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THE ANALYSIS OF WOMAN SCHOOL MANAGERS PROBLEMS IN TERMS OF MANAGEMENT PROCESSES BASED ON CERTAIN VARIABLES

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ABSTRACT

Educational management is a process by which education is directly influenced and shaped. Therefore, a dynamic and effective management bears utmost importance for a healthy management process and high quality education. Educational managers who guide schools play a vital role in terms of influencing school performance. School managers experience several processes in order to fulfill these roles effectively. A school manager is always expected to effectively fulfill several roles at school such as making healthy decisions, organizing school members in a way that will help them reach organizational plans and goals, providing an effective communication network and ensure the continuity of this network, influencing and coordinating school employees, evaluating all education and curriculum-related activities in a school and revising all management processes based on the findings of this evaluation. It is not surprising that school managers sometimes encounter various problems while fulfilling these roles. The present study focuses on the problems which woman school managers encounter in management processes. The universe of the study is comprised of woman school managers within the boundaries of Amasya province of Turkey. The sample of the study is comprised of 15 woman school managers residing in Amasya. "School Managers' Problems in Management Processes Scale" was used to collect data. The findings demonstrate that while woman school managers' problems in the management processes did not significantly differ based on their age and professional seniority, they significantly differed based on the evaluation sub-dimension of seniority in management as a variable and influencing sub-dimension of the number of teachers as a variable. In addition, woman managers are not likely to encounter great problems. It was also observed that top managers supported the school during a school year, and it was found out that they experienced problems in terms of coordination and evaluation.

Keywords: Woman, woman leader, woman manager, management processes

1.INTRODUCTION

The task of the school manager is to keep the school alive for its purposes. This is the most efficient use of human and material resources in the school. The ability of the school manager to do this depends on the concepts and processes of school management.

The structure of school management affects the professional and personal qualifications of managers, the efficiency and quality of education. The school manager makes an indirect impact on student success through activities such as creating a positive climate at school, initiating activities for goals, increasing student success in school and coordinating curriculums. Throughout its functioning, the school faces some small or large problems. Without resolving these issues, the school cannot be expected to achieve its goals at the desired and planned level. The problem for the school is the obstacle that stops, slows down or deflects the school's realization of its objectives. The problem solving process is initiated by the manager's efforts to eliminate these obstacles. The school manager tries to take advantage of management processes to solve these problems. But at this stage there are problems due to various reasons (Karagöz, 2006).

2.CONCEPTUAL FRAMEWORK

2.1. Management Processes

Process is defined as the sum of activities in the production of a product or a set of activities towards a certain goal. In this respect, management processes can be defined as management functions performed by an organizational structure, reaching organization goals through others and encouraging other people to perform a work (Demirtaş & Güneş, 2002).

Managerial activities described as management processes can be summarized as follows (Dalay, 2001):

- (1) Management is a goal-oriented activity. It indicates an organization's or institution's direction and certain goals to be achieved.
- (2) Management is a group activity. It requires more than one person in order to implement management process.
- (3) Management is a human-oriented activity. People are main elements in the management process.
- (4) Management involves division of labor and specialization. Tasks are distributed among people based on their knowledge and abilities.

Organization which can respond to social requirements can continue their existence. Therefore, management should eliminate existing problems in the organization and contribute to the continuity of its existence. The sustainability of this structure requires a management process (Başaran, 2000).

Focusing on the role of managerial functions on the productivity, Gulick and Urwick reformulated Fayol's five functions of management and proposed the acronym POSDCoRB (Planing, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting). Similar to Fayol's classification of management process, POSDCoRB aims to answer the question "What does a manager do?" and involves the following stages: (1) Planning, (2) Organizing, (3) Staffing, (4) Directing, (5) Coordinating, (6) Reporting and (7) Budgeting (Balcı, 2005).

It can be stated that management should be scientifically divided into different processes in order to reach organizational goals, reduce expenses and increase effectiveness. Management process has been so far classified under different categories by various scholars. For instance, Gregg classifies management process as follows (Aydın, 2000).

There is a direct relationship between a manager's level of competence and the effectiveness of an organization (Çelikten, 2001). It is also possible to find a highly positive correlation between the

effectiveness of a school and school managers' level of competence, problem-solving skills, and ability to keep up with innovations. Therefore, it is of vital importance to introduce innovative approaches to a school as an educational institution immediately.

School organizations are required to carefully plan their activities towards achieving their goals. In this respect, school managers play an active role in terms of planning organizational goals, maintaining an effective communication and coordination process among teachers and employees who will achieve these goals and evaluating all organizational plans and activities in a meticulous way in order to reach organizational goals. Since any problems in one of these processes are very likely to negatively influence other processes, it is important to detect these problems in time, and offer immediate solutions to these problems for the better functioning of school management processes (Büte and Balcı, 2010).

As the world order rapidly changes, innovative movements gained importance in an increasingly competitive environment due to the effects of globalization. Thanks to these innovations, woman have started to take part in various fields of social life, which resulted in their participation in management positions. However, woman encounter a number of difficulties in this process.

If problems encountered by managers in a society cannot be effectively solved, these problems are likely to turn into greater organizational problems in the long run. Therefore, detecting school managers' problems in terms of management processes and solving these problems will greatly contribute to the quality of education at a school. As a result, contributions to an educational institution will indirectly help other institutions gain a momentum in terms of increasing their own quality.

Schools are crucial educational institutions which characterize people and, not surprisingly, the future of a nation. The quality of education which a student graduating from a certain school receives will be directly reflected in their behaviors and activities in professional life. Similarly, it cannot be denied that education offered by institutions which go through problems and flaws in their management system cannot be satisfactory. The elimination of problems in the field of education will first increase the quality of students' behaviors, which are the outputs of a school, and thus will accelerate both individual and social development processes. In the light of the data obtained from the present study, new formulas can be developed in order to detect school managers' problems in terms of management processes and offer solutions to these problems.

2.1. Literature Review

Çelikten (2001) conducted a study titled "Effective school decision process" on general high school managers in the province of Kayseri, and aimed to measure school managers' participation in the decision-making process. The findings demonstrated that effective decisions were made as a result of school managers' mental preparation and efforts.

Browne-Ferrigno (2003) aimed at explaining the nature of changes occurring when teachers prepared for being a manager in a study titled "Becoming a Principal: Role Conception, Initial Socialization, Role-Identity Transformation, Purposeful Engagement". This study uses case study as a research method and analyses the professional development of 18 educational institution employees as manager candidates in a preparation course.

Taşbilek Yoncalık (2005) carried out a study titled "Managers' views on information systems in terms of management processes in effective school management (A case study on Kırıkkale province)" on school managers at primary and secondary schools in Kırıkkale province in order to explore their views on information systems in terms of management processes. The findings of the study indicated that school managers expressed positive views on the use of information systems in school management.

Girgin (2005) aimed to measure educational managers' ability to satisfy teachers' expectations in terms of management processes for an effective school organization in a study titled "The role of

primary school managers' ability to satisfy teachers' expectations in terms of management processes for an effective school organization (A case study on the district of Ayvalık in Balıkesir province). The study analyzed whether there was a significant difference between school managers' ability to satisfy teachers' expectations in terms of management processes and variables such as age, gender, seniority and branch.

Karagöz (2006) focused on the analysis of school managers' problems in terms of management processes at primary schools in a study titled "School managers' problems in terms of management processes". The study found out significant differences among school managers' levels of problems in terms of management processes based on independent variables such as "age", "professional seniority", "management seniority", "the number of teachers in their school" and "place of work".

Coşkun (2006) analyzed the impact of school managers' behaviors related to management processes on teachers' efficiency in a study titled "Teachers' and School Managers' Views on the Impact of School Managers' Behaviors Related to Management Processes on Teachers' Efficiency".

Büte (2007) dealt with independent preschool managers' views on the functioning of planning, decision making, coordination, communication and evaluation processes in preschool institutions as well as independent school managers' problems in these processes and their solutions to these problems in a study titled "Independent preschool managers' views on school management processes, problems and solutions to these problems (A case study on the province of Mersin)".

Summak and Özgün (2007) conducted a study titled "Primary school managers' activities in terms of management processes and the relationship among some emotional, social and psychological competences" in order to analyze primary school managers' ability to benefit from management processes and the relationship among some emotional, social and psychological competences which are defined as general management abilities and competences in Kilis province during 2004-2005 school year. The study demonstrated that teachers viewed primary school managers' competence to benefit from management processes positively and that there was a highly positive correlation between general management abilities and the use of management processes. While the highest positive correlation was found in the "communication" process, the lowest correlation was found in the "supervision" process.

Bandur (2012) focused on the partnership and participative decision making processes at schools in school based management systems in which authorities and responsibilities are undertaken by decision makers and refers to general tendencies and current developments in Indonesia in a study titled "School-based management developments and partnership: Evidence from Indonesia".

Kosir and Jezovsek's (2014) study titled "Processes of Quality Assurance and Knowledge Management in an Educational Institute-Kindergarten" reported that teachers were aware of their abilities and responsibilities although management processes were not effectively fulfilled as an evaluation and self-evaluation opportunity and that management is undertaken only for quality assurance.

Budur (2015) published an MA thesis titled "The Analysis of the Feasibility of Summerhill School Model in Turkish Educational System in terms of Management Processes" in order to explore management processes in Summerhill School, which is an example of an alternative and democratic school, and Turkish educational system and evaluate the feasibility of Summerhill School Model in Turkish educational system in terms of management processes.

Ebabil (2015) evaluated the functioning of management processes in preschool education institutions (planning, decision making, organization, coordination, communication, influence and evaluation) based on managers and teachers' views in a study titled "The Analysis of the Functioning of Management Processes in Preschool Education Institutions Based on Managers' and Teachers' Views".

Sertkaya (2016) paid attention to the fulfillment of management processes in teacher councils at high schools based on high school teachers' views and analyzed whether this displayed significant differences in terms of demographic features in a study titled "The Analysis of Teacher Council Meetings in terms of Management Processes". The study demonstrated that management processes related to "decision making", "communication" and "supervision" "quite highly" fulfilled, while "organization", "coordination" and "guidance" processes were "highly" fulfilled.

Cantürk (2016) focused on school managers' technological leadership behaviors and the use of information technologies in management processes in a study titled "The Relationship between School Managers' Technological Leadership Behaviors and Use of Information Technologies in Management Processes".

It can be understood from the literature review that the number of studies on woman school managers is quite low. In this respect, the present study aims to reveal the functioning of school management processes based on woman school managers' views and problems encountered in these processes.

If problems encountered by managers in a society cannot be effectively solved, these problems are likely to turn into greater organizational problems in the long run (Hocalar, 2019). Therefore, detecting school managers' problems in terms of management processes and solving these problems will greatly contribute to the quality of education at a school. As a result, contributions to an educational institution will indirectly help other institutions gain a momentum in terms of increasing their own quality.

In the light of above-mentioned discussion, the present study aims to identify the problems encountered by woman school managers in terms of school management processes in Turkish National Education system, explore the causes of these problems and offer some solutions to these problems.

The research questions examined in this research were as follows:

What are the problems that woman school managers encounter in terms of management processes?

Research sub-problems:

- Do problems that woman school managers encounter in terms of management processes differ based on terms of age?
- Do problems that woman school managers encounter in terms of management processes differ based on professional seniority?
- Do problems that woman school managers encounter in terms of management processes differ based on management seniority?
- Do problems that woman school managers encounter in terms of management processes differ based on the number of teachers at a school?

3.METHOD

3.1. Research Goal

The present study aims to identify the problems encountered by woman school managers in terms of school management processes in Turkish National Education system, explore the causes of these problems and offer some solutions to these problems.

3.2. Sample and Data Collection

The population of the study is comprised of woman school managers within the boundaries of Amasya province of Turkey. The sample of the study is comprised of 15 woman school managers residing in Amasya and selected using random sampling method, which enables researchers to carry out research more rapidly as it helps them focus on a familiar and easily accessible case. This sampling method is usually preferred when researchers are not able to benefit from other

sampling methods (Büyüköztürk et al., 2012). The present study was conducted using descriptive survey model which aims to objectively describe an existing case or a case in the past. It is aimed to describe an individual or object which is under scrutiny in its own conditions. The researcher does not aim at modifying or influencing research materials (Karasar, 2005, 77). The study with quantitative research method was applied to woman managers in the 2018-2019 academic year. The survey was conducted with 15 female managers. In the research, woman managers were asked questions about management processes and asked for answers.

“School Managers’ Problems in Management Processes Scale” developed by Karagöz (2006) was used as a data collection tool. This scale consists of two parts. The first contains 4 items (age, professional seniority, management seniority and the number of teachers at your school) addressing woman managers’ demographic information. The second part contains 42 items related to sub-dimensions of management processes. 5-point Likert type scale was used for items in the second part. The scale was prepared for further analysis as the options were designed as “always” for 5.00-4.21 points, “often” for 4.20-3.41 points, “sometimes” for 3.40-2.61 points, rarely for 2.60-1.81, and “never” for 1.80-1.00 point(s).

Since the management processes are independent processes, validity and reliability tests were performed separately for each process. When we look at the reliability values of the processes, the Cronbach's alpha value of the decision-making process is 0,71%, the Cronbach's alpha value of the planning process is 0,60%, and the Cronbach's organizing process is Cronbach's alpha value for communicating process was 0.81%, Cronbach's alpha value for coordinating process was 0.87%, Cronbach's alpha value for influencing process was 0.59%, Cronbach's alpha value for evaluation process was 0.83%.

Prior to the survey, the participants were informed that their names would be never revealed, that they participated in the survey on a voluntary basis, that they needed to answer questions sincerely in order for the survey to yield healthier results, that the results of the survey would be used for only scientific purposes.

The frequency and percentage distributions depicting the personal characteristics of the group have been demonstrated:

Table 1. Demographic characteristics of participants

Personel Details		f	%
Age	21-30	3	20,0
	31-40	7	46,6
	41-50	3	20,0
	51 and +	2	13,4
Professional Seniority	1-5	2	13,4
	6-10	2	13,4
	11-20	7	46,6
	21 and +	4	26,6
Management Seniority	1-10	11	73,4
	11 and +	4	26,6
The Number of Teachers	1-15	6	40,0
	6-30	9	60,0

As shown in Table 1, 3 woman school managers are aged between 21 and 30 (20.0%), 7 of them are aged between 31 and 40 (46.6%), 3 of them are aged between 41 and 50 (20.0%), and 2 of them are aged between 51 years and more (13.4%). 2 woman managers have 1-5 years of professional seniority (13.4%), 2 of them have 6 to 10 years (13.4%), 7 of them have 11 to 20 years and (46.6%) and 4 of them have 21 years and more (26.6%). In addition, 11 of these woman (73.4%) managers have 1 to 10 years of management seniority, while 4 of them have 11 years and more management seniority (26.6%). While there are 1 to 15 teachers (40.0%) at schools where 6 woman managers work, there are 16 to 30 (60.0%) teachers at schools where 9 woman managers work.

3.3. Analyzing of Data

For the descriptive analysis of quantitative data, standard deviation (SD) and mean (M) was calculated using statistical program SPSS (Statistical Package for Social Science v17). A normality test was used to analyze differences among participants' views, and it was observed that the data displayed a normal distribution. Independent t test was used for management seniority and the number of teachers variables. Non-parametric Kruskal Wallis-H test was employed for the analysis of age and professional seniority variables. When there were differences in the results obtained from non-parametric Kruskal Wallis test, non-parametric Mann Whitney-U test was used to identify the variable.

4. FINDINGS / RESULTS

The results of Kruskal Wallis-H analysis related to woman school managers' problems in terms of management processes based on age variable are given in Table 2.

Table 2. Kruskal wallis-h analysis results by age variable

Dependent Variable	Age	N	Mean Rank	χ^2	df	p
Decision making	21-30	3	5,83	1,117	3	,773
	31-40	7	8,07			
	41-50	3	9,00			
	51 and +	2	9,00			
Planning	21-30	3	6,67	3,376	3	,337
	31-40	7	6,50			
	41-50	3	11,50			
	51 and +	2	10,00			
Organizing	21-30	3	8,67	5,509	3	,138
	31-40	7	6,86			
	41-50	3	12,67			
	51 and +	2	4,00			
Communicating	21-30	3	5,83	3,382	3	,336
	31-40	7	8,36			
	41-50	3	11,33			
	51 and +	2	5,00			
Coordinating	21-30	3	9,50	4,427	3	,228
	31-40	7	6,50			
	41-50	3	6,50			
	51 and +	2	13,25			
Influencing	21-30	3	3,00	5,284	3	,152
	31-40	7	8,64			
	41-50	3	10,83			
	51 and +	2	9,00			
Evaluating	21-30	3	7,83	5,896	3	,117
	31-40	7	5,64			
	41-50	3	9,83			
	51 and +	2	13,75			

Table 2 indicates that no statistically significant differences were observed in the results of the analysis related to woman school managers' problems in terms of management processes based on age variable ($p > .05$).

The results of Kruskal Wallis-H analysis related to woman school managers' problems in terms of management processes based on professional seniority variable are given in Table 3.

Table 3. Kruskal wallis-h analysis results by professional seniority variable

Dependent Variable	Professional Seniority	N	Mean Rank	χ^2	df	p
Decision making	1-5	2	7,75	0,047	3	,997
	6-10	2	7,50			
	11-20	7	8,07			
	21 and +	4	8,25			
Planning	1-5	2	7,25	3,918	3	,271
	6-10	2	4,75			
	11-20	7	7,14			
	21 and +	4	11,50			
Organizing	1-5	2	10,50	1,867	3	,601
	6-10	2	8,50			
	11-20	7	6,43			
	21 and +	4	9,25			
Communicating	1-5	2	7,75	1,237	3	,744
	6-10	2	5,00			
	11-20	7	8,71			
	21 and +	4	8,63			
Coordinating	1-5	2	8,25	1,196	3	,754
	6-10	2	8,00			
	11-20	7	6,86			
	21 and +	4	9,88			
Influencing	1-5	2	4,00	2,583	3	,460
	6-10	2	6,25			
	11-20	7	8,86			
	21 and +	4	9,38			
Evaluating	1-5	2	6,50	6,243	3	,100
	6-10	2	9,00			
	11-20	7	5,64			
	21 and +	4	12,38			

Table 3 indicates that no statistically significant differences were observed in the results of the analysis related to woman school managers' problems in terms of management processes based on professional seniority variable ($p > .05$).

The results of Independent-T test analysis related to woman school managers' problems in terms of management processes based on management seniority variable are given in Table 4.

Table 4. Independent T test analysis results by management seniority variable

Dependent Variable	Management Seniority	N	M	SD	SE	Independent T Test			
						t	df	F	p
Decision making	1-10	11	3,32	0,40	0,12	0,170	13	0,014	,871
	11 and +	4	3,28	0,38	0,19				
Planning	1-10	11	2,95	0,52	0,15	-1,825	13	1,265	,110
	11 and +	4	3,41	0,39	0,19				
Organizing	1-10	11	3,35	0,36	0,10	-0,335	13	0,390	,756
	11 and +	4	3,56	0,64	0,32				
Communicating	1-10	11	3,16	0,63	0,19	-0,512	13	0,029	,625
	11 and +	4	3,33	0,52	0,26				
Coordinating	1-10	11	2,83	0,36	0,11	-1,050	13	0,151	,336
	11 and +	4	3,05	0,34	0,17				
Influencing	1-10	11	3,23	0,79	0,24	-0,760	13	5,979	,249
	11 and +	4	3,55	0,19	0,09				
Evaluating	1-10	11	2,90	0,52	0,15	-3,304	13	1,326	,012*
	11 and +	4	3,75	0,39	0,19				

* $p < .05$

According to Table 4, a statistically significant difference was observed in the sub-dimension of evaluation in the results of the analysis related to woman school managers' problems in terms of management processes based on management seniority variable ($t = -3,304$, $p < ,05$).

The results of Independent-T test analysis related to woman school managers' problems in terms of management processes based on the number of teacher variable are given in Table 5.

Table 5. Independent T test analysis results by the number of teacher variable

Dependent Variable	The Number of Teacher	N	M	SD	SE	Independent T Test			
						t	df	F	p
Decision making	1-15	6	3,23	0,28	0,11	-0,670	13	0,470	,514
	16-30	9	3,36	0,45	0,15				
Planning	1-15	6	2,86	0,54	0,22	-1,317	13	0,140	,217
	16-30	9	3,22	0,48	0,16				
Organizing	1-15	6	3,33	0,40	0,16	-0,350	13	0,095	,732
	16-30	9	3,41	0,47	0,15				
Communicating	1-15	6	3,08	0,39	0,15	-0,749	13	1,273	,467
	16-30	9	3,29	0,70	0,23				
Coordinating	1-15	6	2,73	0,46	0,19	-1,284	13	4,327	,241
	16-30	9	3,00	0,24	0,08				
Influencing	1-15	6	2,90	0,58	0,24	-2,175	13	0,41	,049*
	16-30	9	3,60	0,64	0,21				
Evaluating	1-15	6	2,86	0,56	0,22	-1,475	13	0,53	,167
	16-30	9	3,31	0,61	0,20				

* $p < ,05$

According to Table 5, a statistically significant difference was observed in the sub-dimension of influencing in the results of the analysis related to woman school managers' problems in terms of management processes based on management seniority variable ($t = -2,175$, $p < ,05$).

The opinions of woman school managers on the problems they face in terms of management processes are shown in Table 6.

Table 6. Woman school managers' problems in management processes scale

Numbers	Questions	M	SD
Decision making 1	Do you have trouble applying your decisions at school?	2,40	0,50
Decision making 2	Do you experience stress because you have the ultimate responsibility for making decisions?	3,60	0,91
Decision making 3	Do you believe that your authority is equivalent to your responsibilities?	2,93	1,22
Decision making 4	Do you believe that school managers are sufficient for decision-making?	3,27	0,96
Decision making 5	Do senior managers apply to your views when making decisions about your school?	3,27	1,03
Decision making 6	Do you also consult teachers when making decisions about your school?	4,07	0,59
Decision making 7	Are your teachers willing to participate in school-related decisions?	3,67	0,48
Planning 1	Do you believe that school managers have adequate training in planning principles and how to implement them?	3,20	1,32
Planning 2	Do you think that school managers can be enough to create school-related plans by themselves?	2,13	1,06
Planning 3	Do senior executives provide you with the necessary support (material support, tools, etc.)?	2,80	1,14
Planning 4	In the planning process, do you get enough support from your teachers?	3,53	0,83
Planning 5	Do you have enough time to plan what to do in school-related jobs?	3,33	1,11
Planning 6	Can you plan by predicting the future?	3,47	0,74
Organizing 1	Do you have problems in bringing teachers together in terms of school-related activities (in terms of sharing tasks)?	2,53	1,06
Organizing 2	Do you think school managers have enough knowledge and skills to organize?	3,20	1,01

Organizing 3	Do you think that teachers have made enough efforts to achieve school objectives?	3,20	0,86
Organizing 4	Is communication between your teacher's strong enough to act together?	3,40	0,82
Organizing 5	Do you know your teachers well in terms of their abilities?	3,93	0,59
Organizing 6	Do your teachers work harmoniously?	3,67	0,72
Organizing 7	Do your teachers have enough skills to fulfill your task?	3,73	0,59
Communicating 1	Do our school managers demonstrate sufficient performance in terms of professional communication?	3,47	0,99
Communicating 2	Are school managers sufficient for personal communication?	3,47	0,91
Communicating 3	Do school managers use communication methods and tools effectively?	3,40	1,05
Communicating 4	Do you believe that teachers are sincere in their communication with you?	3,53	0,91
Communicating 5	Does your management job cause problems with your communication with teachers?	2,00	1,00
Communicating 6	Do you organize activities to increase communication between staff?	3,40	0,82
Coordinating 1	Do you experience coordination problems in the organization due to the lack of communication between teachers and managers?	2,33	0,81
Coordinating 2	Do teachers in the school work in harmony with each other?	3,80	0,56
Coordinating 3	Do you have problems with the continued teamwork at your school?	2,47	0,74
Coordinating 4	Are there any groupings depending on teachers?	2,73	1,03
Coordinating 5	Do you see the physical facilities in your school adequate in terms of coordination?	3,13	0,99
Influencing 1	Do you have the necessary work for your teachers without using your sanction?	4,00	0,65
Influencing 2	How often do you feel the need to contact your authority for your work at your school?	2,60	0,73
Influencing 3	Do you think our school managers can use their motivation methods well to make teachers willing while working?	3,47	0,74
Influencing 4	Do your superiors motivate you enough to do your job willingly?	3,00	1,25
Influencing 5	Do you think managers should have the authority to drive teachers with material rewards?	3,53	1,55
Evaluating 1	Do you think teachers consider the recommendations made by school managers (eg, classroom inspections)?	3,60	0,91
Evaluating 2	Do you think our school managers have the necessary qualifications to evaluate teachers?	3,40	1,12
Evaluating 3	Do you think that the evaluation process is useful for teacher motivation?	3,33	1,04
Evaluating 4	Can teachers be open to evaluation?	3,00	0,75
Evaluating 5	Do the results of the assessment of school managers have a significant impact on teachers' career?	2,47	1,12
Evaluating 6	Does negative evaluation results have a long-term negative impact on teacher performance?	3,00	1,06
TOTAL		3,20	0,91

According to Table 6, woman managers experience problems in terms of management processes:

Woman school managers stated that they experienced stress because of their own responsibility when making decisions. The fact that the final decision in schools is at the school head is not considered to be a problem for the deputy directors. Woman managers emphasized that school managers were not enough to plan alone. Woman managers reported that they sometimes had problems in bringing teachers together in school-related activities (especially in terms of task-sharing). Woman managers stated that sometimes there were problems in maintaining team work in school. The institution, which has no problem in terms of cooperation, has shortcomings in terms of continuing to work. Woman managers state that there are sometimes groupings at school for any reason. This situation shows that the manager is faced with the problem of coordination. Woman managers think that the results of the evaluation sometimes do not have a significant impact on the careers of teachers. This may be related to the assessment dimension as well as from

the teacher. Woman managers think that the results of the evaluation have a long-term negative impact on teacher performance.

5. DISCUSSION AND CONCLUSION

The research conducted in Turkey on the subject studied, educational institutions, the work on common problems of software, employee control, management and managers, physical conditions, it is observed that focuses on issues such as budget services.

The findings of the present study indicates that problems that woman managers encounter in terms of management processes did not display any significant differences based on age and professional seniority variables. Karagöz (2006) reported significant differences in organization, communication, coordination, influence and evaluation processes based on school managers' age and professional seniority variables, which contradicts the findings of the present study. It was also reported in this study that school managers encountered problems in the sub-dimension of evaluation, which supports the findings of the present study. Girgin (2005) observed significant differences among school managers' level of satisfying teachers' expectations in terms of management processes based on age variable. Significant differences were observed based on age variable in the present study, which contradicts the findings reported by Girgin (2005).

The findings of the present study indicated significant differences in the sub-dimension of evaluation based on management seniority variable. However, Barut (2007) found significant differences in the sub-dimension of communication based on seniority variable, which contradicts the findings of the present study.

Significant differences were observed in the sub-dimension of influence based on the number of teachers variable. It can be understood that school managers' competences in terms of management processes are directly proportional to the number of teachers at a school. Given that a school enlarges as the number of teacher increases, it can be argued that these schools are managed by experienced managers who have improved their professional and managerial knowledge along with their abilities. In addition, this also increases school managers' job satisfaction and motivation. There is no doubt that a school manager with a high level of job satisfaction will easily influence school employees.

Büte (2007) argued that there were several problems in terms of supervision and evaluation processes at preschool institutions due to a lack of specialized inspectors. The present study demonstrated that woman school managers encountered problems in the sub-dimension of evaluation, which overlaps the study by Büte (2007).

School managers stated that they did not encounter problems caused by teachers in the evaluation process even though teachers usually disliked this processes. Nevertheless, school managers still found evaluation process useful in terms of teacher satisfaction (Browne-Ferrigno, 2003; Coşkun, 2006), which can be attributed to the fact that school managers consider controlling mechanism as a tool to discipline teachers in an effective way.

According to the results of the researches on the problems of Woman managers in the management processes, it is seen that Woman managers do not encounter big problems in general. They stated that especially the top managers provided all the support in terms of school needs. In this case the Ministry of Education of Turkey's educational management step shows that you care about. Woman executives who report that they are experiencing stress from having the final result have problems in the decision-making sub-dimension. It is seen that the school managers have high decision-making levels with the teachers and they display the behavior of the teachers. Woman school managers advocate a collaborative and effective formation instead of acting individually when planning. Woman school managers stated that they had problems bringing teachers together and they said that sometimes there were problems about organizing.

Woman school managers; they considered their knowledge and skills about influencing and communication as sufficient and stated that they did not experience any significant problems in the process. It is seen that the most common problems faced by woman managers are related to the coordination and evaluation sub-dimension. Woman managers think that there is sometimes grouping within the school and that teamwork cannot be sustained. This situation shows that there are problems in the sub-dimension of coordination between management processes. Woman managers think that the results of teacher evaluation sometimes do not affect the career of the teacher and sometimes lead to long-term negative effects. Woman managers stated that they did not like the evaluation process of the teachers.

In addition, woman managers are not likely to encounter great problems. It was also observed that top managers supported the school during a school year, and it was found out that they experienced problems in terms of coordination and evaluation.

6. SUGGESTIONS

It is seen that the problems experienced by school administrators in terms of management processes are mostly due to the lack of knowledge, skills and competencies in the field of management. This is due to the efforts to gain managerial qualifications through short-term in-service trainings, and the development of management skills is left to individuals' individual efforts and experiences; therefore, it is seen that the lack of a model of training manager in our country is a major problem. The authority of the school administrators to make decisions by the top management should be increased and the opinions of the school administrators should be taken when making decisions about the school, but should be used in practice as well.

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