INVESTIGATION OF SCHOOL ADMINISTRATIVE ASPECT IN ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL STUDENTS

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ABSTRACT
The purpose of this research is to examine the views of primary school administrators about academic achievement in order to increase academic success in early childhood. The research was conducted with 35 primary school principals in five central districts of Mersin province in the 2015-2016 academic year. The research data were collected by a semi-structured interview form consisting of open-ended questions developed by the researcher to primary school principals, primarily as a result of extensive field literacy screening. In this study, the descriptive analysis method was used from qualitative research methods and frequency analysis was used from content analysis types in the data analysis process. During the analysis process; school administrators; opinion was taken about their perceptions of academic achievement, students' academic achievement expectations, their applications to increase academic achievement, and what else could be done. School principals, as a high participant, expressed academic success as course success and school success. Academic success is expected to be gained from the students' priorities. The most common practice in academic achievement-enhancing schools is reinforcement courses. Managers stated that school-family relations should be strengthened with the most frequent attendance to increase academic success, that there is a relationship between school culture and academic achievement to achieve success, parental meetings and home visits are conducted to establish school-family relations.

Keywords: School manager, academic achievement, student.

1 This article is written from the thesis named as “Investigation of School Administrative Aspect in Academic Achievement of Primary School Students Which is Based on the Ideas of Teachers Students and Parents”

INTRODUCTION

The desire to learn until the day-to-day arrival of the human being, the discovery of the different one, and the curiosity of making new discoveries have been around for centuries. This interest and curiosity led people to think of success. Although the "successful human idea" in the historical process is a relative situation, the 21st century, in which technology has developed rapidly, people who have developed themselves from the physical, mental, social and moral aspects that can adapt to change and development can be regarded as "successful people" in society.

Research on the factors influencing success under success, academic achievement, and school success titles seems to have been conducted at all times. Today, when success is more important than ever, the factors affecting student success in our country and in different countries of the world have been investigated. When studies to improve the academic achievement of the learners were examined, it was seen that there were many factors influencing the student’s success. There are many factors that contribute to the achievement and increase of achievement stemming from both student-based and non-student factors.

Although student success is seen as a performance of the student, this success is also the success of the applied teaching program and the educational practitioners who apply this program. Failure of the student is also the failure of the educational institutions and those who are authorized to work in these institutions. The administrators of effective schools have to identify the underlying reasons for student failure and provide effective solutions to these problems (Balci, 2014).

The school principal is responsible for effectively managing teachers and other staff, arranging physical conditions for the school, building and developing good relationships with the environment, and following up student progress. The school principal has an extremely important place in the effective implementation of education and training activities (Gürbüz, Erdem and Yıldırım, 2013). Regardless of the type and stage of the school, the schoolmaster is undoubtedly the biggest contributor to the success of a school (Balci, 2014; Buluç, 2009).

Teacher and student expectations and the situations that need to be emphasized are important factors in the formation of school culture, creating common values among the staff about what is important in the school, what is worthless and how to apply. Effective schools can be achieved by encouraging individual learning efforts to support the education of students (Balci, 2014). It can be argued that leaders played an important role in the formation of school culture, which enabled students and teachers to develop positive dependence on the students. In effective schools, administrators are actors who form a culture of learning and which are shared by all employees, develop learning and create a continuous learning environment. For this reason, school culture plays a role in increasing the quality of the school’s performance and teaching (Balyer, 2013).

In ensuring school success, school principals have tasks such as effective leadership behaviors, curriculum evaluation, organizing and planning, communicating, group dynamics and management. In addition to these, it
is expected that teachers will be able to provide effective and effective guidance on instructional skills (Turan, Yıldırım and Aydoğdu, 2012). The task of school principals as a leader is not only to increase students’ success in academic terms but also to improve their students by following the social and cultural activities (Kuşaksız, 2010). Effective schools with established school cultures seem to have implemented their curricula without interruption. In order to ensure successful implementation of the curricula, the school manager must fulfill the roles expected of him/herself as the leader of the education and training (Gülbahar, 2013).

Akbaba Altun and Çakan (2008) stated that school principals influence the academic achievements of students, educational and educational leadership influence the school climate. Primarily, the effectiveness of school principals depends on ensuring that the school program is focused on achieving success and learning that provides the social and emotional development necessary to ensure that all students achieve academic success (Karslı, 2004). The importance of academic success and student learning is emphasized in schools where a positive school climate is established. It is expected levels of students to be high at the schools where all members of the school community, especially school administrators and teachers, respect each other, and family achievement and achievement levels of students at the schools where participation is provided.

Teachers and other staff in the school need to see the efforts of the leading school principals to self-sacrifice and make efforts to improve the school. Teachers and other employees may exert self-sacrificing endeavors if the principal works as an example to their staff. In this case, even the schools where lack of technological infrastructure, physical conditions are not suitable enough, transportation is difficult, even the schools where the personnel problems are experienced can catch success. As a result, the biggest share in every successful school is the school head (Gürbüz, Erdem and Yıldırım, 2013).

METHO

In this research, descriptive analysis method is used from qualitative research methods. Semi-structured question form consisting of open-ended questions was used as data collection tool. Research has advanced in the phenomenological pattern of qualitative research. The phenomenological research method requires each participant to focus on his own phenomenological world and to describe his experience in his own terms. The primary method of data collection used in this method is to use in-depth interviews with open-ended questions to write out the participants' own experiences (Christensen, Johnson and Turner, 2015). Qualitative research can be defined as qualitative data collection methods such as observation, interview and document analysis, and qualitative research aimed at revealing perceptions and events in a natural and realistic manner (Yıldırım and Şimsek, 2013).

The Aim And Importance Of The Research

In order to improve the academic achievement of elementary school students, it is necessary to examine the managerial dimension in accordance with the opinions of the primary school principals and to develop suggestions based on the findings obtained. This research is the source for being an effective school manager.
Research is crucial in keeping in mind the factors that influence the academic success of the student, in light of the precautions to be taken in order to increase the academic achievement of the students. This research will contribute to the regulation of learning-teaching processes for school administrators, the structuring of teaching programs, and the improvement of the academic achievement of students.

**Study Group**

The study's universe constitutes primary school principals working in Mersin province during the 2015-2016 school year. The sample of the research is composed of 35 primary school principals working in the primary schools in Mersin province center and the districts connected to the center. In this study, stratified sampling and cluster sampling are used together. According to this study, seven schools were identified for each district in the sample to represent the universe, and the director of that school was included in the study as a participant. The schools included in the sample of the research were selected according to the cluster sampling method. The stratified sampling aims to represent the subgroups in the sample at the weighing rate in the sample while the cluster sampling aims to determine the small number of units and to determine how many units are sampled from each cluster (Büyüköztürk et al., 2016).

**Collection and Analysis of Data**

The data obtained in this study were analyzed by means of descriptive analysis from qualitative data analysis methods and the steps of descriptive analysis method were followed. Primarily, the objectives of the research were determined. The opinions of 35 primary school municipalities working in Mersin province center and district boundaries in the direction of the targets started with the process of coding the interview forms filled in by the participants. School principals are numbered M1, M2, M3 ... M35 and interview forms are coded. The facts gathered from the answers given by the participants to the questions were identified and the facts hidden in them were revealed. Concepts were expressed in a word or sentence on the form by determining the expressions in the participants' interview form from the answers obtained (Şevik, 2014). Theories emerged from the concepts emerging from the coded data, and the findings were reached in this direction. Expressions that have similar or identical meanings, sorted by frequency, are expressed in an understandable way with numerical data and percentages. In this research, frequency analysis (percentage and ratio) of types of content analysis was used in the analysis of data in the coding and in the phase of finding the themes suitable for codes.

The research problem was categorized according to the sub-problems of the research, using the related literature, and five sub-problems were examined under the heading of the question. Sub-problems related to these sub-headings are listed as follows: What is your academic expectation for academic success?, What does academic achievement mean for you?, What kind of applications do you aim to increase your academic achievement as an administrator in your school?, What else can you do in enhancing your academic success?, How do you see the relationship between school culture and academic achievement?
FINDINGS AND COMMENTS

In this section, the results of solving the sub-problems of examining the views of school principals on the dimensions of the school management are included in the academic achievement enhancement.

What does academic achievement mean to you?

While the principals' views on academic success generally show parallelism, there are also administrators who interpret academic achievement differently. School administrators' views on academic achievement were examined, assessed, and emerging views conceptualized and grouped.

<table>
<thead>
<tr>
<th>Table 1. Academic Achievement Perceptions Of School Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opinions</strong></td>
</tr>
<tr>
<td>1. Course success</td>
</tr>
<tr>
<td>2. Achieving the specified goals</td>
</tr>
<tr>
<td>3. Providing mental development</td>
</tr>
<tr>
<td>4. Career and happiness</td>
</tr>
<tr>
<td>5. Passing upper education</td>
</tr>
<tr>
<td>6. Professional success</td>
</tr>
<tr>
<td>7. Liking</td>
</tr>
</tbody>
</table>

In the question "What does academic achievement mean to you" directed to the school principals, 40% to 14 of the 35 directors expressed the success of the course. 20% of the directors, 7 have seen the academic achievement as achieving the specified goals.

"Academic achievement is that the learner achieves the desired, identified results in the lessons" (M14),

“*The progress of the student at the level of his or her own class which is about to achieve the defined results*" (M28).

Academic achievement is perceived in different ways by participants, although it is defined as progress that the student has shown in reaching outcomes determined by the school, class, or classroom in which the student is located. There are also those who express academic success, career and happiness, professional achievement, passing a higher education, and even their source as love. In general, participants view academic achievement as accomplishing the goals that are expected of them by providing cognitive, emotional, physical and social development of the students.

What is your academic expectation of success from your school?

Opinions were received about the academic success expectations of school principals' schools. Each view of school principals is coded, similar views are grouped conceptually and presented in table 2.
Table 2. Academic Achievement Expectations Of School Principals From Their Schools

<table>
<thead>
<tr>
<th>Expectations</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gaining gains</td>
<td>12</td>
<td>34,28</td>
</tr>
<tr>
<td>2. Providing students with development from every direction</td>
<td>9</td>
<td>25,71</td>
</tr>
<tr>
<td>3. Success capture in exams</td>
<td>8</td>
<td>22,85</td>
</tr>
<tr>
<td>4. Getting a degree among schools</td>
<td>5</td>
<td>14,28</td>
</tr>
<tr>
<td>5. Preparing an upper class</td>
<td>4</td>
<td>11,42</td>
</tr>
<tr>
<td>6. Teaching national and universal values</td>
<td>2</td>
<td>5,71</td>
</tr>
<tr>
<td>7. Gaining self-confidence</td>
<td>2</td>
<td>5,71</td>
</tr>
<tr>
<td>8. A moderate achievement</td>
<td>2</td>
<td>5,71</td>
</tr>
</tbody>
</table>

It is observed that school principals are in the expectation of gaining the gains as the most important factor in the academic achievement expectations of their schools. Twelve of the participants (34.28%) stated that target behaviors related to academic achievement should be gained by the students. It is also of great importance to be able to obtain the gains determined from the cognitive, emotional and bodily aspects.

"I expect all the students who come to the school to have reached the specified goals" (M2).

"I am in an effort to be able to make achievements for their own skills in addition to the National Curriculum for family children of different socio-cultural and ethnic backgrounds" (M28).

The success of a student is not enough to show maturity of mental state alone. In this research, the second expectation that the school principals put on the most is expressed as being able to improve the students from every direction. 9% of the school principals stated that the students should have a holistic development from the perspective of 25.71%. School principals participating in the survey;

"It is to ensure that the students become aware of themselves and develop themselves from every direction by planning accordingly" (M7).

"Students come to a better level in terms of mental, physical and achievement" (M24). They reported their views.

In order to increase the student's academic success, the student must develop as a whole. There is no obstacle to the success of the students whose physical, mental, emotional, spiritual and social well-being are formed in a state of complete well-being.
What kind of practices do you implement as an administrator in your school to increase academic success?

In order to solve this sub-problem, the question was asked to participating school principals, "What kind of applications do you make to increase academic achievement as an administrator in your school?". Thus, it is desirable to identify the activities they have done to increase academic achievement.

Table 3. Practices Of School Principals Towards Academic Success

<table>
<thead>
<tr>
<th>Implemented Applications</th>
<th>F</th>
<th>%</th>
<th>Implemented Applications</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Artistic and sportive act.</td>
<td>9</td>
<td>25.71</td>
<td>16. Providing coordination</td>
<td>3</td>
<td>8.57</td>
</tr>
<tr>
<td>5. Staff motivation</td>
<td>8</td>
<td>22.85</td>
<td>17. School development</td>
<td>3</td>
<td>8.57</td>
</tr>
<tr>
<td>6. Equipment supply</td>
<td>8</td>
<td>22.85</td>
<td>18. Use of technology</td>
<td>2</td>
<td>5.71</td>
</tr>
<tr>
<td>7. Individual training</td>
<td>7</td>
<td>20</td>
<td>19. Self-improvement</td>
<td>2</td>
<td>5.71</td>
</tr>
<tr>
<td>10. Rewarding</td>
<td>5</td>
<td>14.28</td>
<td>22. Values education</td>
<td>2</td>
<td>5.71</td>
</tr>
</tbody>
</table>

When the answers given by school principals are analyzed in response to the question "What kind of applications do you have as a school principal in your academic success building school", 25 practices (Reinforcement courses, communication, measurement and evaluation, artistic and sportive activities, staff motivation, equipment supply, individual training, parent education, creating school climate, rewarding, cooperating, being a target practitioner, guiding, parental visits, elimination of school infrastructure deficiencies, school development, use of technology, self-improvement, Arranging competitions, making projects, values education, guidance and supervision, reading activities) have been identified.

School principals are implementing a number of practices in their schools to increase the academic success of their schools. Among these applications, 13 school principals, with a rate of 37.14%, made the most frequent reinforcement courses. Reinforcement courses opened on weekdays and weekends for growing and supporting are courses like Turkish, mathematics, life sciences, science, social studies, English, as well as courses for artistic and sportive activities are seen as reinforcement courses.

"We are providing reinforcement courses for gymnastics, chess, folk dances, mind games, team games, both for their lessons and for the development of children" (M15).
School principals can increase academic success by communicating effectively with their stakeholders. In this research, with a rate of 31.42%, 11 school principals have to establish strong communication and cooperation with teachers, parents, students and other staff to increase academic achievement in their schools. 14.28% of school principals noted the importance of cooperation. Strong communication and strong cooperation come with it.

"I am in harmony with other school administrators, friends, teachers and student parents and exchange information. I am in consultation for a better education and training." (M9).

"I organize activities that require teamwork. I attach special importance to the work thatenable teachers to cooperate and share, such as group meetings." (M20).

The third important application for enhancing academic achievement by school principals on schools is measurement and evaluation. Of the school principals, 31.42% to 11 care about the scale and evaluation activities in the achievement and increase of academic achievement in their schools.

"I question whether the evaluation of the achievements, especially in guidance and supervision activities I have implemented in the classrooms, has been made. I particularly want to see how teachers assess students according to the scale." (M33).

Participant school principals are used as scale and evaluation activities; weekly, monthly, semester classroom and school they have taken the exam of the general trial exams, achievement evaluation exams, the writings are seen.

**What Else Can Be Done To Improve The Academic Achievement?**

In order to solve this sub-problem, the participant was asked to ask the school directors as the fourth question in the interview form, "What else can you do in enhancing academic success?" To determine what other things school principals can do to improve their academic success in their schools.

<table>
<thead>
<tr>
<th>Possible Applications</th>
<th>f</th>
<th>%</th>
<th>Possible Applications</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strengthen school-family relationships</td>
<td>11</td>
<td>31,42</td>
<td>11. Recognizing the student</td>
<td>2</td>
<td>5,71</td>
</tr>
<tr>
<td>2. Increase in-school activity</td>
<td>9</td>
<td>25,71</td>
<td>12. Talent-based work</td>
<td>2</td>
<td>5,71</td>
</tr>
<tr>
<td>3. Rewarding</td>
<td>9</td>
<td>25,71</td>
<td>13. Student orientation</td>
<td>2</td>
<td>5,71</td>
</tr>
<tr>
<td>4. Social and physical activities</td>
<td>7</td>
<td>20</td>
<td>14. Develop responsibility</td>
<td>2</td>
<td>5,71</td>
</tr>
<tr>
<td>5. Strong communication</td>
<td>6</td>
<td>17,14</td>
<td>15. Self-expression of the learner</td>
<td>2</td>
<td>5,71</td>
</tr>
<tr>
<td>6. The richness of course tools</td>
<td>6</td>
<td>17,14</td>
<td>16. Achievement evaluation exam</td>
<td>1</td>
<td>2,85</td>
</tr>
<tr>
<td>7. Applied course processing</td>
<td>4</td>
<td>11,42</td>
<td>17. Support training classes</td>
<td>1</td>
<td>2,85</td>
</tr>
<tr>
<td>8. Parent education</td>
<td>3</td>
<td>8,57</td>
<td>18. Privatization of institutions</td>
<td>1</td>
<td>2,85</td>
</tr>
<tr>
<td>9. Creating a love climate</td>
<td>3</td>
<td>8,57</td>
<td>19. Contemporary teaching approach</td>
<td>1</td>
<td>2,85</td>
</tr>
<tr>
<td>10. Providing individual training opportunities</td>
<td>3</td>
<td>8,57</td>
<td>20. Discipline</td>
<td>1</td>
<td>2,85</td>
</tr>
</tbody>
</table>

In the question of what kind of practices can be done to increase the academic achievement of the 35 primary school attendants who participated in the study, 11 school directors with 31.42% stated that they should strengthen school-family relations. The stronger the cooperation between the school and the family, the stronger the communication, the higher the productivity obtained from the education and training will be.

"Cooperation between the school and the family can ensure that the emotional and physical needs of the child are adequately met" (M28).

"I see that the relationship between parents and school in our school is low. School success can be improved by establishing healthy relationships between school and family" (M12).

9 school administrators with 25.71% of participants think that they can increase academic achievement by carrying out more in-school activities. The school has offered some suggestions that it may increase the level of academic achievement of schools for certain days and weekly events, theater shows, reading festivals, artistic and sports activities. The activities that are held at the class level or at the school level may become more permanent in teaching the knowledge, skills, and behaviors to be associated with the topics.

"The more social activities are, the more flexible the education should be maintained when it comes to the place" (M9).

"Participation of students in artistic and sporting activities may be encouraged" (M11).

School principals have indicated that academic achievement can be achieved by making more artistic, sporting and cultural activities in their schools. 35 schoolmembers stated that 25.71% and 9% could be awarded more to both teachers and students for the increase in academic achievement in their schools.

**How do you see the relationship between school culture and academic achievement?**

In the solution of this subproblem, participant school principals were asked to answer the fifth question "How do you see the relationship between school culture and academic achievement?" And to establish the relationship between academic success and the formation of school culture.

<table>
<thead>
<tr>
<th>Conceptualized relations</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase success</td>
<td>32</td>
<td>91,42</td>
</tr>
<tr>
<td>2. Collaborative work</td>
<td>12</td>
<td>34,28</td>
</tr>
<tr>
<td>3. Providing school-environment relation</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>4. Happy school environment</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>5. Realization of goals</td>
<td>6</td>
<td>17,14</td>
</tr>
<tr>
<td>6. Ensuring loyalty to the school</td>
<td>4</td>
<td>11,42</td>
</tr>
<tr>
<td>7. Providing motivation</td>
<td>3</td>
<td>8,57</td>
</tr>
<tr>
<td>8. Living a quality life</td>
<td>1</td>
<td>2,85</td>
</tr>
<tr>
<td>9. Preparing for upper education</td>
<td>1</td>
<td>2,85</td>
</tr>
<tr>
<td>10. Teaching of universal values</td>
<td>1</td>
<td>2,85</td>
</tr>
</tbody>
</table>
When the views of school principals on the relationship between school culture and academic achievement were examined, 10 different positive (increase success, collaborative work, Providing school-environment relation, happy school environment, realization of goals, ensuring loyalty to the school, providing motivating, living a quality life, preparing for upper education, teaching of universal values) opinions emerged. School principals expressed a positive relationship between school culture and academic achievement and they have indicated that academic success will be ensured in schools where a particular school culture is formed. The formation of a certain education and training culture in schools which are social institutions will also ensure the continuity of academic success.

"If the student is well motivated, academic success will be at a better level if a corporate culture can be created. Academic success will not be sustained in a school where institutional culture can not be established "(M19).

Of the 35 school principals, 91.42% and 32% indicated that the success of a particular school culture enables the increase of success. No school headmaster has expressed negative opinions in this field where the relationship between school culture and academic achievement is asked.

"Success is inevitable at a school where a school culture is consisted. The first job is to create a school culture. "(M29).

There are same positive reflection of the academic achievement at the school where school culture is established. A collaborative working understanding has developed in a school where school culture has been established. Of the school principals, 34.28% to 12 principals stated that school cultures provided cooperative work. A strong communication and cooperation between teacher, student, family and school management is a sign of strong school culture.

CONCLUSION AND DISCUSSION

The most intense perception of the academic success of school principals is directed towards the success of the students. The second most important perception of school principals regarding academic achievement is that students reach the specified goals. It is expected that in the schools where the education and training activities are carried out in a planned manner, the objectives determined for each course in the general purpose and basic principles of national education will be realized. It is expected that the academic achievement of the student will occur with the realization of the specified goals. According to Ari (2010) success is defined as "Standards are to achieve the specified goals." According to another similar definition, "The individual can use all the time and energy to reach the standardized targets" (Ülgen, 1995).

Every school administrator is expected to have some expectation about the academic success of their school. The most frequently expressed view of academic achievement of school principals is that they earn achievements. Sezer (2005), there are goals that require the successful completion of all courses. Achievements must be given as a means of meeting the objectives that need to be achieved. Achieving the
achievements of all students at the highest level of the specified goal-behaviors will ensure academic success. Acquisition of cognitive, emotional and psycho-motor oriented achievements for each course constitutes academic achievement expectations of school principals.

It is the most frequent reinforcement course that school principals use to improve their academic achievement in their schools. Supporting and cultivating courses for secondary school students are provided and these courses are given for elementary schools if needed. The aim of the training courses is to minimize the failure of the students in Turkish and mathematics courses. The courses opened for the purpose of reinforcing the classes to the schools, exercise courses, artistic and cultural courses are widely opened in the schools and they make an important contribution to student development.

A group of school principals is in the view of increasing success by establishing a strong communication network between students, teachers, parents and other stakeholders in education. It is the responsibility of the school principals, who are in the center of communication with the schools, as well as the communication that they establish with teachers, students, and student parents, as well as the provision of teacher-teacher, teacher-student, teacher-parent and even student-parent communication. Communication plays an important role in the input and output of schools.

Another practice that school principals often make to improve academic success in their schools is to measure and evaluate them. As the measurement and evaluation studies, class-level and school-wide examinations, writings, achievement evaluation scales, alternative measurement and evaluation tools are used. Having knowledge about the performance of the student in the education process (Anıl ve Acar, 2008), some measurement and evaluation activities are being carried out to make decisions about the performances of the students using various measurement tools (Linn and Gronlund, 1995). These practices determine the academic success of the student in the process and will make an important contribution to taking measures to increase success in this direction.

School principals have stated that school-family relationships should be further strengthened to further increase academic success. There are two independent institutions that are independent of the school and the family. A positive relationship between these institutions will contribute to student academic success. The more effectively the school and the family cooperate, the less the differences of opinion and attitude of the parents and the school about education will be attained and they will be made to meet in a common porter (Porsuk, 2010).

According to school principals, it is necessary to perform more in-school activities to increase social and physical activities and to make frequent rewards in order to increase academic achievement. It is necessary for the students to make different activities for improving the lessons, making the lessons more interesting with interesting and interesting activities. Social and physical activities will lead the student to develop in different dimensions, which will be a positive reflection on academic achievement.

School principals have indicated that the relationship between school culture and academic achievement is a relationship to achieve increased success, with a high level of involvement. The academic success of the student increases in schools where system culture has been established systematically in a certain period. According to Çelik (2012), school culture constitutes the main personality of the school and reveals the difference of success among schools.

In schools where school cultures are provided, business partnerships are established between school stakeholders and school-environment. The school environment was created as a result of the success of the school. In recent years, norms, values, traditions, cultural and climate terms have been used to reflect the identity of the school (Demirkol ve Savaş, 2012). As a school culture; teachers’ communication styles, attitudes and behaviors, expectations, attitudes and attitudes of students, expectations of school principals and student parents, and considerations.

**SUGGESTIONS**

Ensure that school principals are primarily and properly communicated with other stakeholders in education and training, and should establish coordination among these stakeholders. It should be aimed at achieving success by focusing on the realization of goals in a collaborative school environment.

School principals must engage in activities and practices in the schools to improve their academic success. The materials needed for the school, the technological tools and equipment required by the age. Innovative projects should be carried out and teachers, students, families and the environment should be included in this project. High quality, educational and instructional activities should be provided instead of doing too much activity.

School principals should establish a sound, well-established school culture that recognizes the duties and responsibilities of teachers, students, administrators, and other school staff in order to increase the academic achievement of the students, and is important to their core values, beliefs and traditions.

School principals should include activities aimed at bringing together the school and the family, and should actively involve the student in the education and training process. Guidance for parents should be provided, parents’ meetings should be made more functional, and healthy communication and cooperation should be provided.
İLKOKUL ÖĞRENCİLERİNİN AKADEMİK BAŞARILARININ ARTTIRILMASINDA OKUL YÖNETİMİ BOYUTUNUN İNCELENMESİ

TÜRKÇE GENİŞ ÖZET

GİRİŞ

İnsanoğlunun var oluşundan günümüze gelinceye kadar öğrenme isteği, farklı olanı bulma, yeni keşifler yapma merakı yüzyıllardır süreleşmiştir. Bu ilgi ve merak duygusu insanlar arasında başarılı olma düşüncesini ortaya çıkarmıştır. Tarihsel süreç içerisinde “başarılı insan fikri” göreceli bir durum olsa da teknolojinin hızla geliştiği 21. yüzyılda dünya ile bütünleşmiş, değişime ve gelişime uyum sağlayabilen bedensel, zihinsel, sosyal ve ahlaki yölerden kendini geliştirmiş insanlar toplumda “başarılı insan” olarak değerlendirilmektedir.

Başarı, akademik başarı, okul başarısı başlıkları altında başarıyı etkileyen faktörlere yönelik araştırmaların her dönemde yapıldığı görülmektedir. Başarının her geçen gün daha çok önem arz ettiği günümüzde, gerek ülkemize gerekse dünyanın farklı ülkelerinde öğrenci başarısını etkileyen faktörler araştırılır olmuştur. Öğrencinin akademik başarısının artırılmasına yönelik çalışmalarda etkileyen faktörler araştırılmıştır. Öğrencinin başarısının artırılması ve başarıının sağlanmasında hem öğrenci kaynaklı hem de öğrenci harici unsurların etkisi bulunmaktadır.

Öğrenci başarısı, her ne kadar öğrencinin ortaya koyduğu bir performans olarak görülse de bu başarı aynı zamanda uygulanan öğretim programının ve bu programı uygulayan eğitim iş görenlerinin başarısıdır. Öğrencinin başarısız oluşunu da eğitim kurumlarının ve bu kurumlarda yetkili ve görevli iş görenlerin başarısızlığıdır. Etkili okulların yöneticileri öğrencinin başarısını sağlamak amacıyla yatan nedenleri belirlemek ve bu sorunlara karşı etkin çözümler ortaya koymak durumundadır (Balci, 2014).


Okulda nelere önem verildiği, nelerin degerşiz görüldüğü, nasıl uygulamaya geceleteceği konusunda personeller arasında ortak değerlere oluşturulur, öğretmen ve öğrencilerin beklençileri ve vurgulanması gereken durumlar okul kültürünün oluşmasında önemli faktörlardır. Etkili okullar öğrencilerin eğitim öğretimini destekleyici nitelikte bireysel öğrenme şablonlarını özendirmesine rağmen gerçekleştirilebilir (Balci, 2014). Öğrenci ve öğretmenlerin okula karşı olumlu bağımlılık geliştirmeleri sağlayın okul kültürünün oluşmasında liderlerin önemli bir rol oynaması gerekir. Etkili okullarda idarecilere, öğrenme kültür oluşturulan ve bunun bütün çalışanların tarafından paylaşılmasını sağlayan, öğrenmeyi geliştiren ve sürekli öğrenme ortamı oluşturulan


METOD

Bu araştırmada nitel araştırma metodlarından betimsel analiz yöntemi kullanılmış, veri toplama aracı olarak açık uçlu sorulardan oluşan yarı yapılandırılmış soru formu kullanılmıştır. Araştırma nitel araştırmaın fenomenolojik deseninde ilerlemiştir. Fenomenolojik araştırma yöntemi, her katılımcıdan kendi fenomenal dünyasına odaklanmasını ve deneyimlerini kendi terimleriyle tanımlamasını ister. Bu yöntemde kullanılan öncelikli veri toplama yöntemi, açık uçlu sorularla derinlemesine görüşme yaparak katılmaların kendi deneyimlerini yazmaları biçiminde kullanılır (Christensen, Johnson ve Turner, 2015). Nitel araştırma, gözlem, görüşme ve doküman analizi gibi nitel veri toplama yöntemlerinin kullanılıldığı, algıların ve olayların doğal ortamda gerçekçi ve bütüncül bir şekilde ortaya konmasına yönelik nitel bir sürecin izlendiği araştırma olarak tanımlanabilmektedir (Yıldırım ve Şimşek, 2013).

Araştırmanın Amacı ve Önemi


Araştırmanın Çalışma Grubu

Verilerin Analizi ve Yorumlanması


BULGULAR

Bu bölümde akademik başarının artırılmasında okul idaresi boyutuna ilişkin okul müdürlerinin görüşlerinin incelenmesine ilişkin alt problemlerin çözümlenmesine yönelik sonuçlar yer verilmiştir. Bu amaçla 5 temel alt problemin bulgularına ve yorumlarına yer verilmiştir.

1. Akademik başarı sizin için ne anlamına gelmektedir?
2. Okulunuzdan akademik anlamda başarı beklentiniz nelerdir?
3. Okulunuzda idareci olarak akademik başarıyı artırırmaya yönelik siz ne tür uygulamalar yapmaktanz?
4. Sizce akademik başarıyı artırırmada daha başka neler yapılabilir?
5. Okul kültür ile akademik başarı arasında nasıl bir ilişki görüyoruzunuz?

TARTIŞMA VE SONUÇ

REFERENCES


