



Scientific Research on Education as a Strategic Approach to Raise Quality of Life and Human Dignity

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Abstract



Education is a crucial aspect of society that serves as a strategic approach to elevate quality of life and human dignity. Effective school resource management is necessary to achieve these goals and to create an environment conducive to learning activities. The success of a school

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depends on the success of its graduates in their chosen professions and the extent to which it prepares its students to make significant contributions to society. Students' success in school is often linked to various components of school management, such as the human resource profile, learning resources, and environment. Effective management of an organization's human resources is an essential component of the company, and effective HR planning is a separate stage in the process. It helps companies identify the human resources needed to achieve their goals and determine which of the available human resources really needs to be achieved. Good human resource management has a significant impact on training outcomes and is often seen as a key component in bringing about change. The education community faces a variety of educational challenges, including the poor-quality education provided to them. A student's academic success and changes in behavior are indicators of the student's quality as a student. Managers must confidently capitalize on their strengths and opportunities while having the courage to take risks. Human resources should be able to develop more original, creative, sustainable and responsible ideas and when it comes to providing world-class education services, it is impossible to stop.

Keywords: *Educational Science, Educational Administration, Educational Strategies, Educational Goals, Strategy in Education and Training*

Introduction

Interaction is a process involving appropriate times in the management of educational quality, and one's understanding of quality will evolve dynamically. There are several factors that contribute to the quality of education, including the policy of input-output analysis and training practices, which are not widely used and overemphasize input characteristics. Success in achieving the desired educational outcomes will be determined to a large extent by the educational process itself. Community involvement in the training implementation process is another component that often acts as a barrier in the training delivery process. Community participation in the education process is not dependent on monetary input assistance, but remains valid for community participation in general. School Based Management (SBM) or School Based Management as



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outlined in GBHN allows government agencies to manage schools and develop a community with expertise in scientific and technological fields. SBM gives schools autonomy to set school policies aimed at increasing the quality, efficiency and equity of education, aiming to achieve the goals of society and establish close cooperation. SBM creates opportunities for students, schools and students to interact with each other. Schools are tasked with doing their own research, allocating resources, determining which activities should take priority, enforcing regulations, and being accountable to society and government for their actions. This methodology offers benefits in several areas, including:

- 1. Improved communication between teachers and students. Teachers play a vital role in ensuring that students receive the support and resources they need to succeed in their studies.*
- 2. Increased flexibility in decision-making processes. By adapting to changing circumstances and preferences, teachers can lead to better outcomes for all involved.*
- 3. Better collaboration between stakeholders such as parents, teachers and administrators.*
- 4. Enhanced access to resources and support systems.*
- 5. Improved overall performance and sustainability in the education system.*

This study aimed to investigate the effectiveness of school resource management in improving the overall quality of education. With the descriptive research method, which focuses on a group of people, objects, mental systems or an event occurring in the present, descriptive research types and qualitative research techniques have been used. The qualitative method does not rely on statistical techniques or other forms of computation, while the quantitative approach does. The aim of the study is to determine how the management and use of available resources, including non-human resources such as the school environment, programs and infrastructure, and human resources such as educators and administrators, can be effectively managed and used. The study used purposive sampling, which involved selecting whistleblowers who could provide



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information to the research. This includes vice principals, lecturers, vice principals responsible for buildings and infrastructure, guidance counselors, administrative staff and students. Students also contributed to the research, and others, such as the deputy director of facilities and infrastructure, provided information. The researchers selected the information source based on the evaluation of the information source in accordance with the object to be researched and on the premise that the information source could provide information compatible with the purpose of the study. Interviews and observations were part of the data collection approach and provided the most accurate and complete results. The researchers used observational techniques to get a first-hand look at the school's atmosphere and infrastructure and monitor changes over time. The qualitative descriptive strategy used in this study is a qualitative descriptive strategy that includes an interactive model through the management of interviews. The data analysis process was divided into three streams of activity: formulating results, reducing and presenting data. Data reduction involves selecting, sorting, and deleting data and editing it to arrive at a valid conclusion. Data condensation is the act of summarizing and selecting the most important or key components of the subject under study to focus on.

The study highlights the importance of school policies, authorities and local resources in influencing students, parents and teachers. By focusing on these aspects, the study aims to improve the quality of education and contribute to ongoing efforts to improve the management and use of school resources. The modern world has significantly affected the field of education and has led to intense competition between different school organizations. To improve the overall quality of education, it is essential for schools to collaborate and effectively manage their resources. The term "educational quality" refers to the ability of an education system to add value to its components to deliver the greatest potential output. This can be achieved through more efficient management of existing school resources, which includes both human and non-human resources.

The effectiveness of a social system is defined as the degree to which it is successful in achieving its goals. The effectiveness of school resource management refers to the degree to which management objectives, educators, education staff, and infrastructure are achieved to achieve



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desired results. In this particular case, the school has both human and non-human resources, including education professionals such as principals, teachers, and others working in the field.

The principal's responsibility includes providing situational leadership for the school, which includes organizing and influencing the groups involved in education. They are responsible for managing all activities of the school, including general activities and special programs. They are also responsible for the management of the resources available within the school.

Managers have the capacity to design programs that can help the organization achieve its goals. These programs can take the form of collaborative programs, programs to increase the knowledge gained by students and instructors, or programs designed to improve the overall quality of both students and teachers. Buildings, floors and other physical elements that make up the physical environment of the school are also resources that can be used to increase the quality of the education provided.

Methodology

School infrastructure is one of the facilitating factors that contribute to the achievement of educational goals in a particular institution. They are successful in their use of infrastructure opportunities such as reaching goals, existing infrastructure, meaningful use of media, content discussion. Human resources, like teachers and other members of the education staff, play an important role in creating an environment conducive to teaching and learning.

Educators and education professionals, who adhere to the standards and complete their roles effectively, produce a learning process that is suitable for the goals that the institution wants to achieve. A successful outcome is the result of the proper use of school resources to create student characteristics that match the school's goals. To assess the quality of education provided in a school, it is important to discover how well the school manages its resources. Factors to consider include efficiency and quality of education, input (heads, trainers, specialist staff, infrastructure,



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students), process (teaching and learning activities, management), output (acceptable learning outcomes, graduation rates) and outcome (graduates can work) takes place.

As a result, the development of science, technology and culture has significantly affected the field of education and necessitated cooperation between various organizations to achieve the desired results. Partnership programs managed by school groups aim to improve the quality of education provided by academic institutions. These programs can take the form of relationships with other schools in the same country or abroad, focusing on various areas such as education, culture and research. Opportunities directly refer to the tools and equipment used in the education process, and infrastructure refers to the indirect facilities that support the process. Examples of amenities are desks, chairs, LCDs, air conditioners, and schoolyards. Infrastructure includes schoolyards and parks. As stated in the 39th article of the 2003 dated and 20 numbered National Education Law, educators are responsible for management, management, development, supervision and technical services in education units in order to support the education process.

Teachers and educators are professionals responsible for planning, directing and guiding students throughout the learning process in the classroom setting. They also conduct research and evaluate learning outcomes, especially for lecturers and educators working in higher education. Education workers are responsible for administrative duties and assist teachers in all aspects of the teaching and learning process, including supervising, supervising and organizing events. Effective management of school resources is an overall indicator of the quality of schools, as noted by Johnes et al. (2017), Salahudin et al. (2018) and Matorera (2018). This can lead to fruitful results that contribute positively to overall progress. A school's output is the product of the management system the school uses for its resources. Researchers in this study presented predictors of good school quality across three different variables: student achievement in the academic and non-academic sectors, graduation rates, and the quality of service provided by schools. Improving the quality of these components can be achieved by increasing the adequacy of the learning infrastructure, providing greater access to learning materials, expanding students' opportunities to participate in learning, improving the school atmosphere and expanding students' opportunities to participate in learning. Increasing the number and quality of instructors, giving students more



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chances to participate in learning, and facilitating students' access to learning materials are some ways to solve this problem. The higher the learning process itself, the higher the quality of the learning outcomes. Assessing the quality of learning outcomes involves looking at how well students know their subject, both in terms of how well they know various materials and how well they know various scientific topics. Another approach to assessing the quality of learning outcomes is to look at how effectively students can apply what they have learned. This should be the first-place children get used to, starting with the row at the front of the class each morning and seeing the instructor. This will ensure the highest possible level of service in terms of the learning process and learning strategies. In the classroom, teachers play a unique role in inspiring a desire to learn in their students, which increases their enthusiasm for achieving their educational goals. Many educational institutions in the field of human resource management are able to create exceptional services and graduates are aware of this.

Human resource management is a vital component for the development and improvement of educational standards necessary to achieve educational goals. This can be felt by educational institutions, especially schools, as one of the variables that determine the quality of education is affected by available human resources. It is no longer possible to discuss the importance of management involvement in attempts to improve the overall quality of education provided.

Educators in schools participate in a variety of programs and activities to strengthen and expand a teacher's four core skills. Attending both national and local government seminars and participating in online training activities contribute to an overall improvement in the level of education quality. School cooperatives serve as a tool for the implementation of programs and activities in schools that aim to develop management, supervision, entrepreneurship and entrepreneurial skills in school leaders. Students with a strong interest in learning can be observed through interviews with instructors, who provide valuable information about students' motivation to study. According to Rajaloo et al. (2017), there is sufficient evidence that the effectiveness of human resource management in schools in improving the quality of education is sufficient. The study by the researchers shows that human resource management is effectively applied to improve the overall quality of education in educational institutions. The aim is to increase the percentage



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of students who obtain bachelor's and higher degrees after completing their studies. This can be accomplished in a variety of ways, including online education, attending seminars, and getting help from instructors who are role models for their students. Law No. 2008 forms the basis of regional autonomy and 2004 is expected to bring progress in various fields related to education. Educational progress largely depends on policies enacted by municipal and county governments that provide funding for expanding educational opportunities. To improve the quality of education, educational objectives and educational qualification standards are set at the national level between government and all segments of society. Developed by the United States Department of Education, these standards are based on the availability of qualification standards, which can vary from school to school or from region to region. School-based management (SBM) is an alternative to the new educational management paradigm offered by the government. SBM is one of the measures taken by the government to improve the quality of life of individuals in the Education Community. To take action will require significant community involvement, integrity and commitment to the goal of putting collaborative programs into action as part of the educational institution's long-term strategic plan.

Argument

To ensure a clean and responsible education, not only schools and the state, but also society must play a role as a control and control function. To achieve this, it is crucial to conduct an in-depth conceptual study of how school resources can be made more effective through the implementation of SBM in the field. Training will bring desired results.

Decentralized School-Based Management (SBM) is an educational approach that positions the school as the fundamental building block of any community and seeks to ensure a fair distribution of decision-making power. SBM aims to improve the quality of education by devolving decision-making authority from the national government to regions and individual schools. This transformation will take place within the scope of SBM and will allow school administrators, instructors, students and parents to contribute to their children's education. Schools



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now have a greater responsibility for making decisions on curriculum, financial matters, personnel issues and other administrative matters. Ideas of democracy form the basis of SBM education, where choices regarding the management of a school are determined not only by the school and its governing body, but also by the community members who benefit from the school's services. The formation of the school committee has significantly reduced the pressure on principals to meet the needs of their schools, especially in terms of financial situations. This has led to the inclusion of school-based management (SBM) as a component of the campaign to democratically reform the education system. The mission of the committee is to create democratic, responsible and transparent conditions in the context of educational services. Their selection is made through a participatory process involving all members and stakeholders of the school community. SBM aims to raise awareness of school residents and the community in the provision of education through shared decision-making and promoting healthy skills among schools to create sustainable quality. It promotes individualism and school-wide initiative in the management and access to available resources. The process of developing a strategic plan that includes all stakeholders in the educational institution is very important to improve the quality of educational institutions. The long-term plan known as " Renstra " is an all-encompassing strategy aimed at maximizing the use of all available resources, present and in the near or distant future. The strategic plan should consider the school's purpose, values, opportunities and threats from the external environment and formulate strategies based on these opportunities and threats. Strategy is essential for managers to create a strategy for the organization, create competitive advantages and drive it towards the intended quality improvement. Stages of quality improvement in schools, creating a quality work culture, identifying real challenges, clarifying the mission, situational goals, identifying functions to achieve goals, performing a SWOT analysis, identifying alternative problem-solving steps, developing plans and programs for quality improvement, implementing quality improvement plans and implementation evaluations are important.

However, implementing these three steps often exposes schools to unexpected risks. Risk management is crucial for companies, including educational institutions, to effectively manage risk. Stakeholders need to implement a process that includes communication, consultation, monitoring and evaluation to effectively manage risk. The educational environment is changing



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rapidly and it is very important for human resources within the organization to adapt to new conditions. Management and leadership are key factors that contribute to the success of any organization, be it a company or an institution. Leadership is necessary for change; management is necessary for maintaining order. The ability to lead others effectively is essential to influencing change. Management and leadership ensure that an organization is in harmony with the environment in which it operates. The implementation of quality management must be comprehensive and sustainable as well as sensitive to the environment in which it operates. This is accomplished through the PDCA cycle of planning, controlling and improving quality. Implementing successful management requires a set of strategies that combine knowledge and art, as well as objective reasoning and intuitive perspectives. Student-centered learning (SBL) is an educational reform that can provide schools with a better and more adequate education for children.

To successfully implement SBM, it is necessary to mobilize resources to achieve learning objectives, a safe and orderly environment, manage effective teaching staff, a quality culture and sound, a smart and dynamic "teamwork" etc. Human resources should have authority, high-level participation, openness on the part of management, ability to adapt, capacity for continuous review and improvement, sensitivity and foresight about needs, and effective communication. They must find quality improvement strategies appropriate to the context of the school and take responsibility for their actions. Successful implementation of SBM requires involving all available resources and a willingness to be continually empowered by the school. This is achieved through effective problem-solving methods. Improving management in schools has the potential to make life easier for children, parents and teachers. Modern management methods are more common in the UK than in other countries such as Brazil, Canada, Germany, India and Italy. Worldwide research over the past decade has shown that efficient procedures are an essential component of the successful operation of the school as a whole.

18% increase in GCSE grades and a 3% increase in 'contextual value added' is due to an improvement in GCSE grades and a 3% increase in 'contextual value added'. This factor has a



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greater impact on student achievement than the number of students enrolled in a class, the quality of the teacher, or the intensity of competition.

The robust link between management score and student achievement is not unique to this country, it is common in every country of study. British schools consistently rank high in global comparisons of the quality of school management. This is because of the use of cross-curricular methods, free lesson plans, and a mix of programmed and random classroom observations to ensure uniformity between different classes. This may be because of the significant changes that have occurred over the past 20 years, with a greater focus on the contextual value provided rather than just test results.

As a result, rapid changes in the educational environment require the continuous development and adaptation of human resources to ensure the continuity of the success of educational institutions. By incorporating effective management practices, promoting a culture of learning and by embracing the Challenge, organizations can work towards a more equitable and effective education system. The London Challenge highlighted the sharing and dissemination of best practices among participating schools. It is clear that autonomous public schools outperform regular schools in every nation as they are private entities with the power to select and elect their students. However, there is no significant difference between autonomous public schools and other school types in terms of demographic characteristics, organizational structure, geographical location or location of schools.

Effective governance and leadership are the keys to solving this problem. When there is good governance there is a strong accountability to the local government body which is a great sign of success. Additionally, administrators who create a logical strategy for the long-term future of the school and communicate that plan to both their staff and the wider school community are in a better position to explore more helpful management strategies.

Despite the great challenges we face as a society, we have a tendency to be very critical of our education system. However, it can always be assumed that things are not usually as bad as they seem. There is a growing discrepancy in the rates of such changes in different parts of the world



and/or in certain countries. One of the repercussions of this potential outcome is the end of absolute certainty, which includes the weakening of the credibility of traditional knowledge and the authority of experts, especially in fields of study such as education. Other reflections include blurring of borders, increasing gaps between people, organizations and countries, and the disappearance of certainties.

Some problems are pushed to the agenda of both national and international organizations due to the context in which they arise and their effects. Some of these issues are pushed onto the agenda of both national and international organizations as a result of the context in which they arise and their impact.

Conclusion

As a result, the education of a society's citizens is often considered the most important investment that society can make. Widely regarded as among the best, schools have an important obligation to meet due to the strict requirements imposed by each nation's education systems. School leaders seem to be not only important but playing an increasing role overall. Professional development programs for school leaders, or standards for school leaders, provide a comprehensive list of required competencies for school leaders. This transformation will be driven not only by higher and higher expectations, but also by increased international interdependencies and better communication that enables 'best practice' to spread around the world. This change will be pushed not only by higher and higher expectations, but also by increased communication allowing 'best practice' to be communicated around the world. Despite the typically strong local support for its schools, this change will be driven by a number of factors, including higher and higher expectations. This research examines the role of school leaders in delivering continuous improvement in education in some contexts, both as a direct result of and despite these changes. School leaders play a crucial role in improving student outcomes, recruiting, developing and retaining teachers, and conducting research on the recruiting process and nurturing, developing and retaining school leaders. The work structure in post-industrial societies is undergoing a



significant transformation that affects the position of the educational leader. School systems and individual schools are experimenting with new management approaches aimed at managing schools in 21st-century ways. These approaches share many features with other models, such as visions for the future of education offered by the OECD (2001d) and models of school governance in educational settings offered by Glatter (2002).

The New Public Administration (NPM) has emerged as the dominant power in many countries with its features such as the reduction of the government's role in service delivery, the downsizing and localization of the public sector, liberalization of the labor market, and the imposition of the strictest rules. Restructuring of public schools characterized by a possible framework of competition and accountability over the activities carried out by the public sector, the establishment of clear standards and performance measures, the definition of clear goals and indicators of achievement and decentralization by school self-management, the injection of competition between schools, greater demand for financial responsibility. Also important is increasing pressure for consumer control through school governing councils, updating curricula and assessment control, expanding the powers of school heads, and results-based education .

Effective school leadership is highly dependent on the existence of effective school leadership. The definition of "effective school leadership" may vary, at least in part, depending on the circumstances. For example, a successful market leader requires being a successful businessman and entrepreneur, while a successful leader in accountability requires knowledge and experience in performance management systems and the capacity to link results with performance-based compensation.

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