitable to achieve the goals of educational institutions.

Employees of the organization are responsible for the words they use, their work and equipment. This responsibility affects their attitudes and behaviors. Behavior is considered a product of the interaction between people and the environment (Balcı and Aydın, 2001). Organizational behavior is the actions and interactions of individuals or groups within the organization (Daft and Noe, 2001). During the interaction between employees and groups in the organization, employees are expected to exhibit certain behaviors. With these expectations, they are given roles. Some employees are given the role of observer, while others are given the role of manager. Here, it is important for managers to be able to show managerial behavior as part of their role. Managerial behavior is the integrity of knowledge, skills and attitudes of a manager to make the organization efficient. The managerial behaviors exhibited in the managerial position to complete a job are managerial actions (Başaran, 2004).

Many changes in the situation and behavior at school are related to management behaviors of the school principal. Teachers, auxiliary workers and all stakeholders who interact with them interact with the management behaviors of the school principal. The school principal has a significant impact on the lives of all people, particularly teachers and students. For example, new students to the community are educated through the management behaviors of the principal and behaviors of the teachers and they socialize as a result of this education. Teachers can also deem management behaviors of the principal as a motivation to motivate themselves. Similarly, school parents and other stakeholders should closely monitor management behaviors of school principals. It is possible that students and teachers at school as well as parents and the school community in interaction are affected by managerial behaviors of the school principal. Directing resources in the school

efficiently, coordinating resources and ensuring that the teaching programs reach their goals are among the main tasks and responsibilities of school principals. School principals are expected to have various behaviors when providing these. Therefore, identifying and revealing the managerial behaviors of school principals who have a regulatory role in the educational environment is important in making the educational environment more effective and efficient. The research problem is the discovery of the managerial behaviors of school principals as perceived by the teachers.

The aim of the present study is to determine the role of democratic attitudes and behaviors of school principals working in primary schools in Nicosia, Turkish Republic of Northern Cyprus (TRNC) in influencing the motivation of teachers. In general, formal organizations, particularly educational institutions, are complex enough that organizational effectiveness cannot be reduced to a single factor or dimension. However, the quality of leadership has an important share in organizational effectiveness (Aydın, 2000). Although there are many variables that play a role in ensuring teacher motivation, school principals are considered to play an important role in this regard. With reference to the fact that this is an important problem for our education system, the current study aims to unearth the effects of school principals on teachers. In this regard, the study aims to reveal the effects of some behaviors of school principals, such as talking with teachers about instructional issues, providing feedback and appreciation, modeling, encouraging professional development, emphasizing teaching and learning, and supporting relationships and collaboration among teachers on the quality of teaching.

One of the key factors that emphasizes the importance of education for the quality of education is the management behaviors of school principals and the attitudes of teachers associated with them. The main purpose of this research is to examine management behaviors of school principals as perceived by teachers and their management behaviors. For this purpose, teachers were administered a semi-structured interview form prepared by the researcher to evaluate their perceptions of management behaviors and the management behaviors of school principals. In addition, the teacher efficacy scale was applied to evaluate their own competencies. Demographic information of the teachers was collected using the information form included in the interview form.

Today's institutions have a competitive advantage and aim to be the best (Biçer and Düztepe, 2003). With the continuous development of technology, institutions can achieve development in a short period of time (Gürel, 2006). The main source of this phenomenon is people (Biçer and Düztepe, 2003) and the talented individuals who play a role between institutions (Gürel, 2006). Therefore, the importance of the human factor has increased and the success of institutions is measured by their possession of competent human resources (Yetkin, 2006). The role and characteristics of the manager are important in ensuring effective and efficient human resources.

Today, organizations provide various trainings to employees and invest in them to acquire the talents that the humans should possess. If an organization can demonstrate the talents of its employees and benefit from them, it can easily succeed (Biçer and Düztepe, 2003). Competencies enable institutions to easily adapt to rapidly changing technology and competitive conditions and to gain flexibility. There are competencies that every employee should possess within institutions, as well as special competencies required by the job (Gürel, 2006). Therefore, school principals must also possess competencies and management attitudes. Their behavioral practices directly affect the achievement of the educational system's objectives.

Through in-depth interviews, the present study can contribute to the exploration of culture, sharing, beliefs, behaviors and language of teachers in TRNC regarding the effects of school principals on the quality of education. Furthermore, this study is important in terms of contributing to the process of training principals by identifying the types of management behaviors of school principals that are effective on the quality of education and teachers within the education system of TRNC.

There are many factors that affect the effectiveness and efficiency of teachers. One of the important ones among these factors is the administrative behaviors of school principals. Therefore, it is important to analyze the relationship between these two elements (i.e., examining the administrative behaviors of school principals as perceived by teachers).

Studies on determining administrative behaviors in education management are mostly conducted using quantitative research methods. However, this research is important and different in that it has been conducted using qualitative methods. It can allow to determine the type of administrative behaviors that school principals show when managing the school. Therefore, identifying the administrative behaviors that school principals lack in school management and presenting recommendations for gaining these behaviors is important.

2. METHOD
2.1. Research Design

This study uses a qualitative research method with a case study model. A case study is a type of examination that is dependent on time and place. It aims to examine the details that make up an event and make explanations and evaluations. It focuses on answering the questions of how and why (Yıldırım and Şimşek, 2013). The case to be examined here is to determine the administrative behaviors of primary school principals as perceived by teachers.

2.2. Study Group

The study was conducted with 17 primary school class teachers who worked in primary schools in the TRNC during the 2021-2022 academic year.

The participants were selected through purposive sampling, one of the sampling methods. Glesne (2011) has emphasized that typical case sampling can be used to identify what usually occurs in a study. In this context, 17 teachers were included in the study group, selected voluntarily from among the teachers working in public primary schools.

The participants' identities were kept confidential, so the research report refers to them using codes such as T1, T2, T3, in place of their real names. The demographic characteristics of the participants are shown in Table 3.

Table 1: Demographic attributes of teachers participating in the study

	Number	f
Sex distribution		
Female	10	59%
Male	7	41%
Age distribution		
20-29 years	2	11%
30-39 years	4	24%
40-49 years	7	41%
50 years and over	4	24%
Professional seniority		
1-5 years	1	6%
5-10 years	1	6%
10 years and more	15	88%
Level of education		
Bachelor's degree	12	71%
Master's degree	5	29%
Duty term at school		
1-3	6	35%
4-7	4	24%
10 years and more	7	41%

Table 1 examines the demographic characteristics of the participants. Of them, 59% are female and 41% are male. Their age distribution is as follows: 11% are 20-29 years old, 24% are 30-39 years old, 41% are 40-49 years old, and 24% are 50 years old or more. While 6% of them have 1-5 years and 5-10 years of professional seniority, 88% of them have professional seniority of 10 years or more. Of them, 71% have a bachelor's degree and 29% have a master's degree. Of them, 35% have been working at their current school for 1-3 years, 24% have been working for 4-7 years and 41% have been working for 10 years or more.

2.3. Data Collection Tool

A semi-structured interview form was used as data collection tool, which was developed by the researchers and included instructions on how to fill out the form and personal information. The form was presented to two academic experts and a language expert for suitability, openness, comprehensibility and clarity, and then given its final form. By following this method, the measurement tool was provided with content and face validity. Büyüköztürk (2012) states that content and face validity of the measurement tool can be evaluated based on expert opinions. The research interview form consists of two parts. The first part of the form includes sex, age, education level, professional seniority and working time at school based on the researchers' personal information. The second part includes questions about the opinions and suggestions of the participants who make up the study group. The study data have been collected online.

2.4. Data Analysis

This study used content analysis methods to identify the basic concepts and the relationships between them. The fundamental process of content analysis is to collect similar data within a specific framework of concepts and topics, organize and explain them in a way that readers can understand (Yıldırım and Şimşek, 2013).

The code obtained through content analysis is understood, classified and similar codes on the same topic are written. The topics are categorized according to general meanings. Finally, each question is categorized and categories are given quantitatively with frequency.

The frequency of reflecting the research results categories quantitatively is not determined by the number of teachers participating in the study, but by the expressed opinions. This is because the participants of the study place more than one code (message) on some questions and some questions are not answered. Therefore, the number of categories in the table is still more or less than the number of participants in some cases. Direct quotations are usually used to express the opinions of participants. The names of the participants are hidden and their opinions are in italics and quotation marks.

2.5. Validity and Reliability
To ensure the reliability of the study, experts were consulted to confirm whether the opinions given under the six headings represented the issues discussed. Evaluations for the opinions to be included in the themes were compared by the researcher and the expert. The numbers of agreement and disagreement were determined using the formula proposed by Miles and Huberman (1994: 64), and the reliability of the study was calculated. The formula is as follows:

Reliability = [Number of agreements/(Total number of agreements + Number of disagreements)] X 100

Depending on the size and scope of the coding scheme, when the consistency between expert and researcher evaluations is 90% or higher, the required level of reliability is achieved. In a reliability study conducted for the current study especially, the agreement (reliability) was 92%.

The data prepared with coding and thematic processes are presented in the form of models in the results section. The frequency of the codes collected under each theme has been calculated and interpreted through frequency calculations (Yıldırım and Şimşek, 2013). In the analysis of qualitative data, the total number of opinions given during the analysis may differ from the number of participants in the group, because the participants have expressed their opinions according to multiple topics.

3. FINDINGS
3.1. Managerial Behaviors That School Principals Should Have

Table 2: Participants' views of managerial behaviors that school principals should have

Theme	Participants' views	N%
Democratic	10	29
Leader	10	29
Fair	6	17
Participatory and guiding	3	9
Empathetic	2	6
Tolerant	2	6
Respectful	1	2
Problem solver	1	2
Total views	34	100

According to Table 2, the participants' responses to the question "What are the managerial behaviors that a school principal should possess?" were grouped under five themes: democratic (n10), empathetic (n2), leader (n10), fair (n6), participatory and guiding (n3), respectful (n1), problem solver (n1), and tolerant (n2). The participants' views are as follows:

"The school principals should be leaders. They should be open to changes, highly persuasive, intelligent, socially strong, able to take responsibility and initiative in the face of facts." T2

"They should have determination, consistency, being able to maintain equal distance to everyone, providing a peaceful working environment for all employees, particularly the teaching staff, developing the school's resources, and being able to collaborate with all employees, parents, students, and the surrounding community to achieve all goals in line with the school's vision and mission, continuously improving themselves academically and in terms of interpersonal relationships." T5

"They should be protective, supportive and unifying." T16

"They should have empathy, communication, courage, warmth, trust, authority, problem-solving skills, be committed to principles, fair and charismatic." T3

"They should be leaders, showing goodwill to employees, motivating and instilling work enthusiasm. They should embrace our spirit, listen and guide us, and work together with us." T13

"They should have the knowledge, skills, authority and communication ability to ensure the school's effectiveness, open to change and innovation, and to lead its employees in this direction." T15

3.2. Definition of School Principal's Management Perception
Participants were asked the question "How do you define the management perception of a school principal?" and the themes that emerged from the participants' answers were analyzed as shown in Table 3 below.

Table 3: Participants' views on school principals' management perception

Theme	Participants' views	N%
Fair	6	29
Authoritarian	5	24
Participatory	4	19
Self problem solving	3	14
No management perception	3	14
Total	21	100

The opinions of the participants regarding the definition of school principals' management perception are as follows: authoritarian (n5), participatory (n4), self problem solving (n3), fair (n6), and no management perception (n3). The participants' statements are as follows:

"Dictatorial. I make the decisions, and they have to comply with them." T1

"He tries to evaluate goals and solve problems only by his own perspective and criteria that he deems correct. The teachers learn the decisions taken in meetings held occasionally. Vice principals, teachers, school staff, and the school's parent-teacher association should be informed more frequently at every stage, they should be consulted. The problems to be solved and the goals to be reached should be discussed by consulting experts, even regarding non-educational issues and decisions should be made in the light of scientific studies." T5

"He is a person who is well-intentioned, participatory, and tries to operate democratic mechanisms as much as possible." T7

"He is familiar with the staff's characteristics and abilities and behaves accordingly, knows the student and parent profile, is acquainted with the laws, uses initiatives when necessary, and ensures the implementation of decisions." T9

"I think the school principal cannot control his management perception." T12

"To take actions towards the mission and goals within the framework of the vision determined with the team." T17

"It is to manage without carrying the problems to the higher authorities, but without solving them either." T3

"He only embraces his own ideas, an authoritarian." T14

3.3. School Principals' Decision-Making Styles

The participants were asked the question "How does the school principal make management decisions? How should it be?", providing responses as in Table 4 below.

Table 4: Participants' views regarding how school principals make decisions

Theme	Participants' views	N %
Own decisions	12	70
By consensus	4	24
No authority to make decisions	1	6
Total	17	100

The majority of the participants (n12) stated that school principals make decisions on their own. One participant mentioned that the school principal does not have the authority to make decisions, while 4 participants stated that decisions are made by consensus.

Furthermore, participants were asked "How do you think it should be?" The themes regarding the participants' responses are analyzed in Table 5.

Table 5: Participants' views regarding how school principals should make decisions

Theme	Participants' views	N %
By consensus	17	100

All teachers stated that school principals should take decisions by consensus of the teachers, colleagues and stakeholders during the decision-making process. Their responses in this regard are as follows:

"The school principal usually makes decisions alone. In my opinion, he/she should prioritize participation when making decisions." T2

"The school principal does not have decision-making authority. It is limited by regulations. The rulers impose and the ruled implement. Making it more lovable for people when implementing at least ensures greater efficiency." T3

"They determine the decisions that they deem important. They implement them within the framework of the Teacher's Law. I do not think we need a school principal. A democratic school committee can be formed to

create more democratic and participatory environments. The previous head teacher system was also more functional compared to the current management system." T6

"They try to make decisions through departmental and general meetings. The negative aspect is that they may be influenced sometimes." T7

"The school principal makes management decisions in line with his own ideas. In my opinion, he should be open to new ideas and criticism." T10

"Alone. Even if he asks for others' opinions, he goes his own way. He should take responsibility and make decisions that can find a midway by listening to everyone's opinions." T14

"He makes decisions as if he listens to everyone but takes decisions by his own ideas with the project mentality. He should be able to take courageous steps that value ideas and take responsibility." T15

"He should take decisions by discussing and deciding together with others, considering both the interests of the school and the teachers, by sharing his experience and combining these all." T16

3.4. Approach Followed for Problems Encountered at School

Table 6 shows the responses of the participants to the question "What is the approach of your school principal when there is a problem at school? How do you evaluate the path followed?"

Table 6: Participants' views of the path followed by school principals for the problems at school

Theme	Participants' views	N%
Trying to solve problems alone	6	35
Intervening immediately	4	24
Getting others' opinions	3	17
Finding solutions calmly	2	12
Addressing the problem directly	1	6
Ignoring the problem	1	6
Total	17	100

Regarding the school principal's approach to problems that arise at school, the participants' views were as follows: trying to solve problems alone (n6), addressing the problem directly (n1), intervening immediately (n4), finding solutions calmly (n2), getting others' opinions (n3), and ignoring the problem (n1). Participants were then asked how the approach should be. They provided the following responses:

"When a problem arises at school, the principal intervenes immediately and does his best to solve it. I think his approach is right. By keeping the situation down, he comes up with solutions to the problem." T1

"When a problem arises at school, the principal usually tries to find a solution alone. I think this is wrong. The higher the participation in decision-making for problem-solving, the higher the compliance with the rules." T2

"They generally try to solve problems in a short time. This is why they may appear to decrease for a while, but then come back with even greater severity. Therefore, problems should be eradicated completely within a certain program and taking actions accordingly." T4

"The principal listens to the people who made trouble in a calm and cool manner and expresses his views in the same way. I think calm attitude is positive, but he needs to know that the solution is not always the same as he has in mind and to take into consideration alternative solutions proposed by others." T5

"If it's not a systemic problem, the principal tries to address it. I find this approach positive." T7

"Although he gets ideas about looking for solutions and sharing opportunities with others, he cannot reach effective solutions. To achieve effective results, different methods should be used." T11

"He tries to understand the problem fully and approach it calmly to make a decision beneficial to all. I am satisfied with the approach followed." T13

"He applies the logic of 'let bygones be bygones'." T15

3.5. Reward and Punishment Methods Implemented by the School Principal

The participants of the study were asked the question "What are the reward and punishment methods implemented by your school principal? How do you think they should be?" The answers of the participants were categorized under five themes.

Table 7: Participants' views of reward and punishment methods implemented by school principals

Theme	Participants' views	N %
No reward or punishment	9	52
Insufficient	4	24
Class distribution	2	12
Within those specified in the regulations	1	6

Giving/taking responsibility	1	6
Total	17	100

Of the participants, 52% stated that there was no reward and punishment. Other responses from the participants were categorized into five themes: class distribution (n2), insufficient (n4), within those specified in the regulations (n1), giving/taking responsibility (n1), and the need for a reform in the reward and punishment system (n1).

"Verbal reinforcers are used. I think there should be a reform in the reward and punishment system for practitioners throughout the education system. There should be a monitoring system that can separate those who do their job well from those who do not." T13

"It is clarified in the regulations. It is important that it is applied fairly without any personalization." T3

"I do not think these methods are used very often. Objective and concrete criteria can be set to determine who to receive rewards. In this way, the staff will have a need to develop themselves. If the reward system is used in a planned way, there will not be a need for punishment." T4

"The reward and punishment system applied by our school principal is class distribution. If he wants to punish a teacher, he assigns that teacher to an unwanted class. The opposite is valid for rewards. In my opinion, rewards and punishments should not be implemented through class distribution. Instead, teachers should be assigned to the class they are most successful in, so that both the teacher and the students become happy." T1

"There is no clear reward and punishment system, but there should be. The appreciation of those who do well should be expressed through rewards and those who do not should be reprimanded, perhaps not with serious punishments, but there should be a balance between rewards and punishments. Those who do and those who do not should be distinguished." T16

"The punishment is that the teacher is given the unfavorable class and additional lessons, while the reward is that some teachers are always privileged. The reward should only be verbally appreciating their achievements, while the punishment should be warning verbally." T8

"Giving responsibility or ignoring them." T6

"I have not seen such a practice." T17

3.6. The School Principal's Level of Openness to Suggestions and Criticism
The answers given by the participants to the question of "Is your school principal open to suggestions and criticism? How does he/she behave in the face of any suggestions or criticisms?" were analyzed in Table 8.

Table 8: School principals' being open to suggestion and criticism

Theme	Participants' views	N %
Open	7	41
Not open	6	35
Listens but takes own way	4	24
Total	17	100

The participants' opinions regarding the school principals' level of openness to suggestion and criticism and their exhibited behaviors have been grouped under three themes. The levels of openness of school principals to suggestion and criticism are as follows: open (n7), not open (n6), listens but takes own way (n4). The statements put forward by the participants are as follows:

"He appears to be open to suggestion and criticism, but still goes his own way. He accepts suggestions to some extent but is not open to criticism. Regarding criticism, he defends what he says and tries to convince others." T16

"Our school principal is not open to suggestion and criticism. In such cases, he goes his own way." T2

"He usually listens, but does what he knows. If it does not cause any problems, he sometimes gets convinced." T3

"Yes, he is open to suggestion and criticism in a calm manner, but these views and criticism do not change his ideas, he still does what he knows." T5

"He is not very open to suggestion and criticism. In the face of any suggestion or criticism, he acts according to his own ideas." T11

"No. Neutral. He does not take into consideration." T14

"He listens, but what is in his mind is more correct." T9

"Open. He is open to suggestions and uses logical ideas in terms of applicability." T13

"He is open to suggestions, but if they conflict with his own ideas, he never accepts that suggestion." T1

3.7. Level of Support Provided by the School Principal for Academic Development

The research participants were asked the question "Does your school principal support your academic development?" The answers given by the participants are given in Table 9.

Table 9: The school principals' levels of supporting academic development

Theme	Participants' views	N%
Yes	9	53
No	8	47
Total	17	100

The participants responded in favor of (n9) or against (n8) the support of academic development by school principals. They were then asked to explain their responses. The explanations provided by the participants were categorized under two themes: "yes" and "no".

The following are the explanations provided by the participants who responded with "yes":

"They support academic development. It provides opportunities for teachers to improve themselves and encourages them in this regard." T1

"It is also an incentive even when there are no obstacles to training and doing a job." T3

"The school principal provides and assists to provide materials and courses that teachers request or want to attend to. He provides support and makes suggestions." T7

"He supports and helps with the work to be done for academic development." T8

"He grants permission without any problems to those who want to participate in activities like course, training, exams, etc." T9

"He supports and informs us about all in-service trainings. Besides these training, he also informs us about the developmental activities he knows." T13

The followings are the explanations provided by the participants who responded with "no":

"He does not support. A school is as good as its principal and as successful as its teacher's academic achievement. Therefore, the principal should pave the way for exciting teachers who research and share their knowledge." T2

"I have not seen any initiative by the school principal to support the academic development of the staff. To me, reason for this should be investigated. Because the participating personnel are also responsible, if a common decision can be taken, support works can be done in this way." T4

"Supporting academic development is not just about posting in-service training announcements on the board, but also by creating an equal, open to innovation, free working environment in the school based on equal opportunities." T5

"I haven't seen any special effort." T14

"No, the principal should share appropriate trainings or provide examples. He should even participate in these trainings himself and be a guide." T17

4. CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

School principals should show certain behaviors within their authority and responsibilities. They should execute effective management by creating an efficient and productive communication environment with teachers, students, employees, local officials and stakeholders with differing levels of education and culture by aligning their expectations. Therefore, the school principal plays a key role in the success of activities in the school (Güçlü, 1997). The structure of the school, one of the most important institutions that form the basis of a society, and the individuals within this structure have an impact on their lives (Lee, Dedrick, & Smith, 1991). Undoubtedly, one of the most important elements in this structure is the management understanding and behavior of school principals. In the current study, which aims to reveal managerial behaviors of primary school principals as perceived by teachers, the participants were mainly asked to define the managerial behaviors that school principals should possess.

Within the scope of the desired managerial behaviors identified by the participants, the view that school principals should be democratic and a leader prevailed. The other views expressed by the participants were empathy, fairness, participation and guidance, respect, problem-solving, and tolerance. These elements identified by the participants in defining the necessary managerial behaviors are defined in the literature as the qualities expected of a good leader (Bursalıoğlu, 2005). The literature supports this result. In line with this result, possessing certain leadership qualities is important and it is not sufficient for managers to perform only management tasks.

One of the research findings is that the participants defined management perception of the school principals. The participants were asked to describe their school principals' management perceptions and five themes came out. They described their school principals as fair, authoritarian, participatory, self problem solving, while some

participants indicated that some school principals did not have management perceptions. The findings have shown that school principals have different management perceptions. Considering the prominent themes, the school principals mostly showed participatory and positive attitudes. The other prominent one was the authoritarian theme. According to the participants' views, these school principals make decisions by saying "I decided and this will apply" and apply power sanctions.

Regarding how school principals make decisions, the majority of the participants stated that school principals made their own decisions. One participant stated that the school principal did not have the authority to make decisions, while others stated that decisions were made by consensus, but some of them stated that the school principal ultimately had his own way, even if there was consensus. All participants expressed that school principals should make decisions by consensus. In their study, Peker and Aytürk (2000) emphasized the importance of making decision together with employees. The study found that decisions made by consensus and agreement motivated employees and so, contributed to the success of the organization.

School principals face many problems and issues. Some of these problems include conflicts and problems between teachers, employees, students and parents at school, authority and management problems and insufficient financial resources. The participant's views on the path followed by the school principals regarding the problems experienced in schools come under six themes. The participants stated that school principals tried to solve problems on their own, addressed the problem, intervened immediately, found solutions calmly, sought opinions, and one participant ignored the problem.

Based on the statements of the participants, the school principals' conflict management styles can be determined. In this regard, the most prominent conflict resolution method is consensus, while avoidance is deemed the conflict method used least.

While some participants find the approach followed by school principals appropriate for dealing with problems, others have described their behavior positively.

The majority of the participants have expressed that the reward and punishment method applied by school principals is insufficient or does not exist. Some participants have mentioned that class distribution and taking/responsibility are used as rewards and punishments. For instance, the reward is being assigned to a good class or given responsibilities, while the punishment is being assigned to an unwanted class or withdrawal of responsibilities. One participant has mentioned that there are reward and punishment practices within the regulations. Considering the participants' responses, there is no effective reward and punishment system in general.

The openness of school principals to suggestions and criticisms has been evaluated by the participants. While the majority of the participants have stated that they are open and listen, some have stated that they listen but ultimately do what they think is best. Some participants have mentioned that school principals are not open to suggestions and criticisms. Therefore, although the majority of participants have expressed being open to suggestions and criticisms, school principals generally do what they think is best during the implementation phase.

In order for democratic leaders and managers to achieve the best results and meet the expectations of employees, they need to be open to criticism, supportive of development, and willing to compromise when necessary. Therefore, the reward and punishment practices applied by school principals do not meet the methodological behaviors that should be possessed, which is the first research question. Although the majority of the participants have defended that school principals should be democratic, the rewards and punishments applied do not meet this expectation.

The participants' views on the level and forms of support provided by the school principals for their academic development are grouped into "yes" and "no", with nearly equal response rates. The participants who answered yes believe that school principals provide opportunities for development, support attendance to courses, assist in providing necessary materials and equipment, and inform about organized trainings. Those who answered no stated that they did not receive support, announcements should not be posted only on bulletin boards, and the school principal did not take any initiative.

In line with the research findings, school principals mostly try to assist teachers within the possibilities available to them. The duties and responsibilities of school principals are limited due to the centralized structure. In this regard, the school principals need to set forth the best, effective and efficient management style within the possibilities and resources available to them.

Laws and regulations related to education negatively affect leadership behaviors of the school principals. The centralized structure can force school principals to become legal leaders. This can also affect their administrative behaviors. According to the study findings, the exhibited administrative behaviors of school principals are insufficient. The managerial behaviors that school principals should possess need to be developed and supported.

4.2 Recommendations

- In-service training can be provided to school principals for their managerial behaviors.

- There should be limitations on measuring management skills and knowledge among the criteria for the appointment and promotion to school principal positions.
- Regular evaluations should be made based on the opinions of the principal, teachers, and students to make necessary improvements and thereby increase motivation and performance.
- Increasing the authority and responsibilities of school principals can enable the fair implementation of reward and punishment systems. There should be regular monitoring to ensure that these responsibilities are carried out in a healthy and fair manner.
- School principals can be provided with trainings on creating a positive organizational climate, leadership behaviors and effective management.
- Research can be conducted to allow school principals to evaluate themselves.
- Research can be conducted at high schools to investigate the managerial behaviors of school principals.
- Quantitative research can be conducted to learn about teachers' opinions by including all primary schools.
- Research can be conducted to compare managerial behaviors of school principals in schools located in different regions.

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