# A STUDY ON THE PERCEPTIONS OF LEADERS: MANAGEMENT EFFECTIVENESS

# LİDER ALGILARI ÜZERİNE BİR ÇALIŞMA : YÖNETSEL ETKİLİLİK

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**ABSTRACT**: This study was carried out in an attempt to reach conclusions about the degree of managerial effectiveness which is administered in schools within the framework of laws, regulations and by-laws by headmasters and vice-headmasters of primary and secondary education, on the other hand, contributions of personal and organizational development of the concept of managerial effectiveness in the context of the centralized educational system of the Ministry of National Youth and Sports Education in TRNC. Study sample is analyzed according to the perceptions of the participants. The population of the research about the managerial effectiveness is the working headmasters, vice-headmasters of primary and secondary schools which are connected to the Ministry of National Youth and Sports Education in TRNC.

In this study, administrator's evaluation of schools in an effective working environment within the organization, providing the flow of information and communication, strategic planning, applications made regarding change and lifelong learning for themselves about their thoughts are discussed.

As a result; it is possible to imply that the administrators who participated in the survey are aware of the concept of managerial effectiveness, they are working to implement managerial effectiveness in schools, and also there is a positive effect of this concept on the individual organizational structure.

**Keywords:**. managerial effectiveness, improvement of administrator's role, organizational improvement, school, headmasters, vice-headmasters

**ÖZET:** Bu çalışmada, K.K.T.C. Milli Eğitim Gençlik ve Spor Bakanlığı'na bağlı merkezi bir eğitim sistemi içerisinde yer alan ilk ve orta eğitim müdürleri ile müdür muavinlerinin yasalar, tüzükler ve yönetmelikler çerçevesinde yönetmekte oldukları okullarda yönetsel etkilik derecelerinin ne olduğu, diğer yandan yönetsel etkilik kavramının kişisel ve örgütsel gelişime katkılarının ne olduğu hakkında bir kanıya varmak amacıyla yapılmıştır. Çalışma örnekleme katılanların düşünceleri doğrultusunda değerlendirilmiştir. Yönetsel etkilik konusunda yapılan araştırmanın evreni K.K.T.C. Milli Eğitim Gençlik ve Spor Bakanlığı'na bağlı ilk ve ortaeğitim okullarında çalışan müdür ve müdür muavinleridir.

Bu çalışmada, okul yöneticilerinin örgüt içerisinde etkin bir çalışma ortamı, iletişim kurma ve bilgi akışı sağlayabilmeleri, stratejik planlama, değişim ve yaşam boyu öğrenme konularındaki düşünceleri ile yaptıkları uygulamalar hakkında kendilerine yönelik değerlendirmeleri ele alınmıştır.

Sonuç olarak; örnekleme katılan yöneticilerin görüşleri doğrultusunda yapılan değerlendirmede yönetsel etkilik kavramı hakkında bilgileri olduğunu, okullarında yönetsel etkililiği uygulamaya çalıştıklarını, ayrıca bu kavramın kendi kişisel ve örgüt yapıları üzerinde olumlu yönde etkili olduğunu belirtmek mümkündür

**Anahtar sözcükler:** yönetsel etkikilik, kişisel gelişim, örgütsel gelişim, okul, müdür, müdür muavinleri

## 1. INTRODUCTION

Management is the art and science of the best use of available resources and opportunities (Erdoğan, 2006, p.17-133).

According to another definition, it is the whole of skillfully implementing related activities in a systematic and conscious manner in order to attain the objectives of the management organization, problem solving, decision-making, planning related to such functions of organizing communication such as principles, concepts, theory, modeling, and techniques. In short, it is necessary to accept management as a process, science and art. In summary, the definition of such terms as "problem-solving, decision-making planning, organizing communication", primarily presents management as a

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process to be implemented "skillfully in a systematic and conscious manner", as a science branch that includes art, principle, concept, theory, model and techniques. (Baransel, 1979).

Management is identified as expressing pre-planned and defined tasks, coping with unplanned, complex tasks which come up suddenly, identifying the need of administrators possession of ability to manage, "ability to expose emotional, cognitive (mental) and behavioral characteristics in managerial tasks" (Kanungo and Menon, 2004, p.130, 2005 p.41); (Kanungo and Misra, 1992, p.1320)

## 1.1. Concept and Importance of the Managerial Effectiveness

Managerial effectiveness is provided by performance of such managerial processes as communication, planning, decision making, and influence (leadership) (Cook, 2008).

As it can be inferred from the above mentioned definitions, assurance of management process functionality, protection and development provides a significant contribution to the effective management of the organization. In summary, achievement of pre-determined plans of organizations depends on the ability to sustain the functionality of the management processes in the framework of the program.

According to Bradi and Bennet, management effectiveness is summarized as "the relationship between target objects and performance" (Reddin 1970, p.4).

## 1.2. Effective Education Management and Management Effectiveness

Educational management is a process of reaching out organizational objectives within an efficient way while making decisions. (Kaya,1993). It is an application of school practices for the education system and structure (Bursalıoğlu,2000, s.5).Effective leaders are defined as innovative, decision makers, taking perceptions of personnel, creating new actions, making development on professional activities (Başar, 2010, s.12) (Tanrıöğen,1998)

The primary objective of the schools is to improve student behavior positively. The realization of this goal depends on effective school management and managers leadership approach. Competence, knowledge and skills are required to make a human being is to have a behavior. School administrator's role has changed with developments in the management process. This change is constantly changing.

Özdemir (2000) state that there are two-way interactions between education. First, education is affected by changes in both society and must reorganize itself according to the changes. Secondly, education, lead the community to renew. Because educational organizations, has a chance to affect other systems through their outputs (Özdemir, 2000, p.26).

According to Şişman effectiveness, can be defined by loading the general or technical meanings. In general, the effectiveness can be defines as the ability school which is expected to be done. (Sisman, 2002, p.26). Education leaders must have some skills for effective school. An effective manager skills divided into three categories: technical, conceptual and humanistic skills. A manager must have combination of technical, humanistic and conceptual skills that can make him an effective leader.

Technical skills which can be defined, skilled performance of specific tasks, expertise in industry and the ability to apply specialized knowledge to tasks and objectives (Açıkgöz, 1994).
People skills can be defined the ability to work well with others, motivate workers, and communicate objectives clearly. (Açıkgöz, 1994, p.10)

## 1.3. Measuring Managerial Effectiveness

According to Robotham and Jubb (1996), the issue of managerial effectiveness is based on the assumptions about what managers do, and what they should do in order to be successful. These assumptions are challenged by Luthans, Rosenkrantz and Hennessey (1985)

that rather than relying on an evaluation of managers' performance that is based on the activities traditionally prescribed for managerial success, a focus on the activities  managers perform has emerged.

**1.4 Aim**

The aim of this research is to find out how managerial effectiveness affects the administrator's role and organizational improvement. In this respect, this research focuses on managerial effectiveness for personal and organizational development.

## 2.0 METHODOLOGY

The methodologies followed in this research are both qualitative and quantitative. It also used the thematic analysis of the interviews. The survey was conducted to examine the perceptions of headmasters and vice-headmaster on manergial effectiveness. The research design behind this study is case study, where researchers  focus particularly on seminar held on Near East University for headmastes and vice-headmasters. Towards the end of the seminar researchers give questionnaires to the participants and asked them one suitable interview date, which makes the research a case study.

### 2.1. Participant

The study comprises the headmasters (n=15)  and the vice-headmasters (n=24) who are employed in the schools of the Ministry of National Education, Youth and Sports in North Cyprus**.**

**Table 1: The Study Group List of Headmasters and Vice-Headmasters**

|  | Frequency | Percent |
|---|---|---|
| Headmasters | 15 | 38,5 |
| Vice-Headmasters | 24 | 61,5 |
| Total | 39 | 100,0 |

Table 3 shows that participants of this study are 38.5% headmasters and 61.5% vice-headmasters. This is due to the fact that there is more than 1 vice-headmaster in one school. However, this situation will be very useful and contribute to the issue of the effects of management effectiveness of school administrators in an organization because it is a sign of a culture formation in a school for headmaster and vice-headmasters to work as a team. At the same time, vice-headmasters' and headmasters' relationship with teachers will be fulfilled and positive effect will be created within the subject of organizational structure. For this reason, inclusion of headmasters' and vice-headmasters' perceptions, as administrators, carries great importance in terms of contribution of management effectiveness for organization. (At the same time, it is important to mention support given by vice-headmasters and headmasters for the management effectiveness in organization).

### 2.2.Data Collection and Analysis

The questionnaire which has a five point scale was administered to volunteer, headmasters and vice-headmastersto collect quantitative data for analysis. In order to encourageparticipation and for the answers to be reliable, the questionnaire was handed out right after the seminar which was organized by the Ministry of National Education Youth and Sports.

### 3. FINDINGS

This section presents the results of statistical analyses of data obtained through questionnaire and interwiev questions.

### 3.1. Demographic Findings

**Table 2: The Study Group List of Male and Female**

|        | Frequency | Percent |
|--------|-----------|---------|
| Male   | 16        | 41,0    |
| Female | 23        | 59,0    |
| Total  | 39        | 100,0   |

As we can see Table 2 above out of 39 (%100) participants 16 (%41) are male and 23 (%59) are female. This shows us that most of the headmaster and vice hadmasters are female.

### Table 3: List of Education

|         | Frequency | Percent |
|---------|-----------|---------|
| BA      | 20        | 51,3    |
| MA/PhD  | 6         | 15,4    |
| Academy | 13        | 33,3    |
| Total   | 39        | 100     |

Tablo 3 shows us that most of the participants' education level is BA (University) with the percentence of 51.3.The other %15.4 education level are MA and PhD. The rest is from Acedemy with the percentece of %33.3.

### 3.2.Quantitaive Research Results

### Table 4: Communication Skill and Information Transfer (in the organization)

|        | Frequency | Percent |
|--------|-----------|---------|
| Low    | 1         | 2,6     |
| Middle | 16        | 41,0    |
| High   | 22        | 56,4    |
| Total  | 39        | 100     |

As a help for providing high standards of success for students, it was found out that the high rate of degree of relationship building and educational setting is 56.4%. In this case, it can be said that the effect of the administrator's degree of management effectiveness within the structure of organization has an effect for keeping school's standards high in half shares. However, for administrators to contribute to the success of students in high standards with management effectiveness, the school together with the environment should teach the family, build good and warm relationship, carry out studies in relation to environmental factors and keep high level of relationship between school, family and environment. There is a need for administrators who hold low level of educational standard, to develop themselves in this issue because holding high standards for education in school is believed to be effective. Holding high standards of education in organizations indicates evidence of successful and effective administrator.

**Table 5: Building Relationship and Flow of Information (in and out of the organization)**

|         | Frequency | Percent |
|---------|-----------|---------|
| Low     | 1         | 2,6     |
| Middle  | 16        | 41,0    |
| High    | 22        | 56,4    |
| Total   | 39        | 100     |

It was determined that majority of administrators' (79.5%) degree of being explicit is at a high level. This situation is important in relation to management effectiveness for the reason that one of the primary necessities for building communication is to be clear and express meaning without creating ambiguity. In this case, it is important be explicit in order to provide healthy communication and flow of information. At the same time, it is also essential to build healthy communication in organization and express meaning clearly because proving healthy flow of information affects communication and formation of successful working environment in the organization in terms of management effectiveness

**Table 6: Strategic Planning**

|         | Frequency | Percent |
|---------|-----------|---------|
| Low     | 1         | 2,6     |
| Middle  | 12        | 40,8    |
| High    | 26        | 66,7    |
| Total   | 39        | 100     |

For institutionalization of necessary changes of administrators in organization, systematic planning and application degree at high rate was identified to be 66.7%. In this context, it is possible to say that administrators should be effective enough to make the desired changes in the institutionalization within organization in terms of management effectiveness. To implement changes that administrators aim at and at the same time to institutionalize this change, there is a need to have a strategic plan based on primary goals related to that change which should be shared with the staff in order to create a mutually working team. In order to reach the aim of the planned objectives, there is a need to include methods and ways to be used for the performance of tasks. It will be possible by creating effective working environment and distributing responsibilities to the whole organization.

**Table 7: Change and Life-long Learning**

|         | Frequency | Percent |
|---------|-----------|---------|
| Low     | 3         | 7,7     |
| Middle  | 10        | 25,6    |
| High    | 26        | 66,7    |
| Total   | 39        | 100     |

As shown in Table 7, 66.7% of the administrators encourage themselves to new approaches at a high degree.  In this context, it is possible to say that majority of the administrators are active in encouraging and being open to new approaches in the organization in terms of management effectiveness. It is important for administrators to develop themselves and follow new approaches and at the same time continuously innovating and learning throughout life by creating a philosophy for them in terms of management effectiveness. At the same time, in order to continue sustainability of the organization and to be successful, the structure needs to be flexible, open to change and informed about the changes which occur in the surrounding. From this point of view, it can be said that aforesaid situation affects the structure of the organization in a positive way. 25.6% of the administrators are at intermediate level of encouragement to new approaches. In this context, it can be said that administrators need to put more interest to new approaches and develop themselves.

**Table 8 : Motivating Staff (Contribution of Encouragement)**

|          | Frequency | Percent |
|----------|-----------|---------|
| Middle   | 9         | 23,1    |
| High     | 30        | 76,9    |
| Total    | 39        | 100     |

Majority of administrators (76.9%) within the organization have shown their contribution of encouragement degree at high level. This situation is also positive in terms of management effectiveness because it makes the staff more active and encouraged by providing contribution in making decisions in the effective management. In this context, formation of effective and productive working environment in the organization and contribution of the staff is the task of the team base. In this sense, administrators encouraging the working team ill provide positive atmosphere in terms of effective management in the organization.

**Table 9: Problem Solving Techniques**

|          | Frequency | Percent |
|----------|-----------|---------|
| Low      | 3         | 7,7     |
| Middle   | 15        | 38,5    |
| High     | 21        | 53,8    |
| Total    | 39        | 100     |

More than half of the administrators (53.8%) have shown that they have high degree of scientific methods for problem solving in the organization. Underestimated part of the administrators (38.5%) has revealed that they are at intermediate level of problem solving through scientific way in the organization. In this situation, taking both groups as one, it can be said that the majority of the administrators (92.3%) use scientific methods to solve the problems they come across. This situation is positive in terms of management effectiveness for the reason that administrators share a task of responsibility when they come across a problem at first accepting the problem, identifying the problem and searching more than one way to solve it within a plan to be implemented, as a result, evaluating whether the found solution is good and even in the case of a negative outcome they search for new ways to overcome the problem.

**Table 10:** Attempts to Reach the Goals of the Organization (Achievement Award)

|          | Frequency | Percent |
|----------|-----------|---------|
| Low      | 3         | 7,7     |
| Middle   | 13        | 33,3    |
| High     | 23        | 59,0    |
| Total    | 39        | 100     |

As it can observed in Table 10, more than half of the administrators (59%) have revealed degree of objective evaluation and reward of performance at a high rater. In this situation, when administrators evaluate performance and give reward objectively and tend to be fair, it is of great importance for both who are rewarded and are not rewarded for the reason that it keep both motivated in the workplace. This situation will provide a formation of positive environment in the organization. This will increase volunteer participation of the working people and put more effort and stay connected to the organization. In other words, workers feelings of attachment will increase. In one sense it will provide effective productivity for the organization.

## 3.3. Qualitative Research Results
Interview results are listed below.

*Question 1: How would you define the concept of managerial effectiveness?*

Most of the participants define manergial effectiveness as *"effective way of managing organization"*

*One of the participants defines it as a way of maneging organization effectively by knowing everthing related about the organization.*

## Question 2: Which new approaches you give importance to the administration as an administrator?

*Most of the participants emphasized that they follow new approaches, spread the use of technology in the organization; work in a flexible structure with teachers as a team in the issues related to decision making.*

*Most of the partipant indicate that they take consider every single person idea in the organization and they belive that its very important for the manarginal effectiveness.*

## Question 3: Do you develop a strategy to achieve the objectives of the organization?

*One of the participants indicates that he makes the plan of the year by himself and then announces it to the teachers to get their help to achieve the organizational objectives. On the other hand most of the participant indicates that at the beginning of the school semester they make the plan together with the teachers and put them in order in terms of their piorty to reach their organizational goals.*

## Question 4: What is the contribution of management effectiveness for occupational and personal development?

*Almost all of the participants agree that management effectiveness positively affect occupational and personal development. They also indicated that it positively affect their own developments.*

**Question 5: What is the contribution of management effectiveness of the institution that you work at for the cultural structure of the organization?**

*Almost all of the participants agree that the tasks of management effectiveness positively affect the organization.*

*Specifically, it is indicated that there is a positive effect of management effectiveness on the development of organizational culture in the case when administrator in the institution is helped to get rid of negative habitual behavior and by fulfilling responsibilities of teachers, more active and willing performance is believed to dominate in the organization.*

**Question 6: Do you hold any educational vision that you achieved collectively or have you developed any institutional vision in the institution that you work at?**

*Almost all of the participants indicate that they carry out studies in accordance with vision and mission of the Ministry of National Youth and Sports Education.*

**Question 7: Do you pay attention to internal conditions that can increase change?**
*Majority of the participants indicated that they are involved in the studies which relate to increase the use of technology.*
**Question 8: Do you promote the use of computers?**

*Almost all of the participants indicate that they carry out tasks to increase the use of computers, besides; in order to promote the use of computers in the family, related studies were initiated. In addition, the use of computers among teachers is encouraged and those who have difficulties in using computers are motivated to learn.*

**Question 9: Do you make job descriptions to teachers and other workers?**

*Participants indicate that all the working staff is informed about what work and what responsibilities are given to them.*

**Question 10: Do you consider developing skills in pedagogical area between staff? How?**

*All of the participants indicate that they join educational seminars related to their interest area.*

**Question 11: Do you consider developing relationships with industry?**

*Majority of the participants indicate that they communicate with other institutions found around. At the same time, they add that they organize trips to these institutions and give chance to the students get to know them. Besides, they indicate that they are in contact with the Occupational Colleges and when there is a need, education is provided.*

**Question 12: Do you consider providing very cultural education?**

*Participants indicate that there is no need for cultural education at this stage.*

### 4. CONCLUSION AND SUGGESTIONS

In this section, the research results and based on these results, proposals are developed.

## 4.1 Conclusion

Analyzing research data, the following conclusions were reached:

According to the result of the study, most of the schools managers have information regarding manerginal effectiveness and most of the tries to apply it in their school management. According to the perceptions of teachers, most of the headmasters and vice headmasters are effective in their organization. More than half of the managers work to increase the professional competence of school staff guidance and performance evaluation. Most of the organizations have their own mission and vision. This will help them to reach their organizational goals during the years. Every single organization develops their own stategy in order to manage their organization. On the basis of this study, managerial effectiveness has a positive effect in personal and organizational effectiveness. In general most of the school principals have a positive relationship between teachers. Most of them take consider the ideas of teachers and most of the time encouge them.

## 4.2 Suggestions

Training managers in service training program course taught  contents,  the  school environment and management practices in relation to the sample and processing should be discussed enough.

These kinds of studies should be encouraged and promoted. Furthermore, as the current managers in the field of educational management in-service training programs continuity must be taken.

School  administrator  must  work  in  an  environment which  is  more  informal way  to apply  for authority  to  ensure maximum  impact and behavioral  sciences to  be  well-trained. (Turk 1999)

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# Genişletilmiş Özet

Bu çalışmada, K.K.T.C. Milli Eğitim Gençlik ve Spor Bakanlığı'na bağlı merkezi bir eğitim sistemi içerisinde yer alan ilk ve orta eğitim müdürleri ile müdür muavinlerinin yasalar, tüzükler ve yönetmelikler çerçevesinde yönetmekte oldukları okullarda yönetsel etkililik derecelerinin ne olduğu, diğer yandan yönetsel etkililik kavramının kişisel ve örgütsel gelişime katkılarının ne olduğu hakkında bir kanıya varmak amacıyla yapılmıştır. Çalışma örnekleme katılanların düşünceleri doğrultusunda değerlendirilmiştir. Yönetsel etkilik konusunda yapılan araştırmanın evreni K.K.T.C. Milli Eğitim Gençlik ve Spor Bakanlığı'na bağlı ilk ve ortaeğitim okullarında çalışan müdür ve müdür muavinleridir.

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Araştırmaya katılan yöneticilerin görüşleri doğrultusunda yapılan değerlendirmede yönetsel etkilik kavramı hakkında bilgileri olduğunu, okullarında yönetsel etkililiği uygulamaya çalıştıklarını, ayrıca bu kavramın kendi kişisel ve örgüt yapıları üzerinde olumlu yönde etkili olduğunu belirtmek mümkündür.

Başka bir deyişle, araştırmaya katılan yöneticilerin büyük bir çoğunluğu yazılı iletişim yanında sözlü iletişimi de kullanma, dinlemeye ve tartışmaya açık olma, açık sözlü olma, örgüt içinde ve dışında bilgi akışına önem verme, duyarlılık aşılama, örgüt içerisinde gerekli değişikliklerin kurumsallaşması için sistematik planlama ve uygulama, örgüt içinde katılımı cesaretlendirme, okulun amaçları ile personelin ihtiyaçları arasındaki dengeyi sağlama, gelişmeleri, ilerlemeler, başarıları kontrol etme ve değerlendirme, yeni yaklaşımları teşvik etme, yetki ve sorumluk verme, velilerle ve diğer eğitim paydaşları ile ortaklıklar kurma, örgüt içindeki sorunları bilimsel yöntemle çözme derecelerinin yüksek düzeyde tanımlamışlardır.

Bu bağlamda, yöneticilerin kendi sorumluluk ve yetkileri çerçevesinde yönetsel etkililik derecelerinin oldukça yüksek düzeyde olduğunu gösteren özelliklere sahip olduklarını söylememiz mümkündür. Aynı zamanda, yöneticilerin büyük bir çoğunluğunun kendilerini yüksek düzeyde tanımladıkları konuları değerlendirdiğimiz zaman ise yöneticilerin çalıştıkları kurumlarda etkili (lider) olduklarını buna bağlı olarak yönetimsel işlevleri gerçekleştirmede de etkili olduklarını söylememiz mümkündür.