

EVALUATION OF ADMINISTRATORS' ENVIRONMENT AND SCHOOL LEADERSHIP SITUATIONS ACCORDING TO THE PANDEMIC AND PRE-PANDEMIC PERIOD

Cemre Mahmutlar,

Msc. Feyman Aptula,

Dr. Şengül Tümkan,

Dr. Fahri Tümkan

ABSTRACT

Every society shapes its future through education. Thanks to education, societies continue their existence. For this reason, education is indispensable for societies. Education systems are intertwined with the environment. They affect the environment and are affected by the environment. During this interaction, environmental leadership knowledge and skills of school administrators play an important role. One of the most important duties of the leader is to manage the environment in accordance with the goals of the organization.

In our research, it is aimed to evaluate the environmental and school leadership situations of pre-pandemic and pandemic period administrators in public schools in 2020-2021 on the basis of organizational culture. In this direction, open-ended questions were asked to 35 managers and data were obtained.

In the light of the findings obtained in the research, when environmental leadership is mentioned, it is mentioned that administrators think of directing the environment according to the goals of the school.

In the study, managers during the pandemic period; They realize environmental leadership by using their communication skills, they attach importance to effective communication skills in communication with the environment, the expectations of the institutions and organizations from the school are that education should not be interrupted, the people, institutions and organizations in the environment benefit from cooperation with the environment while meeting their expectations from the school, It was found that they received support, that they learned about the expectations of the stakeholders about the school with good relations, and that the stakeholders shared their expectations for the school with the teaching staff to meet the expectations.

In the research, managers before the pandemic; They realize their environmental leadership by using their communication skills, they attach importance to trust and honesty in their communication with the environment, the expectation of the people, institutions and organizations from the school is to prepare the students for the society, the people, institutions and organizations in the environment benefit from cooperation with the environment while meeting their expectations from the school, It was found that they received support from the municipalities, learned about the expectations of the stakeholders about the school through good relations, and shared the expectations of the stakeholders for the school with the teaching staff in order to meet the expectations.

It has been concluded that the biggest difference between the management in the pandemic period and the management in normal times is distance education, the biggest problem faced by the administrators in their schools during the pandemic period is the missing equipment, and they communicate with the families while solving the problems encountered during the pandemic period.

Keywords: Education, Environmental Leadership, Pandemic, Executive.

Introduction

Education is an attempt to shape the future by shaping qualified individuals in the direction desired by the society. In education, which is a social activity, the school is a social system, a formal organization with its own characteristics. (Aydin, 2014).

The task of schools is to find ways to achieve educational goals and to bring qualified human power to the society. Schools are an open system. It passes the input from the environment through a certain education filter and gives it to the environment as output. The fact that the school is in contact with the environment is an indication that the school is based on the open system theory. Schools use all kinds of technological and physical equipment and transfer information through their qualified personnel. It creates a behavioral change in the student it receives as input from the environment, and gives the qualified human power needed by the society as output to the environment. Intentional and desired behavior change is completed in the student at the end of a certain period (Köybaşı et al, 2017). According to Lunenberg and Ornstein (2013), students who are the outputs of the school are affected by the activities organized by the school administration and their employees within the school roof. The environment in which the school is located is also very important in this sense. Environmental variables are gaining more importance day by day, and political and economic

forces are among the factors affecting the school's environment. School administrators should be aware of the expectations of the environment from the school and they should be able to meet the expectations of the environment in the social-political context. School principals should be able to cooperate with the external environment of the school on education, and they should also consider it necessary to manage and develop the internal functioning with the expectations of the external environment.

Educational leadership is the foremost of the job descriptions of school principals. Principals not only lead education and training but also deal with many different school-related workloads. When this is the case, school principals have to deal with many different problems in the management of education, human resources management, general services and financial resources management (Köybaşı et al., 2017).

If it is desired to talk about success in educational institutions, the manager must have effective leadership characteristics. In short, we can say that the leadership characteristics of the school principal are the most important factor affecting success. According to the MEB Regulation, the school administrator; "It leads teachers, students, parents and the environment in education and training, works towards increasing productivity, creating team spirit, integrating the school with the environment and developing the corporate culture, and keeps the school ready for service. It constantly renews and develops the school in line with scientific and technological developments, efficiency and transparency principles, and uses time and all opportunities to achieve the school's goals (Çetin, 2019).

The leadership characteristics of school administrators play an important role in adapting to the innovation process by realizing the change in schools, which are an institution where education takes place. In other words, an effective leader is needed in order to initiate change in the school, to raise awareness of existing problems and to have a vision that can move the school forward (Köybaşı et al, 2017). According to Çelik (2001), quality in education is parallel to the leadership qualities of school administrators.

School administrators should both have effective leadership skills and exhibit an image of a school integrated with the environment of the educational institution they manage. School administrators should analyze the needs of the school in the environment of the school where they are the manager, and they should know to what extent these needs are met. In this way, it can achieve a dynamic balance by enabling environmental and professional contributions by moving its school forward (Aydın, 2014).

Internal factors such as qualified teachers, students, school staff, physical facilities and students' parents, institutions and groups around the school, government policy in the administration of the country, business environment, administrators in education, socio-economic status and geographical structure of the environment, External factors such as local governments and the immediate environment of the school also play an important role (Açıklan, 1998).

The school administrator should strive to be in constant solidarity with the external environment of the school in terms of education in order to display an image of a school integrated with the environment (Şişman, 2014). In order to achieve this, competitive institutions that adapt to the external environment are needed (Özdemir, 2000). Relationship between school and environment; Within the framework of democratic principles, the environment is aware of the way the school will follow in reaching its goals, the school principal is aware of the expectations of the environment from the school of which he is the manager, it provides the opportunity to meet the desired service in the best way by finding a solution to the expectations that reach him, and the school can provide the material and moral support it needs from this environment. must have four basic features (Taymaz 2011).

The educational institution and the environment in which the educational institution is located should always be able to be in harmony and need each other equally. Otherwise, if the expectations of the school and the community for each other differ, the ratio will deteriorate and the power balance will be shaken and the relationship between them will be damaged (Bursalıoğlu, 1997).

The school in the social environment is responsible for recognizing the reality of the society it is in. Because the school is an institution responsible for the education of the society. For this reason, the society has to be aware of the social expectations and needs of the school. If he is not aware of this consciousness, he cannot fully fulfill his duties (Ayhan, 2000).

By examining the structure of the environment it is in, the school reveals the educational needs of the people living in the environment and tries to meet these needs through formal and non-formal education. Thus, it

contributes to environmental development. Schools meet the educational needs of the environment they are in and enable the training of manpower that will contribute to the development of the country in all areas (social, cultural, economic, technological). In short, schools are organizations that train human resources for the environment (Taymaz, 2011).

Method

Qualitative research method was used in the research. Yıldırım and Şimşek (2013) defined qualitative research as the method used to examine the current problem in depth. He stated it as the method used to reveal the desired facts and experiences of the participants (Creswell, 2013). In addition, Creswell (2013) mentioned that the findings should be supported by a literature review. Semi-structured questions were prepared for the managers in order to reveal the data suitable for the purpose of the research.

The sample group of the research was formed with the voluntary participation of 35 administrators working in TRNC public primary schools in the 2020-2021 academic year. The demographic structures of the participants are given in Table 1 below.

Table 1: Demographic characteristics of the participant managers.

		f	percentile (%)
Gender	Female	15	43
	Male	20	57
Age distribution	31-35	2	8
	36-40	5	14
	41-45	9	25
	46-50	10	28
	51 and above	9	25
Graduation	B.A	14	40
	M.A	18	51
	Ph.D	3	9
Length of service	11-15 yrs	4	11
	16-20 yrs	11	31
	21-25 yrs	9	25
	26-30 yrs	9	25
	31 yrs and above	2	8

As seen in Table 1, participatory managers: according to the gender; 15 women (43%), 20 are male (57%). According to their age; 2 people in the range of 31-35 years (8%) in the range of 5 people 36-40 years (14%) in the range of 9 people 41-45 years (25%), in the range of 46-50 years (28%), 9 people Is 51 years of age or older (25%). According to their learning situations; 14 people undergraduate (40%), 18 MS (51%), 3 people graduate (9%). According to vocational seniority; 4 people 11-15 years (11%), 11 people 16-20 years (31%), 9 people 21-25 years (25%), 9 people 26-30 years (25%), 2 people 31 years and above (8%) has worked.

During the data collection tool pandemia period of the research, managers are aimed to reveal the environment leadership. To reach the goal, the administrators were asked half-configured open-ended 10 questions. The questions were directed to the voluntary participants through social media (WhatsApp, Viber, Mesenger). The research data were obtained from the volunteer participants between January 20 to 25 March 2021.

After the questions are prepared for the validity of the study, the four experts were viewed. After the expert views obtained, the questionnaire has taken the final conversation with the six managers to be interviewed. Followed by another expert on which the data obtained was open and sufficient. Thus, the interview form has been adequate and ready to obtain the desired data. Followed by data collection process. The data obtained during the interviews were reported on voice recording or paper. After reporting, the sentences in the data obtained for analyzing are numbered separately. The common departments were grouped after this process taken by the expert opinion. Groups are formed by meaningful allocations of separated sections. Integrates have created the codes of the study and code lists were obtained. After the code lists were obtained, both the process and the code lists have reviewed all the researches. Places with a difference difference were corrected to agree again.

For the reliability of the study, Miles and Huberman (1994) reliability formula was used. Research with 70% of reliability calculation is considered reliable. The reliability coefficient in our study was calculated as 87%. This shows that the research is reliable.

The opinions are given in the form of footnotes in the quotation of the participants' identities and their views to be connected to the privacy policy. The participant code was given in the quotation and the end of the views given in italics. The Exhibitor Code Example is as follows;

Sample:
Y: The manager
“.....” (Y,I)

Results

I. Size: The environmental leadership is called the findings of the managers' minds.

The first size of the research was created within the scope of revealing their views on their minds when the environmental leadership is called. In order to reveal this to 35 rulers "What comes your mind to your mind when the environmental leadership is called?" The question has been asked. The answers to the question are encoded by coding themes and distributions on these themes are given in Table 2.

Table 2: Descriptive statistics on the themes of managers and these distributions regarding the minds of the rulers when the environmental leadership is called.

Themes	f	%
Orienting the environment according to the school's goals	17	29
Communicating with the environment, interacting	10	17
Collaboration with the environment	8	14
Leadership of the manager	7	12
Act according to the expectations of the environment	6	10
Organizing events with the environment	4	7
Observing and evaluating the environment	4	7
Being a bridge between the environment and the school	2	4
TOTAL	58	100

*Some respondents have expressed more than one theme. Therefore, the total frequency of the administrators was calculated as 58 (administrator, n = 35).

As shown in Table 2, the majority of managers (F = 17, 29%) have stated that the environment is directed to the surrounding leadership according to their goals of the school. A few of the data obtained is as follows;

"The educational institution is in cooperation with the environment and should guide the environment in line with the targets of the school." (Y, 30)

"The manager must be aware of the requirements of the environment and integrate the school's goals and manage the environment in accordance with the school's purposes." (Y, 2)

II. Size: Before the pandemic and the pandemic period, the findings of the directors related to the environmental leadership.

The second size of the research was created under the pandema and in the pandemary period of the managers to reveal their views on the environment leadership. Discussed with 35 administrators to reveal this. "How do you manage the environmental leadership as an administrator before and during the pandemic period?" The question has been asked. The answers to the question are encoded by coding themes and distributions on these themes are given in Table 3.

Table 3: Belemonic statistics on how to manage the environmental leadership as a manager before and during the pandemary period.

Themes	Before Pandemic		Pandemic Period	
	f	%	f	%
Contact Us	15	25	18	42
with good relations	12	20	2	5

in collaboration	8	13	8	19
With Plan / Projects	6	10	5	12
Management for the benefit of the school	6	10	0	0
By meeting expectations	6	10	0	0
By leading	5	8	0	0
following the rules	2	3	4	9
With the contingency approach	1	1	1	2
through the Parents Association	0	0	3	7
With technological contribution	0	0	1	2
Being aware of events around	0	0	1	2
TOTAL	61	100	43	100

* Some respondents have expressed more than one theme. For this reason, the total frequency of the administrators were calculated as 43 at 61 and pandemic period before the pandem (manager, n = 35).

As shown in Table 3, the majority of the participatory managers have mentioned their environmental leadership by using their communication skills before the pandem (F = 15, 25%) and the pandema period (F = 18, 42%) in the pandemic period. The answers given by the managers who advocate this view;

"I'm on both periods of good communication with good communication." (Y, 24)

"It is the head of all things. I always keep my communication routes open and always developed close relationships because of which I am available. This has made my management easier. " (Y, 12)

III. Size: A school manager in the period before the pandem and the pandemia is the findings of what to pay attention to communication with the environment.

The third dimension of the research is aimed to reveal the views of what a school administrator in the cycle of the pandemia and the pandemic period is to be able to make their views on their attention. In order to reveal this to 35 administrators, "What should a school manager take care of the environment with the environment?" The question has been asked. The answers to the question are encoded by coding themes and distributions on these themes are given in Table 4.

Table 4: Before the pandemic and the pandemic period, a school administrator is a school manager in communication with the environment and descriptive statistics on these themes.

Themes	Before Pandemic		Pandemic Period	
	f	%	f	%
With Trust and Integrity	15	29	0	0
Identifying the needs of the environment	14	27	0	0
with joint projects	6	11	4	9
in collaboration	6	11	8	18
With the principle of openness	3	6	3	7
Working with civil society organizations	2	4	0	0
By introducing the school to the environment	2	4	0	0
according to moral rules	1	2	0	0
by motivating	1	2	6	13
effective communication skills	1	2	12	26
Active family involvement	1	2	0	0
Within the framework of hygiene rules	0	0	4	9
By supporting the environment	0	0	3	7
With a good use of technology	0	0	3	7
By making the staff aware	0	0	2	4
TOTAL	52	100	45	100

* Some respondents have expressed more than one theme. For this reason, the total frequency of the administrators were calculated as 45 in the period of 52 and pandema before the pandem (manager, n = 35).

As shown in Table 4, the participatory administrators have mentioned that they are considered to trust and honesty in prior to the pandem (f = 15, 29%). In the light of these findings, a few of the responses to the confidence and honesty in communication of pre-pandemia;

"Honesty is important when communicating with the environment. I can promise things I can do. This shows me as honest and reliable to the environment." (Y, 14)

"I care about mutual honesty and trust in communication." (Y, 6)

The same administrators have mentioned the most effective communication skills in communication in the pandemary period (F = 12, 26%). In the period of the pandemia, administrators have mentioned effective communication skills when communicating. Some of these;

"Effective communication skills that we cannot meet face-to-face during the pandemary period has gained importance."

"To use communication skills is even more important in the pandemia."

IV. Size: Prior to the pandemia and during the pandemary period, the surrounding area of the surrounding individual institutions and organizations are findings from school expectations from school.

The fourth dimension of the study was created prior to the pandema and in the pandemary period according to the administrative views of the environment in order to reveal the opinions of institutions and organizations from school expectations. In order to reveal this, 35 administrators are the expectations of the institutions and organizations in the surrounding area before the pandemia and the pandemary period? " Answer to the question is sought. The answers to the question are encoded and the data on these themes are given in Table 5.

Table 5: Prior to the pandemia and in the pandemary period, the environments of the surrounding individual institutions and organizations from the school and the descriptive statistics related to these themes.

Themes	Before Pandemic		Pandemic Period	
	f	%	f	%
Prepare students for society	14	31	4	9
To equip students with knowledge and skills	8	18	0	0
Teaching our culture	6	13	0	0
Socialization of students	5	11	0	0
Prepare for higher education	4	9	0	0
technological equipment	3	7	5	11
The development of the environment with the contribution of the school	3	7	0	0
National and moral values	1	2	0	0
Non-disruption of education	1	2	17	38
healthy environment	0	0	11	24
Environmental awareness	0	0	4	9
Help solving problems	0	0	4	9
TOTAL	45	100	45	100

* Some respondents have expressed more than one theme. For this reason, the total frequency of the administrators were calculated as 45 and 45 in the period before the pandem (manager, n = 35).

As shown in Table 5, the majority of the participatory administrators have mentioned the students before the pandem (F = 14, 31%) as the surrounding person, institutions and organizations to prepare the students from school expectations from school. Participant executives are similar to the following responses about this topic;

"Before the pandem, the largest expectation of the environment from the school is to keep up with the society when students graduate." (Y, 8)

"The greatest expectation in the normal time is to prepare the society." (Y, 30)

During the period of the pandem, the majority of managers (F = 17, 38%) mentioned the most of the surrounding person, institutions and organizations from school expectations from school. Participant executives are similar to the following responses about this topic;

"During the period of pandemia, the biggest expectation of our children are disruption of our children's education." (Y, 35)

"The anticipation of the Pandemide environment is not to be struck at the training." (Y, 25)

V. Size: Before the pandem and during the pandemary period, finds that the surrounding person, institutions and organizations are meeting the expectations of the school, and how managers follow the methods or methods.

The fifth dimension of the study was created prior to the pandema and in the pandemary period to reveal the views of the surrounding people, institutions and organizations from the school, while the managers' opinions on how to follow the methods or methods they follow their expectations. 35 Administrators "How do you watch a method or methods when you meet the expectations of the surrounding person, institutions and organizations from school?" Answer to the question is sought. The answers to the question are encoded and the data on these themes are given in Table 6.

Table 6: Before the pandemia and during the pandemary period, the themes of the surrounding person, institutions and organizations from the school's expectations from the school and the descriptive statistics related to these themes and these themes.

Themes	Before Pandemic		Pandemic Period	
	f	%	f	%
Collaboration with surrounding organizations	12	27	11	22
Contact	9	20	6	12
good management	6	14	8	16
with projects	5	11	0	0
common purpose	5	11	0	0
Motivation	3	7	3	6
By analyzing with teachers	2	5	4	8
with the exchange of views	2	5	0	0
with information	0	0	6	12
using social networks	0	0	8	16
To find support	0	0	4	8
TOTAL	44	100	50	100

* Some respondents have expressed more than one theme. For this reason, the total frequency of the administrators were calculated as 50 in the period of 44 and pandemic period before the pandem (manager, n = 35).

As seen in Table 6, the managers (F = 12, 27%) mentioned that the surrounding person, institutions and organizations are cooperated with the surrounding organizations while meeting the expectations of the surroundings in the period before the school. The same managers have mentioned the importance of cooperation when facing managers (f = 11, 22%) in the pandemary period (f = 11, 22%) when meeting their expectations from school. A few of the managers who mentioned this finding have used these statements;

"I am in good relations with the surrounding institutions and organizations as an administrator. Thus, for all kinds of expectations from school, they make them put their hands under the stone." (Y, 20)

"Every manager is always in cooperation with organizations around the surrounding organizations in line with the goals of the school" (Y, 4)

VI. Size: Before the pandema and during the pandemary period, the findings of which resources, institutions or organizations are the most when solving the problems encountered about the school.

The sixth dimension of the research was created in order to reveal the views on which resources, institutions or organizations, while solving the problems encountered in the school in the sixth dimensional pandem and during the pandemary period. In order to reveal this, 35 administrators are the most of the source, institutions or organizations when solving the problems you are facing the school before and during the pandemary period? " Answer to the question is sought. The answers to the question are encoded and the data on these themes are given in Table 7.

Table 7: Descriptive statistics on the themes and these themes on which resources, institutions or organizations in the pandemic prior to the pandemic and when solving the problems that you are facing on the school.

Themes	Before Pandemic		Pandemic Period	
	f	%	f	%
municipality	26	28	27	28
Ministry of National Education and Culture	15	16	18	19
Parents' Associations	15	16	17	18
Artisan	9	10	7	7
Non-Governmental Organizations	9	10	8	8
Bank/ Cooperative	4	4	5	5
Parents	4	4	4	4
Headman	4	4	4	4
Teachers	2	2	2	2
Civil Defense Organization	2	2	1	1
Foundation	2	2	1	1
Political Parties	1	1	0	0
Union	1	1	1	1
Health Organizations	0	0	2	2
TOTAL	94	100	97	100

* Some respondents have expressed more than one theme. For this reason, the total frequency of the administrators were calculated as 94 and 97 in the period before the pandemic (manager, n = 35).

As shown in Table 7, before the pandemic (F = 26, 28%) and the pandemic period (f = 28, 28%), while solving the problems encountered in education, they also mentioned the municipalities. A few of the managers mentioned from this subject have used the following statements.

"We are always in our municipality and are in the position that can answer each we want." (Y, 15)

"In both periods, we receive assistance from the municipality, MEB and from the surrounding business people as school." (Y, 9)

VII. Size: Prior to the pandemic and the findings of how the surrounding stakeholders learn to school during the pandemic period.

The seventh dimension of the study was created in order to reveal their views on how they learn the expectations of the surrounding stakeholders on the school prior to the pandemic and during the pandemic period. In order to reveal this with 35 administrators "How do you learn the expectations of the surrounding stakeholders in the surrounding period before the pandemic and the pandemic period?" Answer to the question is sought. The answers to the question are encoded by coding themes and the data on these themes are given in Table 8.

Table 8: Prior to pandemic and the themes on how they learn the expectations of the surrounding stakeholders in the pandemic period and the descriptive statistics on these themes.

Themes	Before Pandemic		Pandemic Period	
	f	%	f	%
With good relations	13	30	10	25
With bilateral talks	10	24	2	5
In writing	5	12	4	10
Orally	4	9	0	0
By planning	4	9	4	10
By researching	4	9	6	15
With meetings	2	5	1	2
With social networks	1	2	9	23
Exchange of ideas with the ministry of education	0	0	4	10
TOTAL	43	100	40	100

* Some respondents have expressed more than one theme. For this reason, the total frequency of the administrators was calculated as 40 in the period of 43 and the pandemic period before the pandem (manager, n = 35).

As shown in Table 8, as seen in the pandem of the administrators (F = 13, 30%) and in the pandemary period (f = 10, 25%), have also mentioned that the surrounding stakeholders learned with the help of good relations. The views of the managers who mentioned this theme are as follows.

"Since the school is part of the environment, it must be well in good relationship with the environment. In this way, the expectations of the environment are also taken. (Y, 1)

"I am in constant communication with the surrounding institutions and organizations. So I know what they are waiting for from school. " (Y.30)

VIII. Size: Results for the administrators prior to the pandemia and stakeholders to share their expectations for school in the pandemary period.

The eighth dimension of the research was created in order to reveal the views of the stakeholders on the pandemian of the executives and during the pandemic period of the stakeholders to share their expectations with the teaching staff. In order to reveal this with 35 administrators "Do you share" stakeholders' school expectations to school with the teaching staff? " Answer to the question is sought. The answers to the question are encoded and the data on these themes are given in Table 9.

Table 9: Before the administrators pandemia and stakeholders in the pandemary period, the themes for sharing the expectations of stakeholders with the teaching staff and representative statistics on these themes.

Themes	Before Pandemic		Pandemic Period	
	f	%	f	%
To meet expectations	13	27	13	27
to act together	12	25	11	23
To achieve success	6	13	6	13
To be aware of expectations	6	13	2	4
for democracy	3	6	5	11
For organizational commitment	3	6	0	0
to get ideas	2	4	2	4
To contribute	2	4	0	0
From the openness principle	1	2	0	0
for contributing to the plans	0	0	8	18
TOTAL	48	100	47	100

* Some respondents have expressed more than one theme. For this reason, the total frequency of administrators was calculated as 48 and 47 in the period before the pandem (administrator, n = 35).

As shown in Table 9, the administrators have given the same response before the pandema (F = 13, 27%) and the pandema period (f = 13, 27%). In both periods, they also mentioned that the stakeholders shared the expectations of school to meet expectations with the teaching staff. Some managing views of this finding found are as follows:

"I am always sharing the school's expectations for school with them because of the teaching squad." (Y.19)

"I am sharing in order to respond to expectations in both periods." (Y.6)

IX. Size: Findings on the Foundary between the manager of the pandemia and the manager of normal times. The ninth dimension of the study was created to reveal the difference between managers of the executives of the pandemia and the manager of normal times. To be able to reveal this, is there a difference between the manager of the pandemia period with the manager of the pandemia. The question has been asked. The answers to the question are encoded and the data on these themes are given in Table 10.

Table 10: Descriptive statistics on the difference between the manager and the manager of the pandemia period and the representative statistics on these themes.

Themes	f	%
To act together	20	31
To achieve success	10	16
To be aware of expectations	9	14
For democracy	5	7
For organizational commitment	4	6
To get ideas	4	6
To contribute	3	5
From the openness principle	3	5
For contributing to the plans	3	5
Create resources	3	5
TOTAL	64	100

* Some respondents have expressed more than one theme. Therefore, the total frequency of the administrators was calculated as 64 (manager, n = 35).

As shown in Table 10, administrators have stated the largest (f = 20, 31%) difference between the manager in the period in the period and before the period. A few of the managers stating ideas in this direction are as follows:

"I am using the remote communication channels with everyone including the pandemide teachers." (Y, 22)

"In this difficult period, unfortunately people have been away from each other. In this period, I use remote communication routes to protect both ourselves and in our environment. " (Y, 29)

X. Size: Results of managers' pandemia during their school and the findings of how they follow a method of solving the problem.

The tenth size of the research was created to reveal what the managers are experienced in their school at their school and how they follow a method of solving the problem. In order to reveal this, what is the biggest problem you have encountered in the 35 manager "the school-related pandemary period of the school you are? How do you plan to follow or monitor a method in the solution of this problem?" The question has been asked. The answers to the question are encoded by coding themes and the data on these themes are given in Table 11.

Table 11: Descriptive statistics related to the fact that managers are the most important problem and the problem they encounter in their schools in their school and how to follow a method of the solution.

Themes of Problems	f	%	Themes of Solutions	f	%
Missing equipment	16	41	Communication and awareness raising with families	12	25
Health safety	9	23	Getting help from institutions	11	23
Communication with the family	5	13	Increasing health measures	9	19
Hygiene at school	4	10	Obedying the rules	8	17
Not sending children to school	2	5	Working for the solution	6	12
Participating in distance education	2	5	Making an online event	2	4
trust the school	1	3			
TOTAL	39	100		48	100

* Some respondents have expressed more than one theme. For this reason, the total frequency of the problems that administrators said 39 and the total frequency of solutions were calculated as 48 (administrator, n = 35).

As shown in Table 11, managers stated that the largest problem encountered in the pandemary period (f = 16, 41%) of the missing instrument instrument. A few of the managers giving this response are as follows:

"The biggest problem we have experienced at school in the pandemary period is that students are not enough tablets, computer or internets for students." (Y, 17)

"It is the middle of which we can't prepare enough for this process. Thanks to the lack of infrastructure, all of our students cannot participate in remote training." (Y, 7)

Administrators have mentioned the problems encountered during the pandemic period ($f = 12, 25\%$) and to contact families and consciously. A few of the managers commenting on this is as follows:

"We can overcome any problems with communication with families." (Y, 26)

"Conscious families can help teachers in all kinds of subjects in this process and can resolve deficiencies." (Y, 33)

Conclusions and Recommendations

Results

In the conclusion part of the article, the findings that emerged as a result of the interview with the TRNC Ministry of National Education public primary school administrators are given. Each dimension was interpreted individually and compared with the results obtained from previous studies.

Dimension I: The results of what managers think of when environmental leadership is mentioned.

In the first dimension of the research, most of the administrators consider environmental leadership; It has been concluded that it is to direct the environment according to the goals of the school. In Albayrak's research in 2004, he mentioned that schools can reach their goals more easily with environmental support. In the books written by Yiğit and Bayraktar (2010), he talked about the school's sharing its goals with the environment and getting help from the surrounding organizations. In Gül's (2019) research, the school administrator talked about directing the power and pressure groups in the environment in line with the goals of the servant. All these findings support the research finding. When it comes to environmental leadership, most of the administrators gave the answer to direct the environment according to the school's goals. Managers try to achieve the goals of the school they are affiliated with due to their job. Since the school is an open system, it is affected by the environment. Managing and directing the environment in line with the school's goals may be because it is important for the school to achieve its goals.

II. Dimension: Results on environmental leadership of managers before and during the pandemic.

In the second dimension of the research, it was concluded that most of the managers managed the environmental leadership by using their communication skills before the pandemic and during the pandemic period. In Öztürk's research conducted in 2015, it was found that school administration cares about school-environment relations. In the study conducted by Çalışkan (2014), it was found that administrators should be in constant communication with the environment in order to solve school problems. Kavanagh and Ashkanasy's 2006 study found that effective use of communication is important for school. In Çalık's research in 2007, he mentioned that the school and the environment should be in a good relationship, and it is mentioned that the communication between them should be improved for this. The TRNC public school administrator applies to the Ministry of National Education to make up for the deficiencies in his school. Since the budget of the Ministry of National Education is limited, it can only respond to the urgent needs of all schools. Since school administrators have to get financial and moral support from the school's environment in order to make a difference in their schools and move education forward, administrators may have to give importance to communication while leading the environment.

III. Dimension: The results of what a school administrator should pay attention to in his communication with the environment before and during the pandemic.

In the third dimension of the research, it was concluded that before the pandemic, the managers gave importance to honesty and trust in communication with the environment. In the study conducted by Gerşil and Aracı (2011) it was found that the feelings of honesty and trust provide cooperation and information sharing. In the study of Bayhan and Işıtan (2010), it was found that the basic elements of friendship relations are honesty and trust. All these findings show parallelism with the finding in the third dimension of the study. In the pandemic period, it was found that managers should use their effective communication skills in communication with the environment. Kavanagh and Ashkanasy's 2006 study found that effective use of communication is important for school. As Claypool stated in his research in 2003, he mentioned the finding that communication skills increase the effectiveness of the institutions they are affiliated with. Şener and

Özan (2019) mentioned in their research that school administrators should have effective communication skills. All these findings support the finding in this aspect of the article.

Both findings in the third dimension of the study complement each other. Because honesty and trust are among the cornerstones of effective communication. Before the pandemic, managers are in effective communication with the environment through events or visits. Thus, they talked about prioritizing honesty and trust before the pandemic. In the pandemic period, meetings, meals, etc. for people to pay attention to social distance rules and socialize. Due to the decrease in activities, school administrators may have mentioned the importance of communicating effectively with the environment.

IV. Dimension: The results regarding the expectations of people, institutions and organizations from the school according to the administrators before the pandemic and during the pandemic period.

In the fourth dimension of the research, the expectations of the environment from the school before the pandemic were to prepare the students for the society. In the regulation published in the official gazette of the Turkish Ministry of National Education (2017), he mentioned the importance of preparing students for the society they live in. Ari (2000) talked about preparing future generations for society by educating them in his research. In his research, Hacıbrahim (2020) mentioned that it is necessary to equip and prepare students with the necessary information so that they can be accepted in the society.

In this dimension, during the pandemic period, the administrators emphasized the expectations of the environment from the school, not to interrupt the education. In the research conducted by Başaran and his friends (2020), it was found that during the pandemic period, students mostly talk about not disrupting education. In Özbay's (2015) research, the purpose of education is; stated that the education continues without interruption despite the negativities.

The purpose of schools is to prepare individuals for society through education. This may be why the administrators talked about preparing students for society in the pre-pandemic period. In addition, during the pandemic period, the importance of not disrupting education has come. The reason for this may be that one of the aims of education when it is given is to prepare students for society.

V. Dimension: The results of the method or methods that the administrators followed while meeting the expectations of the people, institutions and organizations from the school before the pandemic and during the pandemic period.

It has been found that before and during the pandemic, while meeting the expectations of the people, institutions and organizations from the school, cooperation with the environment was achieved. In the research conducted by Kaymakcan and Meydan in 2016, it was revealed that the priority should be family and cooperation with all stakeholders. In the research of Zengin and Çelik (2019), he mentioned the importance of cooperation with the stakeholders around the school. Çiloğlu (2006) mentioned in his research that the school and the environment should act in cooperation. All these findings show parallelism with the research findings. Schools are in constant communication with the environment. As a result of this communication, it may be because the administrators have to cooperate with the environment in line with the goals of the school and direct the environment in line with the goals of the school.

VI. Dimension: The results of which sources, institutions or organizations they received the most support from before and during the pandemic, while solving school-related problems.

In the sixth part of the study, it was found that the school administrators received the most support from the municipalities while solving the problems related to the school before the pandemic and during the pandemic period. Those who commented on the research of Turan et al. (2012) mentioned that municipalities contribute to the development of schools. In the research conducted by Turan et al. (2010), they mentioned that administrators are effective by getting support from municipalities. In Aksu and Demirel's (2011) research, it was mentioned that the municipality should be informed about the problems in the school and that it should be supported. According to the finding obtained in the research of Tümkán and Tümkán (2020), schools mostly receive aid from municipalities. The data of these studies support the findings obtained. In TRNC laws, there is a condition that 15% of the real estate taxes collected by the municipalities should be contributed to the schools. The administrators may have presented this opinion, as all schools receive support from the municipality to which they are affiliated as per this law.

VII. Dimension: Results on how the surrounding stakeholders learned about their expectations for the school before and during the pandemic.

In the seventh dimension of the study, it was concluded that the administrators learned the expectations of the stakeholders about the school in the best relations before and during the pandemic period. In the publications of Turnbull and Turnbull (2001), Çakıl (2007), and Öztürk (2015), the expectation of the family, which is a part of the environment, from the school administrator is to establish and maintain good relations. In the researches of Açıklan (2016) and Gül (2009), it was mentioned that managers should develop good relations with environmental leaders and visit them. In the writings of Aydın (2005) and Şişman and Turan (2004), it was mentioned that the administrator should have good relations with the school environment in order to be successful in school management. The manager, who is in good relationship with the environment, can get the necessary feedback from the environment. He can learn all the expectations about the school thanks to his good relations.

VIII. Dimension: The results of the administrators' sharing the expectations of the stakeholders about the school with the teaching staff before and during the pandemic period.

In the eighth dimension of the research, it was concluded that the administrators shared with the teaching staff in order to meet the expectations of the stakeholders for the school before and during the pandemic period. In Johnson's (2007) research, students and parents mentioned that they will achieve success by reaching their expectations. Lefkowitz and Woempner (2006) mentioned that meeting high expectations increases the success of schools. Eren (2001) mentioned that education undertakes the responsibility of meeting the expectations of the society. The administrators share it with the teaching staff in order to meet the expectations of the environment. This may be because teachers who are aware of the expectations know what is asked of them and can exhibit behaviors that will meet the expectations accordingly.

IX. Dimension: The results of the difference between the management in the pandemic period and the management in normal times.

It has been concluded that the biggest difference in the management process performed by the managers during the pandemic period is distance education. Konuk and Güntaş (2019) have left its place to remote communication as technology develops. In the research of Temel and Ömürmen (2017), it was mentioned that with today's technological progress, distance communication tools are used in the school environment. In the research conducted by Tuzun et al. (2020), he talked about finding new ways of communication in the covid-19 process. In the research of Çakın and Akyavuz (2020), distance education was mentioned during the pandemic period. All these findings support the research finding. Mentioning the finding of distance education as the difference in management during the pandemic period obtained in the research; may be due to the preference of remote communication rather than face-to-face communication in the pandemic. In addition, since the information requested by the Ministry of National Education is always obtained from the environment and teachers through social media, they may have talked about distance communication.

X. Dimension: The results of the biggest problem that the administrators faced in their schools during the pandemic period and the method they followed in solving the problem.

In the last dimension of the study, it was concluded that the biggest problem encountered in schools was the missing equipment. In the research of Başaran et al. (2020) and Özdoğan and Berkant (2020), it was found that there is a lack of infrastructure during the pandemic period. Bayburtlu's (2020) research mentioned that the success of distance education caused by the pandemic can only be achieved by eliminating the infrastructure deficiencies. All these findings support the research finding.

As for the solution of the biggest problem in the last dimension of the research, it was concluded that the administrators and families were contacted and their awareness was raised. In addition, Çetinkaya (2010), Kocabaş (2016), Ekici (2017) and Yalçın and Yalçın (2018) mentioned the importance of families in education. Kavanagh and Ashkanasy (2006) and Tümkün and Altınay (2021) mentioned that communication facilitates education. All these findings show parallelism with the findings of the research.

The biggest problem in this dimension of the research is the lack of infrastructure. This may be due to the fact that students with low economic status cannot afford the necessary equipment (tablet, phone, internet, etc.) for distance education. In order to overcome these and other problems they mentioned, the response of the administrators was to contact the families and raise their awareness. It may be because it is necessary to

inform the family and get help from them in order to eliminate the deficiencies, or to help them find a solution.

Suggestions

- ✓ Administrators should manage the environment in line with the school's goals in order to manage the environment on the expectations of the school.
- ✓ Managers should always be in communication with the environment, and the Ministry of National Education should open effective communication skills courses for managers.
- ✓ When managers communicate with the environment, they should be able to establish a communication based on the principles of trust and honesty. It should inform others about it.
- ✓ Managers should always be in communication with the environment. It should keep the necessary channels for communication open.
- ✓ Administrators should share the expectations of the environment towards the school with the teaching staff.
- ✓ Managers should encourage their teachers to take courses in order to improve and develop distance education.
- ✓ Managers should try to get support from people, institutions and organizations in order to solve the problems in education.
- ✓ Education staff at school should strengthen and improve communication with families through social networks during the pandemic period.
- ✓ Environmental leadership was qualitatively investigated in the study. Environmental leadership can also be investigated quantitatively.
- ✓ Researchers can examine environmental leadership in depth by performing PEST or SWOT analysis.

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