

SCHOOL CLOSURE RESULTING FROM A BAD SCHOOL MANAGEMENT APPROACH: AN EARLY CHILDHOOD TEACHER NARRATIVE

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ABSTRACT

This research focused on the academic year of a preschool teacher in a school that was considered to have a bad management approach. As narrative researchers, we acquired stories about the teacher's experiences by using various narrative approaches such as long-term participant observations at the school, document reviews, and interviews with relevant people. As a result of the research, we grouped the teacher's stories about herself and about bad school management throughout the course of one year under themes such as the teacher's acceptance of the school-a journey that began well but that developed problems such as a never-ending questioning process.

Keywords: bad school management approach, early childhood education, narrative research

INTRODUCTION

Theories are usually put forward according to the features needed. However, it is a common belief in both management and school administrations that political processes play an active role in determining the status hierarchy and the application of rules (Pfeffer, 1993). Therefore, the effects of the changes and transformations taking place in the world are felt. Education is an important agenda item in various countries entering the European Union (Karip, 2005). Education for All (EFA) has set six goals to bring the benefits of education to every citizen in every society. One of these goals has been identified as "Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children" (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2007). Also, the "No Child Left Behind" discourse shows the effect that globalization has on the field of education. Accordingly, the issue of learning-from early childhood education to lifelong education-has been one of the issues on the agenda for countries (Alvestad & Sheridan, 2015; Bakken et al., 2017). On the other hand, issues such as who is the main actor in education, the quality of early childhood education (Campbell-Barr & Bogatić, 2017; Sheridan et al., 2014), and school effectiveness and school management (Alvesson & Sveningsson, 2003; Ball, 1997; Ghoshal & Moran, 1996; Leone et al., 2009; Nachiappan et al., 2018) are just a few of the ongoing educational debates in this context.

School Effectiveness and Early Childhood Education

Changes and improvements may be necessary in many areas, including school organization, teaching and learning processes, and the school culture itself. This can be said to be achieved through an inclusive education approach (Intxausti et al., 2017). It shows that educational goals should be centrally controlled and that methods of achieving goals should be in schools' hands (Sun et al., 2007). Therefore, the global-local paradox is about meeting global expectations and finding culturally located solutions to local problems while developing a versatile and dynamic relationship between the two (Campbell-Barr & Bogatić, 2017; Cooper, 1996). Local school actors may have different visions and interests with respect to how education should be improved; this, in turn, may affect how these actors assess and respond to evaluations (Hanberger, 2016). The main features of synoptic planning, as a prescriptive principle that promotes effective organizational functioning in education, include the careful elicitation of proactive goals, concrete goals, operational goals, and assessment tools; the creation of sequences in a way that systematically approaches intermediate and final goals; the designing of teaching methods (i.e., the design of didactic situations); and, preferably, the monitoring of students' learning progress through the use of objective tests (Scheerens & Demeuse, 2005). For the development of schools in general, and preschools in particular, it is possible to cite the following: (i) Pressure to develop; (ii) Resources/support for improvement and (iii) Educational objectives (Reezigt & Creemers, 2005).

Social and academic activities provide early intervention and long-term benefits for the minds, bodies, and emotions of preschool children. Also, it has been observed that skills offer long-term benefits for young children (Bakken et al., 2017). In early childhood education, older-children groups manifest such negative aspects as lack of time, limited opportunities to give individual attention to students who need it, stress, and a sense of inadequacy (Sheridan et al., 2014).

From the perspective of teachers, leadership is about creating meaning, both collectively and collaboratively. From the perspective of teachers, the ability of effective school leaders to take responsibility for actions is related to leadership skills (Harris et al., 2003). Empirical findings support the fact that preschool teachers struggle with similar difficulties in terms of professional strategies (Masnan & Hashim, 2014). The most important of these findings is that when an educational institution is transformed into a body focusing on financial-gain-oriented activities, the teacher responsible for the activity is seen as a commercial actor rather than as a person responsible for training (Löfdahl & Folke-Fichtelius, 2015).

The term "effective teaching" is used in a much broader sense than simply teacher behavior or what teachers see in the classroom (Harris, 1998). It can be said that preschool principals see the managerial position as an opportunity to develop effective leadership skills that form in the mid-career period (Aizenberg & Oplatka, 2019). Studies focusing on the difficulties experienced in schools—especially preschools—have found that determining difficulties is a step that one can take towards becoming an effective leader (Kahila et al., 2020; Msila, 2011). In their study, Öqvist and Cervantes (2018) focused on achieved the following fundamental results: a) defining what preschool education is and offering a guide on how to interpret and understand teaching in preschool education, b) organizing the application so that the preschool teacher has a prerequisite for maintaining education, and c) reviewing the curriculum and improving the concept of teaching within the framework of the curriculum. Therefore, schools that want to analyze their ability to successfully implement

school development programs and to develop their capacity to manage change must take into account their individual cultural variables (Wikeley & Murillo, 2005). This can also allow students to have the flexibility to adapt to their circumstances and contexts (Wikeley et al., 2005).

Bad School Management Approach (BSMA)

Research on institutional strategy has dealt with wider social problems. It has been observed that other theories and educational ideas do not find a response in practice to expand the opportunity to discuss and influence public and social policy (Pfeffer, 2005). Cultural antinomies lead to unstable interpretations due to the nature of social life, while economic cycles cause social tensions that emphasize the contradictions of antinomies (Barley & Kunda, 1992). When the approaches that determine management with its outlines are analyzed, the changing roles of the executive image and ideals in organizational change comprise the focal point (Gray, 1999; McNichols & Wilson, 1988).

Schools are living organisms. To explain a particular feature or aspect of an organism, one must simply prove that the feature or behavior increases the ability to reproduce (Ghoshal, 2005). Therefore, instead of revealing what bad management is, the real challenge is to reveal how to overcome it (Ghoshal & Moran, 1996). The components can be built using complete criteria and mutually agreed-upon principles (Gioia & Corley, 2002; Mintzberg & Gosling, 2002). As expected, the efforts of good school management to increase productivity by improving business processes, creating standard procedures, increasing functional expertise, and organizing around strategy may reduce adaptation. These management practices reduce the organization's flexibility and may make it difficult, in the future, to change strategies and work processes in response to new threats and opportunities (Yukl & Lepsinger, 2005). However, a more democratic attitude with a localization of cultural values can eliminate BSMA by increasing the school's strength (Maravelias, 2003; Williams, 2015).

In schools with more difficulties, bad school management—involving parents, teachers, principals, and members of the school board—weakens the potential of educators and our youth. This type of ill-treatment eliminates opportunities for principals and teachers to work together to reinvent schools (Blase & Blase, 2007). However, several micro-discipline studies have been carried out in quality schools, allowing for the discovery of a larger picture (Blase & Blase, 2006). This shows the paradox of the good school and the bad school (Ball, 1997). Actions beyond the rationality of school management create a negative working atmosphere in schools, thereby leading to the emergence of the practice of BSMA (Carroll & Levy, 2008). From a management perspective, school development, the capacity of school leaders to participate in a data recycling cycle, the capacity of researchers to take management roles, and their efforts to supply data for the development of the school have all been observed to improve due to the fact that they positively impact each other (Geijsel et al., 2010).

Rationality of the Research

This research focused on the school year of a preschool teacher at a school where there is considered to be BSMA. The study sought to learn about the general structure of the school in question, based on the experiences of the teacher in that year. As a theoretical background,

the research was designed using the narrative research type, which is a form of qualitative research. Narrative studies have different philosophical and theoretical bases. As researchers, we found Dewey's (1938) philosophy of interconnectedness to be suitable for the theoretical framework of the research. To support this theoretical background, throughout the course of one year, we met with and interviewed the teacher at home, at school, and in various settings that she found appropriate. Interviews were conducted with her and her family. The research used the framework of a three-dimensional narrative inquiry space, which belonged to the narrative research of Clandinin and Connely (2000). Accordingly, the school environment constituted the spatial dimension and the relationship established by one of the researchers with the teacher and her family formed the socio-personal dimension (Tranfield et al., 2003). Stories helped discover the interaction of effects that contributed to an understanding of the teacher's experiences at the BSMA school throughout the course of one year. The main purpose of the narratives was to emphasize the extent to which these events could be interpreted in understanding thoughts about a BSMA school (Connelly & Clandinin, 1999).

METHODOLOGY

Our choice of the teacher whom we would focus on in this research was coincidental. One of the researchers was assigned to an exam organized for the purpose of hiring teachers for the school that the university was opening. Eight teachers had applied for the related branch. Three of these teachers passed the first stage and were taken to the practice exam. After the practice exam, Seyma¹, who participated in the research, was found to be eligible for the position. Later, the researcher was assigned to the school's scientific committee of the school. In this way, the researcher and Seyma frequently met. The researcher had always wanted to conduct research about what it meant to be a teacher in a newly founded school. Therefore, based on this idea, the researcher started studying with Seyma in the fall of 2017. The information, sharing, and experiences that came from Seyma soon turned in a different direction. She began telling interesting stories that required more in-depth analysis.

Seyma was a preschool teacher with 17 years of experience. Up to that time, she had worked in the private sector. The private sector in Turkey had steadily increased its presence in the field of education, particularly after 2010. To become a teacher in public schools in Turkey, a candidate is expected to pass a nationally organized test. If they get an adequate score on the test, they apply for a teacher position, indicate their school preference, and are placed accordingly. Although Seyma succeeded in this exam, she could not get her family's approval to start working in a public school, as the school district to which she had been appointed was not safe due to terrorist acts. Therefore, she started working in private educational institutions in the city where she lived with her family. Seyma was married and had one child. She was positive about the institution where we were conducting the research, as it was a public school. She dreamed that she would be in a better position in terms of personal rights. During our final arrangements for the study, we realized that this study would also benefit her in terms of both pedagogical and psychological dimensions. She was very excited about this situation. We met with her often and observed that, after she provided us with information, she was more relaxed. She spoke of this often, especially as mutual trust developed over time, Seyma started talking more comfortably and stated that it felt good to do so. In our interviews with her family members, they stated that these meetings gave her

¹ Name of the teacher with whom the narrative research was conducted.

the power to become stronger. All this feedback motivated us, as researchers, to go deeper into the subject.

As narrative researchers, we learned about Seyma's experiences (Connelly & Clandinin, 1988) using various narrative approaches such as long-term participant observations at school, document reviews, and interviews with relevant people (i.e., school principal, family members, senior school managers). Clandinin and Connelly (1994, 2000) and Clandinin et al. (2006) stated that all these methods should be used to make sense of the narrator's story. Creswell (2013) emphasized that the higher the number of methods used, the more comfortable is the process of making sense of the experience. With the different methods used, the diversity of the participants played an important role in discovering the common and different points of the nested experiences of Seyma and other participants.

Interviews and informal meetings were regularly held with Seyma throughout the year. In addition, documents such as school notifications, announcements about school activities, notifications from the school, agenda and minutes from school board meetings, and examples from studies of students were collected. Descriptive field notes, interview transcripts, research journals, and theoretical notes written after school visits were filed in the archive system of an existing research project. To identify recurring themes, the field notes regarding Seyma's experiences were reviewed many times. Stories were created in the context of field notes that were written starting from the time when we began conducting the research at the school in late September 2017. These notes continued until May 2019. It had already been decided that the school would close in June 2019. After this decision, Seyma started working in another school in the summer of 2019. The last meeting between Seyma and the researchers was held in May 2019. In February 2020, another meeting was arranged and some of the stories were revisited.

Finally, it is necessary to talk about the school, which was the research setting. The school had been established under a public institution. However, it had private school status. It provided instruction at the level of basic education. It consisted of one kindergarten class and four elementary classes. The school employed a preschool teacher, four classroom teachers, a physical education teacher, and an art teacher. Additionally, three people worked for support services in the school. School management consisted of a dual structure. The principal was the authorized signatory supervisor within the school. The principal's main task was to manage the school and communicate with the board of directors. The board of directors consisted of three academicians who specialized in education and one accounting officer. Apart from this, a scientific board consisting of nine people was responsible for the functioning of the school. This board did not have a say in the school's administration. Its main task was to supervise the functioning of the school in relevant areas and to advise decision-makers.

NARRATIVE RESULTS

Seyma Teacher's Acceptance to School-A Good Start

The school where Seyma worked had been established in 2017. It had planned to enroll its first students in the 2018-2019 academic year. Because the school was in the establishment phase, the process of teacher recruitment was the first step taken. Eight candidate teachers-including Seyma-were interviewed for the preschool teacher position. After the first

interviews, three candidates-including Seyma-were found to be eligible for the next evaluation phase. The candidates were asked to prepare a sample activity plan and apply it in the presence of expert teachers. As Seyma stated below, this method of recruiting staff and implementing evaluations made her feel that she would be working in a school with a very good institutional structure.

I: How did your recruitment process begin?

Ş.T.: First, I was taken to an interview. I was well-dressed for the interview. Indeed, I had confidence in myself. After 16 years of teaching, I thought I had enough experience. I trusted my experience, too. I remember the questions they asked me. First, they touched on current education issues. I remember them asking me about some reports. For example, we talked about the implications of PISA about pre-school education. As far as I remember, they first tried to understand my knowledge about current issues, I think. Then I think they tried to understand what I had been reading about my profession. After that, they tested my pedagogical knowledge. Indeed, I learned that when I was successful in this second session, I would be tested for practical performance. I was given a subject and some learning objectives. Using these learning objectives, I was asked to design an outdoor activity and apply it [in] school. There were three teachers. That is, they saw how I put my existing knowledge into practice. It was a very difficult process. Of course, I had two competitors. You don't know how they're performing. You get nervous, too. I would say this in any case, not only because I was successful, but I wish every teacher was recruited in this way. I think I went through very transparent and comprehensive testing.

I: So, how did this stepwise recruitment process affect your view of the institution? What did you think about the school?

Ş.T.: Actually (thinking for a while), I mean, I should say that it is so compact and careful, even elaborate. I thought I would work in a school which has a strong institutional structure, as they have such a series of evaluations and a testing system for teacher recruitment. Yes, recruiting teachers is a highly important responsibility. If the school is carrying out this process in this way, I thought, they will do everything accordingly. In this sense, a very professional understanding seemed to prevail.

In the notes that we took during the interviews with her family, we find that Seyma's self-confidence increased after she was accepted into the institution. She constantly talked about the school, especially in her daily conversations. Her family stated that she was looking forward to the new school year with great excitement, like a "child".

Problems Began to Show Up

In schools and classes that provide preschool education in Turkey, the semester begins one week before the start of regular classes. During this week, children and their families are given an orientation education. Children's adaptation to the school and their classes is evaluated in the following three weeks. The events that caused Seyma to question the institutional structure took place during this evaluation process.

I: When exactly did you start questioning the institutional structure of the school?

Ş.T.: One of our children had extreme discipline problems. He was dismissed from school when he last exerted violence against another child. That is, a student is involved in violent acts and he always does it to the same children, which causes his expulsion from school. One of the members of the scientific committee, who I always consulted with, talked to the top management to state that the student should be dismissed. The committee did not agree. Then the scientific committee member talked to the school principal. The principal said "OK" to

the member, but later told us that the student would not be dismissed. The issue got complicated. For example, they did not dismiss the student at first, yet, there was nothing to do when the student went on bullying others. You see, they have commissioned a scientific committee for consulting; however, their decision is not adopted.

I: So, what did you think after this event? What did it feel like?

Ş.T.: It is the start of the term, and you make a good start. I got confused for a while and asked myself why things went wrong. Okay, after all, a private institution needs to make money. It is difficult to tell a family to withdraw their child from the school. But I stopped and thought for a moment. I said, "Yes, this is a serious decision. Nevertheless, a good institution makes this decision and applies it". They could not make this decision at the beginning. They panicked.

I: Did you first understand things from this event?

Ş.T.: Actually, this does not mean making inferences and coming to conclusions immediately. However, it's not as it seems. Or, it is not similar to the recruitment of us, I said. I questioned it but went on working. As I said, it was not an easy decision. I can understand some of the things.

Different Problems, Deepening Problems, and an Unending Inquiry Process

After the first weeks of the academic year, the school's adaptation processes for the children had been completed. A child from Seyma's class was withdrawn by his family because he could not adapt to school. In addition, two students left school due to a schedule mismatch and attended other schools. While the term progressed as expected, problems began to show up in decision-making processes within the school.

I: What happened during the academic period? What caused you to continue questioning the school?

Ş.T.: They were not very big events, but I think they were related to the institutional structure that was yet not settled. I don't say the school did not have an institutional identity, yet. As it was a new school, everyone was new, after all. The principal was new, too. I was aware that we needed time. However, for example, there was a problem with the arrival time of the children or I requested some items from the school. I had to use them for my lessons. However, it was so tiring and time-consuming to make a decision about my requests for materials that I either gave up using the material in the lessons or not asking for it at all.

I: What caused you to fall into a situation like this?

Ş.T.: The structure was complicated in the institution. There was a principal, but he was also responsible [to] the top management. There was a scientific committee in the top management and there was a board of directors. They are all faculty members, but the team was so large. The decision made by one of them was overturned by the other[s]. It was not a conflict, but I think it was crowded. It made things cumbersome. We, teachers, are just like practitioners. We were asked for our ideas, but the institution was somehow not settled. It could not make decisions. After all, the principal understood the situation, and he started to act on his own.

I: So you saw that decision-making mechanisms in the process were tiring and crowded, didn't you?

Ş.T.: Absolutely. I think this [did] great damage to the functioning of the school.

Another important stakeholder of the school is, of course, families. Families also started to have a negative impact on Seyma over time. Although they were particularly demanding, they were not motivated enough to participate in their children's education. While Seyma thought the institution could solve some issues, the problems became worse before the system could resolve them.

I: What were the reasons for the school's failure in solving the problems relating to the families?

Ş.T.: Of course, they were unable to make decisions again (laughs). There was a faculty member in charge of the preschool division in the scientific committee. He said, "Let's gather the families and let me explain the philosophy of the institution and our class to them". He would explain our general philosophy. Only eight of the 20 families came to the meeting. Only one of the families came to the meeting as husband and wife. Okay, we cannot bring them to school by force, though. Doesn't the school work for family involvement?

In particular, the low level of participation in the parents' meeting made Seyma very upset. During our interviews, we made notes about this situation. In one of these interview notes, Seyma reported that the situation related to the families exhausted her and that the school was not trying to do anything. In that meeting, we could see that Seyma had made a clear judgment. She seemed to have made her decision about the school's institutional structure and stated that she was sick of the process.

I: What were the things that made you think so?

Ş.T.: The faculty member in the scientific committee suggested sending a needs assessment form to the families. We wanted to bring families and experts together according to the topics they requested. In this way, the families would be informed. We gave each child a form and sent it to the parents. Only nine of the forms [were] returned.

I: What was the result?

Ş.T.: He said there was nothing to do if the families did not respond. He did not insist on it at all.

I: What did you feel at that moment?

Ş.T.: I said, "What a pity!" 'What kind of school was this?' I thought. You're an institution and someone is trying to do something, but the institution doesn't seem to care. At that moment, I remember saying that there was no future for this school. I spoke to my husband for a long time. He even said I could quit if I wanted, but there was a contract.

Throughout the school term, different aspects of the problems showed up. According to Seyma, the problems began because the school structure did not settle. This was a source of stress for the principal. During the meetings that we held in December 2018, problems were observed to arise, especially between the principal and Seyma, due to the management style of the principal. Seyma was unable to bear it. In our meeting with the principal at that time, he emphasized that the school's administrative structure was problematic. He stated that there were serious problems in obtaining financial resources and that there were a lot of problems on the board of directors. We saw that similar problems had continued from that period up to May 2019. In summary, the weakness of the institutional structure in the school reached a point where it affected the relationships between the school management and Seyma and even the relationships between teachers. Our records showed that the school had a very heavy and bulky structure. The fact that emerged in May was quite a shock for all the teachers in the

school and deeply hurt them. Seyma decided to quit school after learning this. An excerpt from our meeting at that time, when she could not control her feelings, appears below.

I: Have you calmed down a little more? We can meet later if it is not convenient at the moment.

Ş.T.: No, I'm fine now. (She calms down a bit after crying for some time but after a while, her eyes are again full of tears.)

I: Can you tell me what has happened?

Ş.T.: Above all, I found out that we were not recruited as a teacher (showing some official documents relating to social security records). Instead, they commissioned us as a support team, so we have been working as a service staff. That is the fact according to the official records of the social security institution. Also, social security payments have either been made late or are missing. [In addition], our contract has been arranged to cover 11 months. It has turned out that this arrangement aims to pay no compensation when they fire us. This is so hurt[ful]. After all, we do not deserve such treatment, for we are teachers. To be honest, all personal rights have been violated. (...) I told him to report to the board that I would contact other schools. What kind of a place is this? (crying).

The problems continued at the same intensity in the coming days. During the interview with Seyma and her family, the fact that the family was disturbed by the current situation at the school was quite clear. Even Seyma's 13-year-old daughter admitted that she did not want her mother to work there because Seyma carried all the tension home. Her husband stated that he would back up and respect her decision. After all these occurrences, Seyma left the school. Meanwhile, the school board changed. The founding board resigned and was replaced by a new board. Nevertheless, in our meetings with school board, they said that their aim was to close the school in a manner that would do the least harm to the children and families. The school is now closed and all of the teachers work in different institutions.

EDUCATIONAL IMPLICATIONS AND DISCUSSION

What did we, as narrator researchers, learn from Seyma?

This research never intended to take a general photograph of the system of a country. This would not fit the basic philosophy of the research. Seyma is one of tens of thousands of teachers and part of education system with her experiences, the people in her circles, and her family. Of course, what she has experienced has not happened to her alone. We are certain that there is a substantial group of people—both in Turkey and in other countries around the world—who have similar stories. The events we have reported are moments of breaking points in a year. When we look at the picture that emerges from these moments, we see how an educational institution that was well-designed and that took the right steps at the beginning ultimately, after a year, came to a halt due to growing problems, especially in administrative terms. Following is an academic discussion of the findings.

As the teacher stated in her narrative, the school's method of recruitment, as well as its testing and evaluation process, led her to believe that she would be working in a very good school with a strong institutional structure. This result has shown itself in theoretical and empirical findings. Indeed, Sun et al. (2007) touched on how the manner in which teachers are employed, assessed, rewarded, and promoted can greatly affect the quality of education. Although teaching behavior is considered important, the underlying processes, principles, and

practices of effective teaching are equally important (Berkovich & Eyal, 2015; Berkovich & Eyal, 2017; Harris, 1998). In this research, we and the participant herself accepted that the teacher recruitment system of the school was well above Turkish standards. While teachers are assigned to their positions in state schools solely according to their scores on a multiple-choice test in Turkey, our participant was subjected to a series of tests including an applied evaluation.

Another important stakeholder of the school is the families. Families, too, began to have a negative impact on Seyma. Similarly, teachers may want to learn about the learning styles of children from their parents (Johnson et al., 2000). In particular, the low level of participation in the parents' meeting highly annoyed Seyma. Child-centered documentation is a form of documentation that focuses on the activities in which children participate. It is used mainly to provide information for both children and parents. It can be seen as informative but not as a tool for thinking about learning (Alvestad & Sheridan, 2015). However, as the narrative of the teacher revealed, the low level of parent participation negatively affects the sharing of success or student-related problems beyond being incompatible with the theory. Brewer (2007) stated that family participation contributes not only to the success of a child in the preschool period but also to the belief and motivation of both the family and the teacher with respect to education. In this case, it can be seen that Seyma felt "lonely" in terms of the education of children and started to lose faith in the school.

The weakness of the institutional structure in the school reached a point where it impacted the relationship between Seyma and the management, and even among the teachers. School principals are the individuals who are primarily responsible for teacher-teacher communication in the school environment. The degree of the realization of the school principal's experiences in the same region, in the same school, and in different environments in the same demographic context shows the capacity to socialize (Crow, 2006). Problem-solving, innovative initiatives, and the development of the school as a strong student community that is willing to take responsibility and to be successful reflect the expected characteristics (Blase & Blase, 2003). Because a school with problems does not have a positive learning atmosphere, peer influence decreases considerably and asocial behaviors are reflected in students. Peer influence is especially important in early childhood education (Bommer et al., 2004). Both transformational and instructional leadership skills are expected to come to the fore here.

The management approach not only affects the traditional status and security of administrative work but also provides a positive distinction between managers and others (Gray, 1999). There is a principal, but that principal is responsible to the board of directors, which contains a scientific committee. All of these individuals are faculty members, but the team can overrule the decision of a very large board. The limitations of the role of assessment regarding the real roles of teacher assessment in local school management and the ways in which school actors react to accountability pressures support two interrelated explanations (Hanberger, 2016). On the other hand, small groups are regarded as providing optimal opportunities to achieve the pedagogical tasks of preschool education and to work in line with the curriculum objectives (Sheridan et al., 2014). The presence of academic administrators on the scientific board suggests the professional development and follow-up of teacher development. The professional demands of teachers or the professional demands of the system and the populist demands of the customers who are not generally from the education sector can destabilize the school (Eden, 2001). The narrative indicated that the questioning was negative and, theoretically, revealed a discrepancy.

Principals provide information and data about the school's processes by providing numerous evaluations and surveys, as well as by monitoring those processes. These externalized forms of regulation are characteristics of accountability logic with the determination of goals and the examination of performance (Hult et al., 2016). In schools, as in other institutions, one can find information and practices that cause tension-filled environments (Ball, 1997). Instead of the performance and peaceful environment specified in the literature, worries such as the 11-month contract and the unilateral right to dismiss teachers and not pay compensation, which would negatively affect teacher motivation, manifested themselves in the teacher's narrative.

School principals and leaders who identify endemic problems in their schools know their strengths and weaknesses; thus, they will adopt relevant leadership styles to address those problems (Msila, 2011). Listening, inspiring, and being the driving force are among the leadership characteristics of preschool principals (Håkansson, 2016). The problem with the lack of an institutional structure naturally reveals BSMA by failing to demonstrate the principal's leadership qualifications. However, creating and developing a vision for the school is the primary priority of the principal in terms of providing the point of view (Chance & Grady, 1990). On the other hand, the latest study on the changing requirements of preschool institutions with respect to the systematic quality study of the curriculum may lead to decreased teacher commitment due to an increased focus on the intense learning objectives of the curriculum (Bakken et al., 2017; Håkansson, 2016). However, the dependence of the school's structure, which is the basic element, and the school management approach to other people contradict the theory.

Suggestions for Implementations

Teacher training programs in higher education emphasize only the theoretically positive aspects and approaches of teaching and rarely reveal the dark side of school life. Therefore, prospective teachers cannot develop an understanding of how to deal with the problem of ill-treatment and abuse. Although the higher education curriculum is known to educate well-equipped teachers, prospective teachers may become aware of a school's problems encountered in practice before graduating. Because BSMA effects have been shown to have serious, widespread, and negative impacts, teacher trainers can help prospective teachers gain skills regarding in-class teaching, collaborative work, and decision-making processes throughout the school.

It may be necessary to recognize and understand the potential effects of adverse events, experienced as a result of BSMA, on teachers, students, and school-wide decision-making and classroom teaching. It can be suggested that knowledge and skills should be developed in small and large groups and discussions in light of relevant, up-to-date literature and should not be reflected in the classroom environment. For example, the development of internal work, self-recognition, strengths and weaknesses, problem-solving abilities, and an ill-treatment perspective should be targeted. More specifically, various approaches to interaction can be introduced, such as protecting one's self-esteem, dealing with the feelings that result from bullying (such as anger and fear), collaborating with a school principal who has negative features to ensure that demands are specific, reporting complaints, and objectively resolving a case. In addition, it can be suggested that successful and experienced teachers should work with inexperienced teachers in adverse situations.

From a broad perspective, while we suggest proposals to develop national policies and plans—even tools enriched with a legal infrastructure—to achieve the desired characteristics in schools and classrooms, initiative areas should be created by considering regional and cultural differences when local characteristics are taken into account. Policies, norms, expectations, pressures, professional ethics, and behaviors determine the utilization areas of organizational factors by school principals.

Principals who are trying to develop their schools should, as effective teaching leaders, work to integrate growth, thereby creating a school culture of individual and shared values for educational development. To do this, the following are recommended for school principals:

- Accept the challenges of effective growth and change,
- Accept that change is a journey of learning and risk-taking,
- Respect teachers' knowledge and skills, and know that they have a professional identity,
- Talk openly and frequently to teachers about teaching and learning processes,
- Offer suggestions about classroom experiences, give feedback, and obtain the opinions of teachers,
- Develop trust, openness, the freedom to make mistakes, and non-threatening partnerships with teachers,
- Support the development of coaching skills and reflective conversations,
- Encourage teachers in current methods and practices,
- Provide time and opportunities for peer communication between teachers,
- Encourage group development, teamwork, and innovation while promoting continuous growth, confidence in staff and students, and teacher effectiveness.

Strengths and Limitations

This research sought to capture an image or picture of a school administered through a BSMA management approach. The research focuses on one year of experiences of a teacher and does this not directly but, rather, through narration in multiple sessions, during which the teacher could express herself freely; such an approach is a strength of the study. However, while the study's strength lies in the presentation of in-depth data based on the findings obtained as a result of the research, without the need to worry about the generalizability of the theoretical result, this approach also limits the research's ability to provide recommendations based on the findings. Additionally, the fact that the study offers a picture obtained from a much more generalizable review can be considered a strength of the research, as can the fact that the study presents sociological variables in general and cultural variables specifically. In addition, given the feature of studies in terms of making a positive deduction from the research, while the analysis of a negative example in a badly managed school can be thought of as a limitation, BSMA efforts the reasonable considering BSMA features show the strength of the study.

Finally, the globalization and quality of early childhood education and pre-school education has become a main agenda item with regard to international objectives for education. In this research, it is noteworthy that the narrative findings of a pre-school teacher present perspectives to decision-makers, policymakers, teachers, and researchers on a global scale. As narrator researchers, we worked with one participant and focused on her. While this

complied with the nature of our research, it also makes up for its limitations. However, it is clear that BSMA can emerge in many different ways and can have completely different effects depending on the characters of the people involved. For this reason, we believe the contribution of transforming studies in this field into big research's by providing financial support in terms of both schools and teachers.

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