THE IMPACT OF SCHOOL PRINCIPALS' LEADERSHIP ROLES ON EDUCATIONAL OBJECTIVES: AN ANALYSIS OF PERSONAL AND PSYCHOLOGICAL CHARACTERISTICS

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ABSTRACT

This study focuses on the critical role that school principals play in achieving educational objectives. The research highlights the necessity for school administrators to adopt various leadership styles to meet both institutional and individual needs. These leadership approaches have the potential to shape the overall atmosphere of the school and enhance the motivation and performance of teachers and students. The study draws attention to the personal and psychological characteristics of school principals, particularly the sense of loneliness they encounter in both their professional and private lives. This sense of loneliness is discussed in terms of how it can affect school principals' leadership activities, leading to issues in school communication and relationships, failure to fulfill responsibilities, and even weakening of leadership skills. The research thoroughly examines how the psychological states and leadership styles of school principals impact school management and the quality of education. It emphasizes the importance of supporting the psychological well-being of school principals to maximize positive effects on teachers and students and minimize potential negative impacts. In this context, the development of support systems and professional development programs for school principals is suggested. The research underscores the necessity for school principals to adapt their leadership styles to accommodate both the general characteristics of the school and the individual needs of teachers and students. The personal and psychological traits of school principals, especially the loneliness experienced in both work and personal life, are major topics of discussion. This loneliness can lead to problems in school communication and relationships, an inability to fulfill responsibilities, and a negative impact on leadership skills. The study also explores how the psychological states of school principals affect their leadership and management skills. It concludes that providing both personal and professional support is vital for school principals to exhibit effective leadership in achieving educational goals. This support is thought to enable them to meet their individual needs and enhance the overall success of the school.

Keywords: School principals, educational leadership, leadership styles, educational objectives.

INTRODUCTION

The society of the 21st century aims to cultivate individuals who are critical thinkers, lifelong learners, inquisitive, creative, productive, entrepreneurial, and innovative through education. The level of development of countries is interpreted as an indicator of economic and social strength. Society and educators have a responsibility in updating the education system in line with changing and evolving innovations. Consequently, education managers play a crucial role in the proper and effective utilization of educational investments. In this context, there is a need for education leaders who are equipped with the skills and abilities to nurture the human resources that will accelerate the development of countries. Furthermore, education leaders are expected to make effective use of existing opportunities for the society and the education system to meet the requirements of the modern era and address issues. Meeting these expectations is closely linked to the effective and efficient management of education leaders.

It is considered necessary for education to be strongly and effectively organized both in terms of management and instruction (Balcı, 2000). Managing schools at a contemporary level in terms of administration will ensure school effectiveness. Planning of instruction is anticipated to lead to students' learning at an academic proficiency level (Yalçınkaya Akyüz, 2002). In today's schools, the role of school principals is to create a learning environment in schools that is suitable for students' learning (Usdan, Mccloud, Podmostko, & Cuban, 2000). School administrators expected to carry out their duties as instructional leaders strive to perform effective management duties with different responsibilities such as learning, education, resource utilization, organization, training qualified human resources, and fostering parent-teacher collaboration.

The leadership orientations of school administrators are seen to be related to the level of achieving school goals, teacher motivation, and job satisfaction (Yalçınkaya, 2000). Furthermore, the necessity of effective leadership and management for effective school management is generally advocated (Usdan et al., 2000). The education system requires effective school leaders who can prepare our society for any positive change and bring it to fruition (Yalçınkaya Akyüz, 2002). Leadership, as influencing people to achieve a common goal, is a form of power used in management by other officers (Stogdil, 1974). Common features presented in definitions of leadership include: a) Achieving goals, b) Facilitating interaction among employees, and c) Considering individual characteristics (Erçetin, 2000). Therefore, effective school leadership is crucial in making our educational institutions have effective school features. The ability of school leaders to manage the school and establish positive and effective communication with teachers depends on having a strong leadership position. In schools, principals can only gain a leadership status to the extent adopted by teachers and other stakeholders. The most important duty of school principals is to exhibit leadership behaviors that will enable the achievement of the predetermined goals of education; they must demonstrate different leadership styles in line with the characteristics of the schools they manage, as well as the individual characteristics of the teachers and students (Yalçınkaya Akyüz, 2002). Since school principals are present throughout the administrative process of education and instruction in schools and have a wide range of influence, they are the most effective individuals. Therefore, it is considered essential that the personal characteristics of school

principals and their psychological state are highly important (Yılmaz and Altınok, 2009). The personal characteristics of principals and their psychological state also manifest as individual loneliness and work loneliness. The general loneliness and work loneliness of principals affect not only their private lives but also their working lives and jobs. In organizations, leaders' psychologies are seen as a very important power for the employees they manage (Goleman, 2007). In schools, the loneliness feelings that principals will experience can lead to problems in school communication and relationships, failure to fulfill responsibilities, or keeping a distance. The level of loneliness feelings of school principals can also negatively affect their leadership and managerial skills.

The aim of this research is to investigate the role of school principals in education management, focusing on their leadership behaviors, personal characteristics, and psychological well-being. It seeks to understand how school principals contribute to the achievement of educational goals, foster teacher motivation and job satisfaction, and effectively manage the educational process within schools. Additionally, this research aims to emphasize the importance of effective leadership and management in the education system, as well as the need for education leaders who can adapt to the evolving demands of the modern era and address educational challenges.Furthermore, the study highlights the significance of considering the personal characteristics and psychological well-being of school principals in the context of their leadership and managerial roles. It underscores that the psychological state and loneliness feelings of school principals can have a substantial impact on their leadership and managerial skills, as well as their ability to establish positive communication and relationships within the school environment. In summary, this research aims to shed light on the pivotal role of school principals in education, emphasizing the importance of effective leadership and the holistic well-being of education leaders in achieving educational objectives and addressing the needs of the 21st-century education system.

BACKGROUND

The Concept of Loneliness

Loneliness is defined as a state of being distant from social interaction and relationships (TDK - Turkish Language Institution). It is an emotional condition that arises from individuals' understanding of their differences from others based on vague needs (Özkan, 2019). Loneliness involves a sense of isolation from social interaction and a state of emotional solitude (Mercan, Oyur, Alamur, Gül, & Bengül, 2012). It is a condition that can lead to damage to one's sense of reality in social relationships (Sadler & Johnson, 1980). Loneliness is an emotional state that individuals experience by distancing themselves from social interaction based on their own choice (Gün, 2006). It is characterized by feelings of inadequacy and problems in social relationships, which can lead to a lack of normal functioning (Oğuz and Kalkan, 2014). Loneliness is described as a "universal life experience," and it is experienced when individuals cannot socialize to a level that would make them happy (Demirbaş and Haşit, 2016). It refers to the alienation of individuals from themselves and those around them (Özdemir, Alkan, and Erdem, 2017). Loneliness is a psychological problem that individuals may

experience from time to time in their lives (Yakut and Certel, 2016). In the workplace, difficulties or communication problems with colleagues, supervisors, or other staff members can lead to feelings of loneliness (Hicret Erdoğan, 2022).

Common characteristics of loneliness definitions include its subjective nature. Although some people may feel lonely in society, everyone reflects and experiences this feeling within themselves. Furthermore, loneliness is an undesirable, negative, unpleasant, and emotionally challenging experience. Another common feature is that loneliness results from the disruption of individuals' social relationships or the lack of relationships (Duy, 2003). Loneliness arises from the failure of individuals' interpersonal needs to be met by others in social relationships (Neto & Barron, 2000).

Loneliness in the Workplace

In the workplace, loneliness refers to being left alone or excluded in the working environment (Yılmaz and Aslan, 2013). Individuals can experience loneliness both in their social relationships and in their work life from a psychological perspective (Doğan, Çetin, and Sungur, 2009). Factors related to an individual's or organization's characteristics and the organizational climate can be among the causes of loneliness in the workplace. Feelings such as exclusion in the workplace, feeling worthless, and loneliness can negatively affect an employee's job and lead to feelings of loneliness (Bakioğlu and Korumaz, 2014). Additionally, employees' experiences of exclusion in the workplace can make them feel insecure and alienated from the organization (Özçelik and Barsade, 2011). The emotional dimension of workplace loneliness includes how individuals perceive the emotional quality of their workplace relationships (Doğan et al., 2009). Providing employees with comprehensive communication opportunities in the organization is important for productive and effective work within the social relationships system (Asunakutlu, 2002). The quality of relationships with colleagues in the workplace is part of the emotional dimension of workplace relationships. The perception of the emotional quality of workplace relationships (Doğan et al., 2009). The feeling of emotional deficiency in work life leads to individuals turning inward, not sharing their feelings and thoughts, and thinking that other employees will not understand them (Yılmaz, 2011).

Loneliness, regardless of age and status, is a complex, troublesome, and challenging emotion that individuals experience at certain times in their lives. Insufficient social relationships and a lack of satisfaction in social relationships can lead to feelings of loneliness (Özkürkçügil, 1998). Loneliness in the workplace negatively affects an individual's job performance and organizational commitment (Yılmaz and Aslan, 2013). Furthermore, feelings of loneliness among employees can lead to a decrease in performance and job satisfaction. Individuals who cannot achieve the desired performance in their work lives tend to lower their job satisfaction (Wright, 2005). Effects of loneliness is are (Dutta, 2020):

- Affects interpersonal relationships,
- Deteriorates mental health,

- Weakens physical health,

- Reduces employee commitment,

- Increases the decision to leave the job,

- Reduces job performance..

Some effects of workplace loneliness include (Şanli, 2019):

- Lack of support from the organization to employees,

- Reduced perception of organizational commitment,

- Decreased productivity due to a lack of necessary resources and information sharing,

- Negative impact on decision-making and interpretation abilities, leading to withdrawal.

It is crucial for employees to establish effective and strong communication in the workplace and avoid feeling lonely. The consequences of loneliness include a disruption of communication with others, a decline in work productivity and organizational trust, increased job stress, and a decrease in commitment, job satisfaction, and performance (Demirbaş and Haşit, 2016; Seppala and King, 2017). Loneliness is thought to arise from personal or environmental factors. Factors such as low self-esteem, lack of self-confidence, anxiety, inadequate self-perception, and behavioral inadequacy are considered personal factors. For individuals to become leaders, they need to have at least personal knowledge and skills. Self-esteem, self-confidence, and initiative can be considered abilities required to become a leader. In this context, it can be considered that some situational factors may have an impact on employees' perception of loneliness (Koçak and Yener, 2018).

DISCUSSION and CONCLUSION

The exploration of game-based learning within neurology and neuroscience education highlights a transformative potential in pedagogical approaches. While the integration of such interactive methods with technology has gained momentum, contributing substantially to educational research, its full application in neurology and advanced medical training remains an area ripe for exploration.

A critical observation in the current landscape is the contrast between the common use of interactive techniques, such as quiz games in neurology education, and the relative scarcity of robust empirical data validating their effectiveness. This gap suggests an opportunity for more comprehensive research and development. Collaborative efforts across educational programs are essential in this regard. By pooling resources and insights, the academic community can more effectively develop and assess novel gamification strategies, thereby enriching the educational experience in these specialized fields.

As we look to the future, the potential of game-based learning in neurology and neuroscience is undeniable. It represents a pivotal opportunity to redefine traditional educational methodologies, making learning more engaging, interactive, and, potentially, more effective. However, the journey towards fully realizing this potential will require dedicated research efforts, innovative thinking, and collaborative experimentation.

In conclusion, the integration of game-based learning in neurology and neuroscience education is not just a passing trend but a meaningful evolution in teaching methodologies. The challenge now is to build upon this momentum, rigorously evaluate these methods, and develop a framework that effectively incorporates these innovative strategies into the curricula. With concerted efforts and continued research, game-based learning has the potential to significantly enhance the educational landscape in these critical fields of study.

Organizational Loneliness

Organizational loneliness refers to the exclusion and neglect of individuals by the community they belong to and the social environment they prefer (Wright, Burt, & Strongman, 2006). Organizational loneliness is being left alone or isolated by other individuals (Yılmaz and Aslan, 2013). Organizational loneliness acknowledges the influential roles individuals play in feeling a sense of belonging to their organizations and establishing connections with their organizations. It is possible for individuals who perceive themselves as outside the structure they work for, having difficulty in healthy communication with the institution and other individuals within that organization, to exhibit behaviors such as isolation from the system and the organization (Lam and Lau, 2012).

Loneliness is widely known among adolescents and young adults (Orzeck & Rokach, 2004). Loneliness experienced in professional life occurs as individuals are excluded from mandatory social environments, or they cannot establish proper relationships (Doğan et al., 2009). Feeling lonely psychologically or physically can lead to significant consequences in their daily lives, such as communication issues, failure, and job loss (Erdoğan, 2022).

Loneliness, due to interpersonal barriers and communication problems, leads to anxiety, perceiving others as threats, and distancing oneself from people (Yalom, 1999). Loneliness is composed of emotional and social loneliness (Weiss, 1973).

Emotional loneliness is characterized by anxiety and emptiness resulting from the absence of a close bond with another person.

Social loneliness results from the lack of interpersonal relationships in the social context and can lead to depression and distress (Kılınç, 2005).

Loneliness can cause individuals to lose their sense of purpose in life, feel useless, and experience a psychological void, leading to feelings of abandonment (Akgün, 2001).

Personality traits that affect loneliness include:

Lack of social skills,

Experiencing emotional conflict and arousal,

Low self-perception,

Negativity in attitudes (Jones, Carpenter, and Quinnata, 1985).

Loneliness can also be influenced by personal characteristics such as gender, age, culture, social environment, and family (Örenç, 2021).

Different classifications have been made for types of loneliness, such as loneliness experienced in organizations. Gençtan (1998) classified loneliness as:

Concrete loneliness due to being alone,

Loneliness due to the inability to socialize,

Loneliness due to exclusion,

Loneliness experienced in relationships by personal will,

True loneliness, where a person feels misunderstood and alone.

According to Özodaşık (1989), the experience of loneliness can vary depending on the individual's social structure and the environment they belong to. Loneliness is classified as physical loneliness, alienation (social), condemnation, loneliness by individual choice, and real loneliness.

Loneliness in Educational Institutions

Feelings of loneliness occur in environments where individuals' social needs are not met at the desired level, and social rewards are diminished (Russell, Cutrona, McRae, and Gomez, 2012). High expectations from society for teachers regarding the future can lead to increased stress levels. This stress can make teachers feel uncomfortable in the schools they work in and lead to loneliness (Kaplan, 2011).

Difficulty in establishing social relationships in the workplace can lead to feelings of loneliness and exclusion in individuals' professional lives (Doğan et al., 2009). Especially for teachers who require direct communication with people, interaction in the workplace is more important. The loneliness felt by school principals in the school affects their behavior, attitudes, emotional reactions, and the efficiency and effectiveness of their work life negatively (Oğuz and Kalkan, 2014). The harmony between the school principal and the teacher, teacher job satisfaction, interpersonal harmony among teachers, and the workload at school will also affect feelings of loneliness and motivation in the workplace (Akduman-Yetim, 2007).

The role of the school principal, who is responsible for the management of the school, resources, and using resources correctly and effectively, can lead to negative behaviors towards them in the workplace due to the obligations of the managerial profession. School principals may feel lonely due to their position, even though

individuals in managerial positions are expected not to feel lonely because they are in constant interaction with employees. In fact, it is expected that school principals, who share the same profession as teachers in schools, will not feel lonely because they are expected to understand each other well (Yahyaoğlu, 2005).

Personality traits of managers are also seen as a reason for loneliness in individuals. Lonely individuals have different characteristics from other people (Akgün, 2001):

- Feeling incompatible with those around them,
- Lack of social activities,
- Avoiding responsibility,
- Difficulty in making friends,
- Introversion,
- Superficiality in relationships,
- Negative perception of experiences,
- Individualistic behavior.

Loneliness has emotional, behavioral, and motivational consequences. Behavioral consequences of loneliness include (Şanli, 2019):

- Keeping their private lives secret,
- Being more self-centered,
- Being less assertive in social interactions,
- Loneliness makes people more willing but having difficulty in liking others,
- Loneliness can make people more critical,
- Loneliness can lead people to behave passively and withdraw.

School principals, as a result of their managerial duties, may experience loneliness, exclusion, and alienation in their professional lives (Ashton and Duncan, 2012). Howard (2002) found that the exclusion of high school principals as a result of loneliness in their profession has a isolating effect. The role of school principal varies according to everyone's expectations (Sergiovanni, 2005). Changing expectations are thought to require those in managerial roles to manage potential conflicts in the school environment, motivate employees, prepare students for the future, and make healthy and correct decisions in complex situations (Çelikten, 2001). In addition, managers are expected to behave correctly and show personality both in and outside of school according to the expectations and needs of the individuals they are responsible for (Howard & Mallory, 2008). Loneliness can bestow characteristics such as avoiding responsibility, having difficulty in making friends, having superficial attitudes, being selfish, being unhappy, and acquiring a negative identity (Yılmaz and Altınok, 2009). Loneliness has emotional, behavioral, and motivational consequences. Behavioral consequences of loneliness include (Şanli, 2019):

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Research on Loneliness

There is limited research in the literature on loneliness and loneliness in the workplace. Gumbert and Body (1984) found that loneliness is often felt in the workplace. Bell, Roloff, Van Camp, and Karol (1990) stated that managers in organizations experience less loneliness than other employees. Page and Cole (1991) suggested that managers and professionals tend to experience less loneliness than individuals in other professions. Reinking and Bell (1991) mentioned that top-level employees in the workplace experience less loneliness than others. Cubitt and Burt (2002) indicated that workplace loneliness in educators affects personality disorders and a decrease in personal connections. In a different study, the loneliness level of school principals was found to vary depending on their seniority (Örenç, 2021). According to Yılmaz and Altınok (2009), graduate school principals tend to experience higher levels of loneliness compared to undergraduate school principals. Purtaş and Yirci (2022) suggested that difficulties in socializing at work for school administrators are related to lower educational levels. This result may be influenced by education serving the function of acquiring a social environment, which could affect the level of loneliness for school administrators. Additionally, individuals with higher levels of education may be better at self-expression, have good communication skills, and be more successful in sharing thoughts and feelings, which could contribute to this result (Purtaş and Yirci, 2022). Research by Karakaya and colleagues (2015) concluded that women tend to feel more lonely in their work lives than men. The feelings of loneliness in the workplace do not vary by gender and education level among school principals and teachers (Izgar, 2009; Karaduman, 2013; Örenç, 2021). Berman, West, and Ritcher (2002) found that most managers have a positive attitude toward workplace friendships. Loneliness in the workplace has been identified as a significant stress factor (Ukwuoma, 1999). According to Wright (2005), a negative

emotional atmosphere and lack of social support adversely affect the experience of loneliness in the workplace. In situations where the level of social support among individuals in the workplace is high, the level of loneliness experienced in the workplace is reduced. Loneliness in the workplace affects the work lives of school administrators and teachers negatively (Melamed, Szor, and Bernstein, 2001; Yılmaz and Altınok, 2009; Yılmaz, 2011).

There is limited research on the loneliness of school principals. In the published literature, three out of five studies that consider the loneliness of school principals as the primary variable were conducted in Turkey, one in Belgium, one in the United States, and one in Israel. Yılmaz and Altınok (2009) found that the loneliness of school administrators varies according to years of service and education level. Izgar (2009) found a significant relationship between loneliness and depression in school principals. Sarpkaya (2014) found the average level of loneliness experienced by school principals to be low. Kelchtermans, Piot, and Ballet (2011) stated that the managerial position creates 'structural loneliness,' preventing school principals in Flemish primary schools in Belgium from having peers. Greene (2016) determined that the perceived support from teachers is a stronger predictor in the study of the loneliness levels of school principals than the support from other principals. Dor-Haim and Oplatka (2019) found that, in terms of the loneliness experienced by school principals in their career stages, the first factor affecting the loneliness experiences of school principals is that they do not feel attached to their job due to disappointment caused by the staff at school; the second factor is that school principals often feel overly sensitive to criticism, leading them to feel responsible for mistakes made in the school.

DISCUSSIONS and RESULTS

The loneliness of school principals will negatively affect education, as well as other stakeholders and work life in general. The feeling of failure will lead to a decrease in job satisfaction (Wright, 2005). Preventing loneliness arising from workplace dissatisfaction and an insecure work environment is crucial (Kaplan, 2011). This is because leaders need to foster collaboration and motivation among employees to achieve the organization's goals (Rokach, 2014). Loneliness affects the emotions, judgments, and behaviors of employees and can lead to significant fluctuations within groups (Wright, 2014). While leaders are expected to be in constant communication due to their positions, loneliness can create communication barriers, negatively affecting organizational unity (Rokach, 2014). If loneliness is not prevented, it can have negative effects on employee performance, disrupt workplace harmony, and make employees feel unsafe (Kaplan, 2011). Loneliness can reduce employees' participation in decision-making processes and other activities, leading to conflicts (Dutta, 2020). Psychological loneliness hinders meaningful relationships between teachers and principals (Kelchtermans, Piot, and Ballet, 2011). An individual who cannot establish proper and healthy communication in the workplace and feels little support may experience negative emotions such as decreased job performance and satisfaction, as well as stress, which can harm the organization (Karaduman, 2013).

One of the most significant consequences of loneliness is that individuals who experience feelings of loneliness become alienated from life with negative emotions such as depression and anxiety. They isolate themselves

from others and become skeptical and insecure, leading to a sense of estrangement. Therefore, school principals can make most decisions with a sense of loneliness (Sergiovanni, 2005). It is observed that school administrators and teachers rarely feel lonely in the workplace, as they feel emotionally close to their colleagues and have high levels of communication, interaction, empathy, and commitment to the school. This situation leads to a significant increase in the job satisfaction and productivity levels of school principals and teachers (Bakır and Aslan, 2017). In schools, school climate, trust in the school, communication in the school, collaboration and cooperation, information sharing, systematic management approach, and mutual respect have a significant impact on the loneliness of individuals, including school administrators (Demirtaş, 2010; Özer et al., 2006; Yılmaz, 2006; Wright, 2005). Additionally, individuals' personal characteristics, beliefs and values, ethnic backgrounds, social statuses, socioeconomic levels, age, and gender are seen to have an effect on loneliness (Erdoğan, 2022).

Today, the leadership roles of principals have evolved with new managerial responsibilities assigned to school leaders, making them an essential part of principals' goals. The administrative and educational responsibilities of school principals in schools are quite challenging and demanding. Educational leaders are often in conflict with their employees, organizations, and communities. However, support for school administrators, especially from teachers, will increase the success expected from education. Educational institutions are working environments where communication is a priority, individuals work in constant mutual interaction, and emotions are as intense as labor and thought. Therefore, communication, mutual feelings and thoughts, and emotions related to the working environment, such as loneliness, that individuals establish with each other, have an impact on work performance, job satisfaction, productivity, mutual trust, and commitment to the school. Therefore, in schools, the role of school administrators and other colleagues, especially teachers, is significant in reducing the loneliness of teachers. In conclusion, supporting school principals will lead to more successful fulfillment of their leadership responsibilities and increased job performance, ultimately contributing to the success of the school.

RECOMMENDATION

Here are some recommendations based on the research findings regarding loneliness among school principals and its effects:

- **Promote Social Support**: Schools and educational institutions should prioritize creating a supportive and collaborative work environment. Encourage school principals to build strong relationships with their colleagues, teachers, and staff. Social support can significantly reduce feelings of loneliness.

- **Mentoring Programs**: Implement mentoring programs for school principals, especially for those who are new to the role. Mentors can provide guidance, emotional support, and a sense of belonging, which can help alleviate loneliness.

- **Training and Development**: Offer training and workshops on communication skills, emotional intelligence, and stress management for school principals. These skills can help them establish better relationships and cope with the challenges of their role.

- **Peer Support Groups**: Create peer support groups or networks where school principals can connect, share experiences, and seek advice from their peers. This can foster a sense of community and reduce isolation.

- **Leadership Training**: Provide leadership training that focuses on the importance of emotional well-being and maintaining healthy work relationships. School principals should be equipped with the skills to support and motivate their staff effectively.

- **Regular Check-Ins**: Encourage regular check-ins between school principals and their superiors or mentors. Open channels of communication where principals can discuss their challenges, concerns, and feelings without fear of judgment.

- **Promote Work-Life Balance**: Emphasize the importance of work-life balance for school principals. Encourage them to take time for self-care, family, and personal interests to prevent burnout and loneliness.

- **Peer Evaluation**: Consider implementing peer evaluations or 360-degree feedback mechanisms. This can help school principals receive constructive feedback and improve their leadership skills while feeling supported by their colleagues.

- **Research and Awareness**: Continuously conduct research on the well-being of school principals and raise awareness about the challenges they face. This can lead to policy changes and additional support systems.

- **Policy Changes**: Schools and educational institutions should consider policies that promote a positive work environment, including addressing issues related to excessive workload and stress.

- **Counseling Services**: Make counseling and mental health services available to school principals who may be experiencing high levels of loneliness, stress, or emotional difficulties.

- **Promote Inclusivity**: Foster an inclusive and diverse workplace culture that values the contributions of all school administrators and staff, regardless of their gender, age, or background.

By implementing these recommendations, educational institutions can create a more supportive and inclusive environment for school principals, ultimately improving their well-being and effectiveness in their roles.

Ethics Statement

This article adheres to the journal's writing standards, publication principles, research and publication ethics rules, and journal ethical guidelines. The author is responsible for any and all violations related to the article. Since this article was conducted through document analysis, one of the qualitative research methods, it does not require ethical board approval.

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