

# Analyzing the Perceptions of Teachers Concerning the Execution of Managerial Processes in Elementary Schools and Determining the Training Needs of Administrators

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**Abstract** – There are many factors affecting the performance of teachers in elementary schools. One of them is the managerial processes applied in schools. The aim of this study is to analyze the perceptions of teachers concerning the execution of managerial processes in elementary schools and to study whether or not if there is any significant difference about the opinions of teachers according to their gender. The study was carried out in elementary schools located in Nicosia in North Cyprus. As a result of detailed literature survey, a questionnaire was designed to collect data from the teachers working in elementary schools concerning the execution of managerial processes. The findings report that out of 28 questions asked to the teachers, for only five there were significant differences and for the remaining 23 items, there were no significant differences about the perceptions of teachers according to their gender. Chi-Square tests are applied to analyze the results and based on findings, the training requirements of school administrators are determined.

**Keywords** – Managerial Processes, Perception, Elementary Schools, Teachers, Training Needs.

## I. INTRODUCTION

Recently, the importance of education in a rapidly changing global environment is increasing for the cultural, economic and social development of a country. The elementary education is one of the basic factors for the success and wellbeing of societies.

The mission of elementary schools in general is to ensure that all students acquire information and skills and the ability to apply their knowledge to become lifelong learners and productive citizens in a diverse/global world. This mission is best accomplished through a structure of student-centered learning communities characterized by: equity and access to a quality education that includes strong instructional leadership; high expectations for the achievement of all students; a rigorous curriculum; frequent monitoring of student performance; extending learning opportunities for students failing to meet academic standards; well trained, certified teachers in all classrooms; enhanced resources; families who are empowered to assist in providing a quality education for every child; a school climate conducive to building positive relationships; a safe and orderly school environment fostering enhanced school pride [1].

Although there are many factors affecting the accomplishment of this mission, the capabilities, abilities

and skills of teachers have very important effect on the quality of elementary education. All of the schools including elementary schools are managed by administrators (school principals and/or assistant principals) [2].

Managerial processes applied in the elementary schools should be used in effective ways in order to ensure good quality education. Therefore, knowing the perceptions of the teachers concerning the application of managerial processes in education system is essential in determining their training needs.

## II. THE AIM OF THE STUDY

This study aims to determine the perceptions of the teachers working in elementary schools in North Cyprus (Nicosia province) concerning the execution of the managerial processes. The managerial processes such as, decision making, planning, organizing, influence, communication, coordination, and evaluation processes were considered separately and analyzed in detail. Based on the main aim mentioned above, we tried to find whether there is a significant difference between the perceptions of teachers based on gender or not. In literature, there are limited numbers of studies aiming to analyze the managerial processes in elementary schools in Turkey and TRNC [3], [4], [5], [6], [7], [8], [9], [10]. Because there are very few works on managerial processes in elementary school, in this study an evaluation of the execution of the managerial processes was carried out and as a result the training needs of the teachers, especially for school principals, related with the managerial processes were determined.

## III. METHOD

### *Participants*

The population of the research consisted of all teachers working in elementary schools located in Nicosia in North Cyprus. In order to collect data from the teachers in academic year 2014-2015, face to face interview method was preferred. Each elementary school was visited one by one and the teachers were informed about the aim of the study. From the questionnaires answered by respondents, due to missing information of some questionnaires, out of 321 teachers only 300 of them were used in statistical analysis. In brief, a total of 300 questionnaires which were

properly answered by the teachers were used for statistical analysis.

**Materials and Procedure**

The questionnaire method was used to collect and assess data. The questionnaire used in this study was adopted from [6] and consists of two main parts. First part aims to measure demographic features of teachers and the second part consists of 28 items concerning the execution of managerial processes (decision making, planning, organizing, influence, communication, coordination, evaluation) which aims to measure the perceptions of teachers concerning the execution of managerial processes in elementary schools. In order to measure the perceptions of teachers concerning each managerial process, 4 questions are asked. Each question has 3 options and teachers were asked to select only one of the option that best describes their opinion.

The data gathered by means of questionnaires were analyzed by using SPSS (Statistical Package for Social Sciences) software Version 20. Initially, the descriptive statistics about the demographic features and opinions of the respondents about the execution of the managerial processes were calculated and presented in tables. Furthermore, in order to test whether there is a statistically significant difference about the perceptions of teachers based on gender, the Chi-Square ( $X^2$ ) test of independence method was used at the 5% level of significance.

**IV. RESULTS**

*Findings about demographic features:*

Subsequent to the collection of data, a detailed statistical analysis was carried out. The demographic statistics about the position, gender, tenure and last graduated school of teachers are summarized in the following tables.

Table I: Distribution of the Teachers According to Position

Position	Frequency (f)	Percent (%)
Principal	20	6.67
Assistant Principal	15	5.00
Teacher	265	88.33
Total	300	100

Table II. Gender of the Teachers

Gender	Frequency (f)	Percent (%)
Female	215	71.67
Male	85	28.33
Total	300	100

Table III. Tenure of the Teachers

Tenure	Frequency (f)	Percent (%)
5 years or less	61	20.43
6-10 years	70	23.36
11-15 yil	83	27.74
16-20 yil	48	16.06
21-25 yil	35	11.68
26 years or greater	3	1.00
Total	300	100

Table IV. Distribution of the Teachers According to the Last Graduated School

Last Graduated School	Frequency (f)	Percent (%)
Two Years High School	12	4.00
Three Years High School	35	11.67
Four Years High School or Faculty	225	75.00
Other	28	9.33
Total	300	100

*Findings obtained from statistical tests:*

In order to test whether there is a significant difference about the perceptions of teachers concerning the execution of several managerial processes or not, Chi-square test of independence ( $X^2$ ) was used based on gender of teachers. Level of significance is considered as 5% for all tests.

*Analysis of the perceptions of teachers concerning the decision making process:* Table V represents the Chi-square test results about the perceptions of teachers concerning the decision making process based on Gender. According to the results, statistically there is no significant difference between the perceptions of teachers based on gender for all items ( $P > 0.05$  for all questions).

Table V. The Results of Chi-square test about the perceptions of teachers concerning the decision making process

Expression Concerning the Decision Making Process	$X^2$	P
1. Decision making of the school administrators concerning the school Management	1.546	0.239
2. Determination of the information that will be used as a basis for decision making previously	1.840	0.479
3. Considering the people who will be affected from the decision while the decisions are made	0.190	0.380
4. Benefiting from the technical and professional information in schools while making decision	2.182	0.246

*Analysis of the perceptions of teachers concerning the planning process:* Table VI shows the Chi-square test results about the perceptions of teachers concerning the planning process based on Gender. The results indicate that statistically there is no significant difference between the perceptions of teachers based on gender for all questions ( $P > 0.05$  for all questions).

Table VI. The Results of Chi-square test about the perceptions of teachers concerning the planning process

	Expression Concerning the Planning Process	$X^2$	P
1	Preparation of the annual working programs in school	1.287	0.552
2	Evaluation of the planned works	4.936	0.055

3	Planned works in school	0.792	0.659
4	Realization of the works in school	1.507	0.526

*Analysis of the perceptions of teachers concerning the organizing process:* Table VII indicates the Chi-square test results about the perceptions of teachers concerning the organizing process based on Gender. According to the results, for the expression ‘informing the teachers about what the expectations are from them concerning their duties’ there is significant difference between the perceptions of teachers based on gender ( $X^2 = 8.501$ ;  $p < 0.05$ ). For rest of the items, statistically there is no significant difference between the perceptions ( $P > 0.05$  for three questions).

Table VII. The Results of Chi-square test about the perceptions of teachers concerning the organizing process

	<b>Expression Concerning the Organizing Process</b>	$X^2$	P
1	Informing the teachers about what the expectations are from them concerning their duties	8.501	0.027*
2	Fulfillment of the works in school	0.255	0.825
3	Distribution of the duties to the Teachers	2.445	0.279
4	The teacher and the administrator working in the school know what to perform	0.067	0.963

*Analysis of the perceptions of teachers concerning the influence process:* Table VIII represents the Chi-square test results about the perceptions of teachers concerning the influence process based on Gender. The results show that for the item ‘Encouraging the Teachers in order to work willingly and better’, statistically there is significant difference between the perceptions of teachers based on gender ( $X^2 = 5.251$ ;  $p < 0.05$ ) for the other three questions, there is no significant difference between the perceptions ( $P > 0.05$  for three questions).

Table VIII. The Results of Chi-square test about the perceptions of teachers concerning the influence process

	<b>Expression Concerning the Influence Process</b>	$X^2$	P
1	The degree of interaction between teachers and Administrators	2.190	0.253
2	Encouraging the teachers in order to work willingly and better	5.251	0.032*
3	The usage of authority when the teachers create problem	0.483	0.647
4	Recognition of the teachers’ problems by the administrators	3.173	0.304

*Analysis of the perceptions of teachers concerning the communication process:* Table IX shows the Chi-square test results about the perceptions of teachers concerning the communication process based on Gender.

The results indicate that statistically there is no significant difference between the perceptions of teachers based on gender for all items ( $P > 0.05$  for all questions).

Table IX. The Results of Chi-square test about the perceptions of teachers concerning the communication process

	<b>Expression Concerning the Communication Process</b>	$X^2$	P
1	Direction of the information flow within school	0.490	0.723
2	The acceptance level of the instructions by teachers	3.544	0.172
3	Communication among the same Levels	2.574	0.354
4	Meetings in school between teachers and administrators due to duties	0.673	0.785

*Analysis of the perceptions of teachers concerning the coordination process:* Table X summarizes the Chi-square test results about the perceptions of teachers concerning the coordination process based on Gender. The results indicates that for the item ‘The Cooperation of the Administrators With Teachers in Order to Provide Better Education for Students ‘ statistically there is significant difference between the perceptions of teachers based on gender ( $X^2 = 7.528$ ;  $p < 0.05$ ). For the other three questions, there is no significant difference between the perceptions ( $P > 0.05$ ).

Table X. The Results of Chi-square test about the perceptions of teachers concerning the coordination process

	<b>Expression Concerning the Coordination Process</b>	$X^2$	P
1	The common work between I. Stage and II. Stage in order to realize the objectives of the School	1.283	0.453
2	The cooperation of the administrators with teachers in order to provide better education for students	7.528	0.032*
3	Coming and working together with official and voluntary institutions for the better recognition of the school to environment and society	4.254	0.173
4	Cooperation and changing views with students’ families or relatives in order to better understand and recognize the students in school	1.147	0.695

*Analysis of the perceptions of teachers concerning the evaluation process:* Table XI represents the Chi-square test results about the perceptions of teachers concerning the evaluation process based on Gender.

According to the results, for two items, statistically there is significant difference between the perceptions of teachers based on gender ( $p < 0.05$ ). For the remaining two questions the opinions of the teachers are not significantly different ( $P > 0.05$ ).

Table XI. The Results of Chi-square test about the perceptions of teachers concerning the evaluation process

	<b>Expression Concerning the Evaluation Process</b>	$X^2$	P
1	Evaluation of the teachers by Administrators	0.753	0.721
2	The aim of usage of the information obtained as a result of evaluation	4.083	0.130
3	Informing the teacher about the results obtained from evaluation	18.195	0.000*
4	The management level in which the control is performed	8.679	0.012*

## V. CONCLUSION

The findings obtained from the statistical analysis shows that out of 28 questions asked to the teachers, only for five of them, there were significant differences about the perceptions of the teachers according to their gender. For the rest 23 items, there were no significant differences about the perceptions of teachers based on gender. The overall statistical findings can be summarized as follows:

*Concerning the decision making process:* Most of the teachers stated that administrators did not exhibit democratic managerial behaviors.

*Concerning the planning process:* Majority of the teachers stated that administrators were not performing school activities in planned manner and they were not letting teachers to participate planning process.

*Concerning the organizing process:* The general opinion of the teachers is that the administrators did not show the structuring behaviors.

*Concerning the influence process:* The majority of the teachers believe that the administrators were not able to orientate and motivate them in a desired level.

*Concerning the communication process:* Majority of the teachers stated that the administrators created a limited communication environment in their schools.

*Concerning the coordination process:* More than half of the teachers stated that, in general, the administrators did not inform them about the common planned activities.

*Concerning the evaluation process:* The teachers stated that the administrators were not able to provide the required corrections and improvements in schools.

The schools administrators should possess the following Knowledge, Skills, and Abilities for better management of schools such as; thorough knowledge of the principles and practices of teaching, principles of education administration, problems of curriculum, supervision, instruction, and guidance, educational texts, materials, supplies, and equipment, theories of teaching adults, standard mental and achievement tests as to their use and

interpretation, vocational counseling techniques, current trends in vocational and academic education, training and supervisory techniques, public school systems, guidance and counseling techniques, ability to instruct, direct, and evaluate staff and teachers, ability to organize and direct a school program and to use computers and information technology in education.

Based on the findings obtained from this study the school administrators in elementary schools need to learn more about how to perform the following managerial tasks such as; to lead others so that school plans and objectives are achieved, provide advice and guidance to professional staff on educational issues, develop annual school objectives and plan how to achieve objectives set, initiate and manage changes necessary for the development of the school, assess school effectiveness in meeting its learning objectives, identify problems which affect learning and teaching at the school, monitor and evaluate the achievement of plans and objectives, manage one's time effectively, make effective decisions about school matters under his/her control, class visits: Regularly observe teacher's performance and help to improve that performance, ensure that reports of pupil learning are provided regularly to parents and guardians, counsel and guide parents/guardians to help them support the learning of their children, involve parents in teaching activities at the school and in the community, arrange for substitute teachers or teach the classes of unavailable teachers, establish a good work climate at the school, motivate teachers and staff to work hard for the success of the school, maintain high morale among teachers, learners, and other staff, deal with staff sensitively, appraise teacher and staff work performance, provide feedback to teachers and other staff about their performance, resolve/handle conflicts when disputes occur, arrange parent/teacher conferences, establish procedures for communication so that attendance by a member of staff on in-service training courses and workshops provide benefits to other staff and the school as a whole, involve parents in helping their children to learn, inform parents and guardians about their children's academic and social progress.

As a result, in accordance with the findings obtained from the analysis of the data, the school administration should be considered as a special and important occupational area and based on scientific methods, pre-service training models should be prepared and school administrators should be trained regularly by using in-service training programs. We believe that the findings of this study will be a valuable tool and serve as a guide for the Ministry of Education in North Cyprus for improving the teacher-administrator interactions and hence will help to improve the quality of education in elementary education effectiveness of schools.

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was born in 1965 in Cyprus. He received his M.Sc. degree in Industrial Engineering and the Ph.D. degree in Industrial Engineering from İstanbul Technical University, in June 1990 and July 2003, respectively. In September 1995, he joined to the

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was born in Cyprus in 1969. She is a teacher and principle in one of the elementary school in North Cyprus. She graduated from Atatürk Teachers' Academy in 1993 in North Cyprus. She completed master degree in Education Administration, Planning and Coordination Department in Near East

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She is the founding member of Lefke Merkez Lions Club and member of Lefke Environment Society.