Primary School Teachers' Perceptions of School Aims and Principals' Tasks

İlköğretim Okulu Öğretmenlerinin Okul Amaçlarını ve Müdürün Görevlerini Algılamaları

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Öz

Bu araştırmanın amacı, ilköğretim okullarının amaçları ile yöneticilerin görevlerine ilişkin öğretmenlerin algılarını belirlemektir. Araştırma, 2006–2007 eğitim-öğretim yılında Burdur'da gerçekleştirilmiş nitel bir araştırmadır. Veriler, yarı yapılandırılmış anket formu ile sağlanmıştır. Araştırma grubunu 135 öğretmen oluşturmaktadır. Verilerin analizinde; frekans, yüzde (%), ve Kay-kare testleri uygulanmıştır. Araştırma bulgularına göre; öğretmenlerin, okul amaçlarını mevzuattaki amaçlardan daha kapsamlı, yöneticilerin gerçekleştirdikleri ve gerçekleştirmeleri beklenen ortak görev olarak da, öğrenci ve okulu başarıya taşımayı algıladıkları belirlenmiştir. Öğretmenlerin çalıştıkları okulların akademik başarı düzeyi ile branşları, okul amaçlarına, yöneticilerin gerçekleştirdikleri ve gerçekleştirmeleri beklenen görevlerine ilişkin algılarını etkilememektedir.

Anahtar Sözcükler: Eğitim yönetimi, okul yönetimi, okul müdürünün görevleri, okulun amaçları.

Abstract

The purpose of the study is to determine teachers' perceptions of the aims of primary schools and the tasks of principals. The study was conducted in Burdur in 2006-2007 academic year and it is qualitative in nature. Data were collected using a semi-structured questionnaire format. The sample population contains 135 teachers. Data were analyzed using frequency, percentage and chi-square tests. The findings revealed that teachers perceive of the aims of the school more comprehensive than the aims included in the framework imposed by the regulations; and, as the most important task, they expect the school principal to carry the school to the highest possible achievement in all fields of education. The level of the academic achievement of the school where the teachers work and their branch are not found to be influential on the teachers' perception of the aims of the school and duties of the principal that are performed and those expected to be performed.

Keywords: Education management, school management, principal' tasks, school aims.

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Introduction

Societies' education and school expectations constantly change because of their political, social and cultural legislations (Şişman and Turan, 2004). The aims of primary schools in Turkey were determined as making each student a good citizen and preparing them to life and to the further education in line with their interests, abilities and talents (Official Gazette, 1973). Schools are places where the aims of education system are realized. Bringing school aims to the desired level depends on school principals' ability to perform their roles in an effective way.

The task of school principals is to maintain and develop the school according to its aims. Maintaining the school according to its aims is possible by effective use of human and material resources. Under the article 60 of the Regulation of the Primary Education Institutions of the Ministry of National Education, school principals are in charge of completing their tasks, regulating, auditing and developing the school in line with the legislation, alongside their lecturing tasks (Official Gazette, 2008). In this context, the basic tasks of school principals are specified by Taymaz (2000) as personnel services, student services, services in terms of education and training and as school management. On the other hand, tasks and responsibilities of primary school principals include issues such as; leadership, communication, group processes, determining school vision and mission, program development, education and training processes and performance assessment (Basaran, 2000; Erdogan 2000; Şişman, 2002; Şişman and Turan, 2004)

In order for the school principal to be successful, one of the priorities is to determine organizational vision together with the employees and have it shared by the whole members of the team. Mission of the organization is determined by principal's vision. There is a rather close relation between socialization of the employees, job satisfaction, effectiveness, leadership, climate and school culture. A principal who comprehends the school culture well can manage the organizational attitude better. Cultural structure of school organization, where especially human factor predominates, is one of the significant indicators of school achievement s (Karslı, 2004; Çelik, 1997). The school principal is the most basic factor who can make use of current resources in order to succeed in achieving school aims and to sustain the organization in a dynamic way (Açıkalın, 1998).

The actual task of the school principal is to have the school concentrate on its basic work, produce high quality works for the pupils and remove obstacles that distract teachers from fulfilling their own duties. Throughout the last quarter of the century, schools have started to include the task of transforming pupils' performances in a better computable way into the tasks and responsibilities of principals. The principal is becoming more responsible for learning and teaching processes in school and his/her duty of educational inspection is increasing more due to his/her responsibility of assisting teachers in developing their teaching skills more (Education Encyclopedia, Leithwood and Montgomery, 1982, Cranston, 2002, Fewick & Pierce, 2001; Schlechty, 2001).

Due to the increasing importance, plenty of studies have been made on education management taking school management and school principals as a subject. These studies, with the issues like organizational dimensions, management processes, principal competencies, leadership and its types, mainly cover more up to date, even more popular issues like total quality management (Kartal, 2007). The majority of the studies on school aims and principals have been conducted by using some quantitative methods. Realization of school aims is one of the effective topics of school studies. Effective school studies depend on assumption that all pupils can learn and succeed (Şişman, 2002).

In their study on effective school, Balcı (2002) and Şişman (2002) have taken the principal,

teacher, pupil, school environment and parents as the dimensions of effective school. As a result of both studies, school principal dimension has been discovered as the most effective dimension by teacher opinions. However, Balcı has introduced the fact that school principals allocate less time on education leadership behaviours which is a necessity of effective schools. In their studies, Bayrak and Terzi (2004) and Şişman (2004) have mentioned that the level of achieving school aims has been a topic of discussion for years and that school management has to be the focus of effective school and education leadership studies within the system integrity. Şahin, in his study (2008), has discovered that the implicit vision of a primary institution known as "good school" which aims to graduate its all pupils and to enroll them in high schools that accept pupils by OKS (High School Entrance Examination) and especially in Science High Schools and Anatolian High Schools is being shared by all school employees. In another study, Alıç (1996) found out that the most important factor that leads a teacher either to achievement s or failure is the school principal and following the principal, other factors that affect a teacher's performance were discovered respectively as; positive organizational climate, high expectations related to teacher achievements, adequate program, education technology and social environment of the school.

School management requires effective use of human and material resources owned by the school. Burdur has been the most successful province in 2004, 2005 and 2006 High School Entrance Examination (OKS). Some of the primary schools in Burdur city centre have been ranked among highest top five schools in OKS grading whereas some have been ranked among the last five schools. The Mathematics and Science field (MF) score of the school in the first rank in OKS was 332,96 whereas the last school scored 207,63 points. Likewise, the Turkish and Mathematics (TM) score of the school in the first rank in OKS was 337,99 whereas the last school scored 205,45 points (Burdur Directorate of National Education (BMEM) 2006). Schools are considered as institutions that endeavour to fully practice programs determined by the Ministry of National Education. Schools' having common aims only presents their uniformity in terms of structure. Apart from that, features that distinguish schools from each other result from the principal of the school (Ensari, 2002; Açıkalın, 1998).

In his study Öz (1977) found that there is a huge difference between the tasks inspectors perform and the tasks that they should perform (Akbaba Altun and Memişoğlu, 2008). Most probably, teacher's perceptions on school principals' tasks are likewise. This study presents teachers' perception of school aims and principal tasks by using a qualitative method. By this study it is expected to have principals see the differences between the tasks they have performed to achieve school aims and tasks they are expected to perform and to provide opportunities to them to exhibit ideal behaviours and consequently contribute to decreasing conflicts between the teacher and principal. With this study it is aimed to determine perceptions of primary school teachers employed at high and low level of academic achievements regarding the school purposes and tasks of principals.

Method

The study is a qualitative study in which phenomenographic approach is used. The basic aim of the phenomenographic approach is to disclose people's perspectives on life perception and conceptualization (Marton, 1981). Human's perception is one of the most important determinants of their behaviours. They pick incoming senses, fortify some and even ignore the rest, fill some gaps and ascribe meanings to some based on their expectations. Things like the community that we are in the midst of, that current environment, requirements and likewise affect perceptual expectations (Marton, 1986; 1988; 1994; McCosker, Barnard and Gerber, 2003, Cullingford,1996; Cüceloğlu, 1999, Bowden, 1994).

The study group has been determined after contacting Statistics Department of Burdur Provincial Directorate of National Education and according to OKS results in 2006–2007 academic year. The study group is composed of 195 teachers (BMEM, 2006) employed in total of ten schools; five (5) with high academic achievements and five (5) with low academic achievements in OKS achievement s rating in Burdur's central district. Schools of high academic achievement include five schools that score the highest points in OKS, on the other hand schools of low academic achievement include schools that score the least points in the same examination. It was targeted to reach all teachers in these schools. However, only 135 teachers joined the study. While 60.7% (82) of the participants are employed in schools with high academic achievements, 39.3% (53) of them are employed in schools with low academic achievement. 53.7% of the participants (72) are classroom teachers and 46.3% (63) of them are branch teachers.

A semi-structured questionnaire form has been developed by the researcher in order to collect data. Fifteen classroom teachers who were outside the scope of sampling have been contacted to check whether the questions were comprehensible. The form besides personal information includes statements like "According to me, the aims of the school is…….", "According to me, the task of the school principal is………. (Current situation)", "According to me, a school principal should do….. (Ideal situation)". Enough space has been left on the form for teachers' replies and the exercise has been performed by the researcher. Additional information has been given to the participants in unclear situations and on the purpose of the study.

Teachers' replies on aims of primary schools and tasks of principals have been classified by the researcher and each dimension has been compiled in six categories. The approach of forming a "glossary" has been adopted to minimize data loss during data analysis. In this way, meanings of all words and sentences have been scrutinized. The school aims, teacher perceptions regarding task dimension performed and expected to be performed by the principals have been separated in 6 categories and they have been given its final form and the categories do not have a specific order. In the event that a participant's statement takes place two or more articles, it has been included in the article with the highest number. Teachers' perceptions have been analyzed in terms of the legislation in the study. The National Education Basic Act, Regulations of Primary Education Institutions of the Ministry of National Education to which primary school principals have to comply to and "Job Descriptions of School Principals" in the Bulletin were taken as a basis.

Chi-Square test has been performed to check whether there is difference between frequency and percentage (%) in category distribution related the dimensions and difference between teacher perceptions regarding academic achievement and branch variables. No study has been found in the literature where qualitative approach was used regarding school aims and tasks of a principal. Therefore, the discussion part of the study was mainly conducted to shed light on perception categories.

Results

The categories regarding primary school teachers' perceptions of school aims and duties of principals are presented in Table 1.

Tablo 1.

Distribution of School Aims and Principal Tasks According to the Teachers

1st Dimension (According to me, the aim of the school is…...)	N	%
C1. Enabling self-realization of shareholders.	23	19.2
C2. Raising questioning pupils	12	10.0
C3. Raising pupils as good citizens,	8	6.7
C 4. Establishing discipline and order habits at school	13	10.8
C 5. Preparing infrastructure for individuals who effectively make use of the technology	32	26.7
C 6. Raising leaders	32	26.7
Total	120	100.0
2nd Dimension (According to me the task of the school principal is…..) (Current Situation)		
C 1. Arranging the education and training in line with the legislation	25	20.0
C 2. Carrying pupils and school to achievement s	17	13.6
C 3. Creating the proper school climate	33	26.4
C4. Providing communication and coordination at school	18	14.4
C 5. Solving problems	19	15.2
C 6. Having team work	13	10.4
Total	125	100.0
3rd Dimension (According to me, the school principal should…..) (Ideal Situation)		
C 1. Realizing school's education vision and mission	22	16.7
C 2. Carrying pupils and school to achievement s	28	21.2
C 3. Defending State's principals and organizing education in this direction	16	12.1
C4. Managing the school in a democratic way	36	27.3
C 5. Having a coherent cooperation with the upper management	15	11.4
C 6. Awarding personnel without making any discrimination	15	11.4
Total	132	100.0

C: İndicated category

It is seen in Table 1 that teacher's perception on school objectives and tasks that school principals performed and expected to perform have created six categories each.   It is found out that 26.7% of the teachers perceive school objectives as preparing infrastructure to increase education quality at schools and 6.7% of them perceive it as raising pupils as good citizens. 26.4% of the teachers perceive tasks performed by school principals as creating the proper school climate

whereas 10% of them perceive it as having team work. While tasks that should be performed by the school principal are perceived as democratic management of the school by 27.35% of the teachers, 11.4% of the teachers perceive it as having coherent cooperation with the upper management and awarding school staff without any discrimination.

Chi-Square test results that display whether teachers' perception of school aims and tasks performed by the principals and expected to be performed by the principal differs at schools with high and low academic achievements are given in Table 2.

Table 2.

 Chi-Square Results on Teachers' Perception of School Aims and Principal Tasks Based on School's Academic Achievement

1st Dimension (According to me, the aim of the school is…...)	High Academic Achievement		Low Academic Achievement		Total	
	N	%	N	%	**N**	%
C1. Enabling self-realization of shareholders.	11	47.8	12	52.2	23	100.0
C 2. Raising questioning pupils	7	58.3	5	41.7	12	100.0
C3. Raising pupils as good citizens,	22	68.8	10	31.3	32	100.0
C 4. Establishing discipline and order habits at school	15	57.7	11	42.3	26	100.0
C 5. Preparing infrastructure for individuals who effectively make use of the technology	6	46.2	7	53.8	13	100
C 6. Raising leaders	6	42.9	8	57.1	14	100.0
Total (X^2=4,28 sd=5 p=,51)	67	55.8	53	44.2	120	100.0
2nd Dimension (According to me, the task of the school principal is…..) (Current Situation)						
C 1. Arranging the education and training in line with the legislation	9	50.0	9	50.0	18	100.0
C 2. Carrying pupils and school to achievements	16	64.0	9	36.0	25	100.0
C 3. Creating the proper school climate	18	64.3	10	35.7	28	100.0
C 4. Providing communication and coordination at school	12	63.2	7	36.8	19	100.0
C 5. Solving problems	6	46.2	7	53.8	13	100.0
C 6. Having team work	16	72.7	6	27.3	22	100.0
Total (X^2=3,65 sd=5 p=,60)	77	61.6	48	38.4	125	100.0
3. (According to me, the task of the school principal should …..) (Ideal Situation)						
C1.Realizing school's education vision and mission	15	68.2	7	31.8	22	100.0
C2. Carrying pupils and school to achievement	26	72.2	10	27.8	36	100.0
C3. Defending State's principals and organizing education in this direction	17	60.7	11	39.3	28	100.0
C4. Managing school in a democratic way	7	43.8	9	56.3	16	100.0
C5. Having a coherent cooperation with the upper management	7	46.7	8	53.3	15	100.0
C6. Awarding personnel without making any discrimination	8	53.3	7	46.7	15	100.0
Total (X^2=6,02 sd=5 p=,30)	80	60.6	52	39.4	132	100.0

According to the Table 2, while the rates of teachers that perceive school aims as enabling self-realization of shareholders, preparing infrastructure to increase education quality at schools and raising leaders are found as 47.8; 46.2 and 42.9 % respectively in schools with high academic achievement, these rates are 52.2; 53.8 and 57.1% respectively among teachers employed at schools with low academic level schools. The rates of teachers that perceive school aims as raising questioning pupils, raising pupils as good citizens and establishing discipline and order habits

at schools are higher at schools with high academic achievement. No meaningful difference has been found between teachers' perceptions on school aims who are employed at schools with high and low academic achievement in OKS [X^2 (5)=4,28, p>.05]. Teachers from schools with high and low academic achievement perceive schools aims likewise.

According to Table 2, rates of teachers employed at schools with high and low academic achievement who perceive tasks performed by the school principals as organizing education and training in line with the legislation are equal (50%). The rates of teachers that perceive tasks performed by school principals as carrying pupils and school to achievement (64%), and having team work (72,7%) have been found higher at schools with high academic achievement. No meaningful difference has been found between teachers' perceptions on the tasks performed by the principal, who are employed at schools with high and low academic achievement in OKS [X^2 (5)=3,65, p>.05]. Teachers of schools with high and low academic achievement perceive the tasks performed by the school principal likewise.

According to the Table 2, the rates of teachers that perceive the tasks expected to be performed by the school principals as; realizing school's education and training vision and mission (68,2%), carrying pupils and the school to achievement (72.2%), defending State's principles and organizing the education in this direction (60.7%) are higher among teachers employed at schools with higher academic achievement. Whereas the rates of teachers that perceive the tasks of the school principals as democratically managing the school (56.3%) and having coherent cooperation with the upper management 53.3(%) are higher among teachers employed at schools with low academic achievement. No meaningful difference has been found in OKS achievement s rating between teacher's perception of tasks expected to be performed by the school principal among teachers employed at schools with high and low academic achievement [X^2 (5)=6,02, p>.05]. Teachers of schools with high and low academic achievement perceive tasks expected to be performed by the school principal likewise.

As can be seen in Table 3, Chi-Square Test results that display whether there is a difference between the way teachers perceive school principal tasks and school aims.

Table 3.

Chi-Square Results on Teacher's Perception of School Aims and Principal Tasks Based on Teacher Branches

1st Dimension (According to me, the aim of the school is…...)	Classroom teacher		Branch Teacher		Total	
	N	%	N	%	N	%
C1. Enabling self-realization of shareholders	15	68.2	7	31.8	22	100
C 2. Raising questioning pupils	7	58.3	5	41.7	12	100
C3. Raising pupils as good citizens,	15	46.9	17	53.1	32	100
C 4. Establishing discipline and order habits at school	13	50.0	13	50.0	26	100
C 5. Preparing infrastructure for individuals who effectively make use of the technology	8	61.5	5	38.5	13	100
C 6. Raising leaders	8	57.1	6	42.9	14	100
Total (X^2=2,96 sd=5, p=,60)	66	55.5	53	44.5	119	100

2nd Dimension (According to me, the task of the school principal is…..) (Current Situation)						
C1. Arranging education and training in line with the legislation	8	44.4	10	55.6	18	100
C2. Carrying pupils and school to achievement	13	52.0	12	48.0	25	100
C3. Creating the proper school climate	12	48.0	13	52.0	25	100
C4. Providing communication and coordination at school	9	50.0	9	50.0	18	100
C5. Solving problems	10	62.5	6	37.5	16	100
C6. Having team work	13	59.1	9	40.9	22	100
Total (X^2=1,74 sd=5 p=,88)	65	52.4	59	47.6	124	100
3. (According to me, the task of the school principal should …..) (Ideal Situation)						
C1. Realizing school's education vision and mission	14	63.6	8	36.4	22	100
C2. Carrying pupils and school to achievement	20	57.1	15	42.9	35	100
C3. Defending State's principals and organizing education in this direction	15	53.6	13	46.4	28	100
C4. Managing the school in a democratic way	7	43.8	9	56.3	16	100
C 5. Having a coherent cooperation with the upper management	6	40.0	9	60.0	15	100
C6. Awarding personnel without making any discrimination	9	60.0	6	40.0	15	100
Total (X^2=3,04 sd=5 p=,69)	71	54.2	60	45.8	131	100

According to the Table 3, the rates of the classroom teachers that perceive school aims as enabling self-realization of shareholders (58.3%), preparing the infrastructure to increase education quality at schools (61.5%) and raising leaders (57.1%) are higher than branch teachers. On the contrary, the rates of branch teachers that perceive school aims as raising pupils as good citizens (53.1%) are higher than classroom teachers. The rates of classroom and branch teachers (50%) that perceive school aims as establishing discipline and order habits (50%) at school are the equal. No meaningful difference has been found in OKS achievement rating between classroom and branch teacher's perception of school aims at schools with high and low academic achievement [X^2 (5)=2,96, p>.05]. Classroom and branch teachers' perception of schools aims are likewise.

According to Table 3, rates of branch teachers that perceive tasks performed by the school principals as organizing education and training in line with the legislation (55.6%) are higher than classroom teachers. The rates of teachers that perceive the tasks performed by the school principal as providing communication and coordination at school are equal among classroom and branch teachers (50%). The rates of classroom teachers that perceive tasks performed by the school principals as solving problems (62.5%) and providing team works (59'1%) are higher than branch teachers.   No meaningful difference has been found between classroom and branch teacher's perception of tasks performed by the school principal, who are employed at schools with high and low academic achievement in OKS [X^2 (5)=5,05, p>.05]. Classroom and branch teacher's perception of tasks performed by the school principal are likewise.

According to the Table 3, the rates of classroom teachers that perceive the tasks expected to be performed by the school principals as; realizing school's education and training vision and mission (63.6%), carrying pupils and the school to achievement (57.1%), defending State's principles and organizing the education in this direction (53.6%) are higher than branch teachers. Whereas the rates of branch teachers that perceive the tasks expected to be performed by the school principals as democratically managing the school (56.6%) and having a coherent cooperation with the upper management (60%) are higher than classroom teachers. No meaningful difference has been found between classroom and branch teacher's perception of tasks expected to be performed by the school principal who are employed at schools with high and low academic achievement

in OKS [X^2 (5)=3,04, p>.05]. Classroom and branch teacher's perception of tasks expected to be performed by the school principal are likewise.

Discussion

Study findings point out that qualitative study method is appropriate to inspect teacher's perception on school aims and tasks performed and expected to be performed by the school principal. It can be said that teacher's perception on school aims are not limited to the aims mentioned in the legislation. The aims of elementary school in The Basic Law of National Education are stated as; raising each Turkish child as a good citizen, preparing these children for the life and further education. Although raising leaders is not among school aims, it is perceived as an aim by school teachers. Raising leaders is one of functions of the school. Therefore, it can be said that teachers perceive school aims together with the school functions.

Although raising pupils as good citizens is one of the basic aims of schools in line with The National Education Basic Act and related legislation, the rate of teachers that perceive it as a school aim has been found to be the lowest rate. However, raising good citizens is an aim of the school and at the same time task of the principal and teacher.

The six tasks perceived as to be performed by the school principals according to the teachers are the tasks that will enable effective realization of education aim and activities at school environment, within the scope of legislation. Teacher's perception on tasks performed by the school principal should be more comprehensive.   In contemporary approaches, school management is considered together with the environmental dynamics. However, majority of the teachers perceive tasks performed by the school principal as organizing education and training in line with the legislation and creating the proper school climate. Forth-eight percent of the teachers stated that school principals are always complying with the legislation on the other hand 37% of them stated that school principals are occasionally complying with the legislation (Okutan, 2000). According to these results it can be said that school principals are still carrying on typical principal behaviours known as "legislation guards". According to the findings gathered with this study; today teacher's perceptions are still in this direction. Tasks like cooperation with the environment, enabling parents' contribution to the education and raising funds, taking security precautions, supervising and training the staff, budgetary works, and inspection of the education are among tasks performed by the school principal according to teacher perception. The fact that, these tasks are not among teacher's perception although they exist in the job description of primary school principals and in the legislation of primary education institutions can be interpreted as teacher's lack of information related to the legislation on principals' tasks.

While the proportion of teachers that perceive creating proper climate as the tasks performed by the school principal is the highest, this rate is the lowest for teachers that perceive it as creating a team work. In one his study Şişman (2000) discovered that teacher's perception on school culture and climate is at the level of "Generally Agree" whereas Kaykanacı (2003) discovered that creating proper environment and working environment to ensure school aims are among the works that took the highest time of the school principals. Bursalıoğlu (2005) indicated that factors that distinguish good schools from the bad ones are mainly related to its climate rather than its structure. These perception of teachers are coherent with the literature. This is because school climate is a factor that has a direct effect on teacher's mood and motivation. He also found that a big majority of the teachers perceive democratic management of the school and carrying pupils to achievement as the tasks expected to be performed by the principals. Being democratic is one of the dimensions of school climate (Karslı, 2004; Şişman, 2002). Teachers expect principals to realize a democratic management to have a positive school climate for teachers and pupils. This can be interpreted as not having total democratic management in our schools nowadays.

Teachers perceive tasks expected to be performed by the school principals as aims of the elementary education and as the tasks that will enable effective realization of these aims. According

to the teacher perceptions, tasks expected to be performed by the school principals are the ones specified in The List of Job Description of School Principals of MoNE. This can be accepted as a sign of the lack of teacher's information on the tasks of the principals. Furthermore, tasks related to the roles of elementary school principals like realization of school education mission and vision could have more emphasis in teacher's perceptions. Balcı (2002) found that features that are within the scope of education leadership are at a low level among teacher's perceptions. The gathered finding is coherent with the literature.

Teachers perceive caring for the pupils and the school to achievement as a common task performed and expected to be performed by school principals. Since caring for the pupils and the school to achievement is accepted as one of the basic indicators of an effective school and as an indispensable task of a principal, teachers may have such a common perception.

The rate of that school teachers, employed at schools with high academic achievement, who perceive establishing discipline and order habits at school as a school aim is quite higher than teachers employed at schools with low academic achievement. The reason behind this perception of teachers might be due to fact that habits of order and discipline are not considered as the basis of pupil's achievement by the teachers.

The achievement rates of the schools, teachers are employed at, are not a meaningful distinguishing factor between teacher's perception on school aims and tasks performed and expected to be performed by the principals. The reason might the fact that teachers think principals with low and high achievement level have to implement the same legislation.

According to the academic achievement level, the rates of teacher that perceive task of organizing education and training in line with the legislation among the tasks performed by the school principals are equal. Since the schools have to implement the same legislation, this rate could be the same . The rate of those who perceive the tasks performed by principal as; caring for the pupils and the school to achievement, creating the proper school climate and having a team work is higher among schools with high academic achievement whereas this rate is lower in schools with low academic achievements. Sahin (2008) found out that democratic behaviours of the principals are the reasons of being a good school. One of the reasons of having such a huge difference between school achievement levels might be the difference between this perception rate. The rate of those that perceive tasks performed by the school principal as solving problems is higher among school teachers employed at low academic achievement. The reason of having a higher rate in this perception among teachers employed at low academic achievement might be due to having more problems in schools with low academic achievement.

The rate of high academic successful school teachers that perceive realization of school's education mission and vision as a task expected to be performed by a principal is higher than school teachers employed at schools with low academic achievements. One of the reasons behind academic achievements of schools in Burdur might the teachers' having such a perception. Şahin, in his research (2008), has discovered that the implicit vision of an primary education institution known as "good school" which aims to graduate its all pupils and to enroll them in high schools that accept pupils by OKS (High School Entrance Examination) and especially in Science High Schools and Anatolian High Schools is being shared by all school employees. This gathered finding is supporting the literature.

The rate of teachers, employed at schools with high academic achievement who perceive tasks expected to be performed by the school principal as defending State's principles and organizing the education in this direction is higher than teachers employed at schools with low academic achievement. The rates of teachers, employed at schools with low academic achievement who perceive the tasks expected to be performed by the school principals as democratically managing the school and having a coherent cooperation with the upper management are higher. Democratic management provides a proper school climate to work in. And the proper school climate is one of the basic provisions of an effective school (Şişman, 2002). In his study Çelikten (2004) found out

that the principal has separated the least time for the upper management. Effective schools should not have problems between upper and lower level management. Cemaloğlu (2002) mentioned that school principals have to establish the link between upper and lower level administration. Even if just a bit, this finding might be interpreted as there are problems between upper and lower managements in schools with low academic achievements.

The rate of classroom teachers that perceive the aims of school as enabling self-realization of shareholders and preparing infrastructure for individuals who make effective use of the technology is higher than branch teachers. On the contrary; the rate of branch teachers that perceive school aims as raising pupils as good citizens is higher than classroom teachers. The rates of classroom and branch teachers that perceive school aims as establishing discipline and order habits at school are the equal. Balcı (2002) found out that teacher's perception of establishing order and discipline in the classroom is among the highest rank. This perception of teachers is coherent with the literature.

While a big majority of classroom teachers perceive that solving problems and having a team work is provided by the principals, a majority of the branch teachers perceive that task of organizing the education in line with the legislation is performed by the principals. The rates of classroom and branch teachers who perceive that tasks of providing communication and coordination at school are provided by the principals are equal. Because coordination requires teachers' being aware of each others works (Bursalıoğlu, 2005).

A big majority of the classroom teachers expect that realization of education mission and vision and awarding of the staff without discrimination should be performed by the school principal. Classroom teachers think that school mission and vision are realized at a low level and that there is discrimination in teachers' awarding. Şahin (2008) discovered that school members are not aware of the school vision written on school files and found hanging on the school entrances and that good schools are where value of fair behaviours to all is shared. Branch teacher's expectation from principals on democratic management of the school and establishing a coherent cooperation with the upper management is higher than those of classroom teachers.

No meaningful difference has been found between teachers employed at schools with high and low academic achievements in OKS regarding their perception of school aims and tasks performed and expected to be performed by the school principal. Likewise, there is no meaningful difference between perceptions of branch and classroom teachers at these schools. Balcı (2002) found out the branch of a teacher does not have an affect on teacher's perception of school principals. This result is coherent with the literature. The lack of difference between teacher perceptions can be interpreted as; the difference between OKS achievement rating does not stem from teacher perceptions. Besides the school achievement may result from environment, pupil and parent attitudes and socio-economic factors. Studies can be conducted related to these topics.

Conclusion

Primary school teachers perceive school aims on wider scale than the aims stated in the legislation. While teachers perceive leader-raising within the scope of school aims, the aims related to pupil's learning and achievement s levels are not among their perceptions. Teachers perceive that school principals strictly sustain their task of legislation implementation. Teachers mentioned that their principals performing the task of creating school climate and they expect principals to democratically manage the school. Democratic management is one of the positive conditions of organization climate. Tasks performed and expected to be performed by the principals support one another.

School teachers of high academic achievements, common tasks performed and expected to be performed by the principals all carry pupils and schools to achievement. Majority of the classroom teachers perceive that enabling self-realization of shareholders is a school aim whereas

problem solving is a task performed by the principal. The rate of classroom that teachers expect principals to perform the task of realizing education mission and vision is higher. Classroom teachers have a higher expectation from principals regarding carrying pupils and the school to achievement s as one of their tasks. Branch teachers have a higher expectation on creating the proper school climate than classroom teachers.

Academic achievements of schools at which the teachers are employed and their branches do not effect their perception on school aims and principal tasks. Teachers perceive that tasks performed and expected to be performed by the school principal are tasks that would contribute sustaining education and are among the scope of the legislation. Education leadership takes a very small place among teacher's expectations and perceptions on principal's tasks.

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