THE CREATION OF A SCHOOL LEADERSHIP TEAMWORK BY PERSON-CENTRED APPROACH (PCA)

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Abstract. *The issue of efficient management of human resources is currently a very popular topic, mainly due to deteriorating relations in the workplace. The unsuitable working environment causes a lower level of the education process and frequent employee's turnover and destabilization of the working team. The paper discusses possibilities to solving current problems in the process of leading school employees through the PCA (Person Centered Approach - Education) philosophy that was authored by C. R. Rogers. The main topic of the paper is the importance of team positions for the efficient execution of tasks, from the perspective several scientific findings. These aspects of leadership will accentuate the fundamental principles of PCA based on an empathic understanding and acceptance, i.e. without any conditions and a positive acceptance of a teaching employee by a director, respectively by top management of schools. The said PCA characteristic allows the creation of school manager team through equal representation of the various team roles. There are companies in Slovakia, which apply the Test of team roles for selecting the employees or other tools such as the Test of the professional type, which was established by Holland. These approaches will allow a professional approach to creating a work team that can effectively cooperate and participate in the fulfillment of tasks in variable levels of difficulty. The paper has an ambition of the scientific study, which is focused on identifying an equal respectively unequal representation of different team roles in the pedagogical work team. The descriptive research solves the problem at various levels of educational institutions in the Slovak Republic. Within the part of the interpretation of research in the paper, we introduce results the realized analysis of positive and negative findings. The analysis refers the impact of the success of the educational institution. The results of research suggest that school management does not respect the above requirement in the process of recruitment and selection. The result of the issue is the problematic functioning of a pedagogical work team to fulfill workloads. It is very interesting that the results reflect similarities between respondents from kindergartens, primary schools, and secondary schools. Finally, the study discusses solutions for the identified problem and also recommendations for the school management practice.*

Keywords: *Person-Centred Approach; education; hidden leadership; team roles; head teacher; leadership.*

Introduction

The contemporary society is undergoing significant changes in recent years, and these are increasingly intervening in education. As a result, this evolution is increasing not only the work of the school management, of the teaching staff, and thus of the pupils. Same change occurred mainly in the scope and content of work managing teaching staff, which increased demand for school management - system element schools and education. In today's conditions, the headmaster must focus on the development of the school, its innovation, and autonomy. S/he has to create a vision of that school and to implement the appropriate strategies. Veteška (2011) identifies innovation in education as a key strategic concept of school education. Management of schools and school facilities, therefore, is regarded as one of the key prerequisites for the optimization of educating students.

The main output, on which the school management is focused on, is to educate pupils. School management is therefore predominantly focused on the educational process. Pisoňová et al. (2014) argue that the educational process must remain at all times the base area of school life. School management should, therefore, be guided by the internal management of the school, which aims to ensure its successful operation. Leadership plays a critical function because it focuses on the personal page of teachers and educators, their interrelationships and develops their personal potential. Among other things, a manager is fully responsible for school leadership; s/he encourages its employees to obtain higher performance. A manager is expected to be a leader. However, in this context, s/he must recognize the difference between the function and role (Trojanová, 2014, p.9). Leadership is part of the management process, respectively management functions. Leadership is the ability to convince others to try to achieve the objectives of the school with enthusiasm.

The core of many organizations is a team of people who combine their abilities and aim to satisfy the needs of customers, respectively legal guardians of pupils. Teamwork is a prerequisite for the perfect and effective interplay of employees in the entire chain of activities. Cooperation always produces better results than the independent action of individuals. It has its meaning, especially in the management of teamwork. The headmaster should therefore thoroughly know the staff and this knowledge embedded into the framework of other disciplines, for example, psychology, ethics and more.

The present contribution corresponds to this requirement. We aim to improve management theory through empirical studies, in this case, applied to the process of managing the school organization.

Leadership in the context of school management

"The words manager and leader are the words that stand at opposite ends of a single continuum. The manager is more rational, more controlled, orderly and well thought out part of a continuum, while the leader takes rather more experimental, more visionary, more flexible, more creative and less more controlled framework. (Hickman, 1995, p.21). The term leadership is one of the most frequent terms of managerial theories and not just in English-speaking countries. The manager's task is to perform management functions, but the leader`s is to motivate others and create a climate of

enthusiastic cooperation. Thus, the term leadership also can be called guidance (Armstrong, 2006; Eger, 1998).

Leadership is a many-layered phenomenon. Who wants to lead better should also be familiar with the most important leadership function. A leader not only orders, but also motivates, communicates effectively, resolve conflicts, and evaluates the school staff (Pisoňová, 2011; Pisoňová & Nagy, 2014; Eger & Egerová, 2015). Farmer (2007) notes that leadership is sometimes incorrectly identified by management. Management is a broader concept than leadership. Leadership is one of the basic management functions. For management, managers have to plan, organize, control, but also to keep people focused on goals in what ability is one of the key characteristics of a manager. The leader should use their power to lead people to work with enthusiasm in the interest of the whole.

This ability can get the headmasters of Slovak schools through continuing education, respectively functional training and management courses. We consider influencing and conviction, i.e. persuasion, as a common dominant of leadership. It is the desire of managers to guide the behavior of school staff in order to meet their own needs, as well as of the school`s in which they work (Pisoňová, 2011, 2012). The object of management is influencing people, namely individuals and groups. Leadership is the frame by which managers influence others toward two separate but interrelated types of activities, which focus on the role and on the person (Blake & Moutonová, 1987).

Person-centered approach in the management of school organization

Carl Ransom Rogers was an American psychologist and psychotherapist, a professor at the universities of Ohio, Chicago, and Wisconsin. With Abraham Maslow, he belongs to the most important representatives of humanistic psychology. He is the sixth most-quoted author of the twentieth century. He promoted "the person targeted therapy" (Person-Centered Approach), which studies the personality in an internal frame of reference, which results in an emphasis on the view from the client's point of view. He applied a combination of empathy (empathy), congruence (correlation) and reflection *(understanding, patient participate in the world).* He developed techniques of psychotherapy group (group meetings) focusing on releasing cultural tension (racial, religious, social). He is also the author of the theory of personality centering on the concept of "self". C.R. Rogers is related to phenomenology; he was also influenced by existentialist philosophy. On the contrary, he was in opposition to classical behaviorism, blaming enforced conformity, primarily because he held an optimistic view of the natural ability of the body. That is, according to his psychophysical basis for survival. Further, he considers that the conduct of a person is always motivated by present needs (although past events can affect motivation), wherein there is a tendency for so-called self-actualization. The central concept of "self", according to C.R. Rogers was formed on the principle that the individual is willing to "accept for their" part of his personality. This match between survival and awareness is called *congruence.*

The bulk of the work of a school headmaster should be to control the workload. If all the requirements with which the headmaster meets answer "yes", it is a signal indicative of permanent overloading and stress. Moreover, it may happen that solving

continually less important role is preventing her/ him to fulfill the tasks of key importance.

Frequent causes for expressing the consent of the headmaster against his/ her will and conviction are the following reasons: s/he believes that declining is selfish; others expect him/ her to be accepted; fears that the person to whom the headmaster refuses will feel uncomfortable; s/he thinks that it is impolite to refuse; s/he feels guilty; s/he thinks that would not be popular and so on. Based on the recommendations of B. Uhlig (2008), we have formulated three arguments that could help a headmaster express a negative opinion: the time of a headmaster is just as valuable as anyone else's time; headmaster of a school has the right to deny the request and take responsibility for the consequences; it should be appreciated that when expressed negative opinion, is not a rejection of man, but his request.

The method of rejection depends on the type of temperament and other personality traits of the headmaster. For this reason, Caunt (2007, pp.69-70) identified the following three ways of refusal:

Aggressive approach: A person loudly complains that it is overloaded.

Timid approach: A person responds to the request "talking under his breath" with efforts to delay the decision. S/he is leaving the applicant in uncertainty, regardless of whether the answer is "yes" or "no."

Assertive approach: A person gives pleasure to the applicant who turns on him, but clearly and politely explains why s/he cannot comply with the request. S/he suggests other possible procedures and supports, able to give support to the person who finally takes the role.

It is understood that the efforts of each school headmaster should be as much as possible about the third approach. The requesting person clearly understands the answer and the reasons for it, yet does not leave the meeting angry. The best way to prevent such a situation is the respect of dynamic processes in the working group. American psychologist Lewin, 1951, examines this matter (cited in Szarková, 1996, pp.122-123), defining the nature of group dynamics as follows: *"These are the processes of formation and transformation of the working groups that are taking place in the group at each time unit. It means the movement of groups from one developmental stage to the next. In the frame of this movement are changing relationships between the working group members, the position, and role of some members of the working group."*

Related to formulating the rules in a group, specific psychological mechanisms are important, respectively phenomena of group dynamics, such as peer pressure and group cohesion. The phenomenon of group pressures among employees is known in social psychology as conformism. It includes a person´s ability to comply with the group - behave and act according to the norms, principles and values of the group and its accepted goals. Based on the arguments mentioned by Szarková (1996), we believe that a headmaster should initiate rules to respect the psychological aspects distinguishing external from internal conformity. External conformity means that an employee shares the collective views and standards only in appearance, in fact,

retaining his/ her opinion. Internal conformity is the result of overcoming the conflict with the group in its favor.

Group cohesion lies in the relationships between members of a group that have an emotional basis. Group solidarity can be expressed in the concept of consensus. "*Consensus envisages a consistent orientation among group members in relation to certain important values for the group.*" (Newcomb & Hartley cited in Szarková, 1996, p.123). In other terms, it means that based on a consensus, a psychological match, and collective interplay in the working group is created. In reaching this effect, it is possible to initiate a group of standards that envisaged under Newcomb & Hartley (www.dps.tym.sk):

- Establishing clear rules that apply to all members of the working groups (e.g. the headmaster and staff of the school);
- Establishing mechanisms of social control (the consensual adoption of rules generally undergoes such spontaneous and non-directive control of its observance);
- Defying sanctions for violations.

In the application to the school, management practice could set social collateral standards, specify as follows.

Establish rules and principles that apply to all school staff e.g. timely arrival to work, timely arrival to class before school, during school hours, do not disturb, serious educational problems with students to address jointly, and the likes.

An exact description of „what should who does" so-called descriptive standards, but also a description of „what is not acceptable", so-called prescriptive standards. In school practice, this function is included in the internal rules, which are discussed in detail in the book entitled Competency Manager Profile in Educational Institutions by Pisoňová (2011).

The mentioned process of cooperation creates conditions for building a favorable climate in the school, which eliminates the violations, but particularly to create conditions to ensure that the headmaster *did not express rejection of the false claims of their colleagues*. In the case, when the headmaster despite the above-mentioned measures will have to say 'no', it´s desirable to respect several principles. In the time management to the requirement to express a negative opinion by the so-called congruent messages, which can be learned and practiced. The success of its adoption, in this case, is largely dependent on the ability of headmaster to facilitate personal changes through the so-called soft skills which for the first time were defined by C.R. Rogers, founder of humanistic psychology and non-directive psychotherapy. He describes their principles in many of his books, for example: *On Personal Power* (1999), *A Way of Being* (1998), *Client-Centered Therapy* (2000). In Slovak scientific and academic circles, prof. Mgr. Eva Sollárová, Ph.D. acts as a successor of the person-centered approach - PCA. She wrote a book on this subject entitled: *Applications to Person-Centered Approach (PCA) in relationships* (Sollárová, 2005) and translated memoir by Sternberg (2002) – the successor of Rogers called: *Why Smart People Can Be So Stupid?*

Congruence enables the headmaster to be unique, an authentic figure who is well aware of his/ her strengths and weaknesses and, consequently, can quite accurately determine options and goals. A person with these qualities is eligible to send towards

his/ her surroundings so-called congruent messages, which eliminates the manifestation of a negative opinion, the likelihood of defensive reaction of another person. Condition for achieving the above-mentioned effect is that the headmaster assesses the requirements, i.e. asked him/ her these questions:
- Is the requirement in my view, acceptable, realistic, specific and traceable? (under rule SMART).
- Is it my priority?
- Do I want to do it?
- What would be the consequences of its refusal?
- Am I able to / and shall take (accept) these consequences?

Congruence can in this sense be mentioned as a philosophy of life that allows the headmaster to remove time stress and to build effective relationships with co-workers even if their views are contrary. Time management training implies, among other things, to communicate information to clients about the importance of this skill (some authors use the term competence) – congruence - for proper time management, efficient operation of the team and learn the techniques so-called "Congruent News", which modified the basic pillars mentioned by Pisoňová (Sollárová, 2005, pp.115-120):
1. Express one's opinion in the first person singular (not to hide behind someone else - stand by one's decision).
2. Express one's opinion through one's emotions (e.g. I am not feeling good in this situation ... I am interested in solving this problem ... Your statement touched me... etc.)
3. Not slander, insult or abuse partners. (e.g. Who do you think you are ...!, You are not "ride" on my daughter ...!, I'll show you ...! etc.)
4. Constantly keep in the hands the "steering wheel", not to get pushed into the background.
5. Use concrete arguments based on facts and substantiated claims.

This method achieves more relevant communication with the employees. S/he is respected for her/ his honesty and transparency. S/he will have more time to her/ his priorities and greater control over her/ his lives.

Creating a team-work by team roles

There are several classifications of team roles. Based on our own experience, we consider the effective division of team roles according to Belbin (Belbin, 1981 cited in Khelerová, 1995), which we also use in research. Given that this is a significant figure, we show the characteristics of individual team roles.

The innovator is very creative, brings new thoughts and ideas often unconventional, hates to be governed by instructions, working apart from other members of the team, his/her thoughts may be radically unrealistic, strongly responding to criticism and praise. Benefits for the team: s/he makes new proposals and stimulates new activities, is the source of original ideas, s/he is able to solve complex problems, s/he forms the initial phase of the project. Shortages and dangers: s/he problematically communicates with the surroundings, the introvert is impractical, not looking to criticism.

The seeker of resources and opportunities quickly and enthusiastically responds, has very good communication skills, does not have an original idea, but is able to

understand and develop the ideas of others, sees the opportunity in everything new, needs the support and recognition of others. Benefits for the team: s/he is able to attract new customers, to find new information, funds and so on, can recognize the real from the unreal, builds, maintains and develops contacts.

Shortages and dangers: can be moody and impatient, quickly loses interest, is overly excited.

The coordinator navigates others to achieve a common goal, is mature and self-confident, recognizes individual talent and uses it in the interest of group objectives, obtains the confidence of the other team members, has a wide view. Benefits for the team: good results in teams with different skills, will maximize the potential of the team, increasing the confidence of the team members. Shortages and dangers: s/he is non-competitive, not too strong, may have conflicts with fittings, can be manipulative.

The former is highly motivated, has a lot of energy, is competitive and assertive, likes to lead and force people into action. If s/he isn´t satisfied s/he could be excessively emotional. Benefits for the team: s/he is the "engine", can handle obstacles and complications, not afraid of unpopular measures, coordinates discussions and activities. Shortages and dangers: the authoritarian and stubborn, lacking interpersonal understanding, is aggressive, impatient, and argumentative.

The observer/ evaluator is serious, diligent, impartial, resists enthusiasm, is analytical, able to reflect critically on the activities of the team, is rarely wrong. Benefits for the team: can critically assess the effectiveness of the plan, is bright and has a good judgment that prevents the hasty decision. Shortages and dangers: s/he is cold, clumsy, overly critical, unable to inspire others, lacks imagination.

The kneader is friendly, sociable, gentle, a good listener, is interested in others, understands their opinions, is flexible and can adapt to different situations and people, is diplomatic and popular. Benefits for the team: creating an optimal atmosphere prevents conflicts, has interlocutor effect, keeps morale, is responsive, provides support to others. Shortages and dangers: the critical situation are undecided, to avoid conflicts, s/he is less energetic.

The contractor is a practical organizer, changes unrealistic ideas feasible, the methodology they like planning schedules and forms, responsible, committed to the discipline systematically solves problems, willingness to make administrative activities. Benefits for the team: it can apply the ideas, always do what is necessary, and can organize a very complex activity. Shortages and dangers: it is uncompromising and pedantic, inflexible, slow to respond to changes, lacks imagination.

The completer focuses on the details, s/he does not start anything s/he cannot accomplish, not tolerant of ill-conceived solutions and inaccurate work. Benefits for the team: presumes details of the project, ensures compliance with the procedures and schedule outstanding precision in completing shares. Shortages and dangers: s/he is stubborn, prone to exaggerated fears, hate delegates.

A specialist is an enthusiast for his profession, boasting professional knowledge and skills, seeks to reach a high level of professionalism, defend their area of expertise, has little interest in other people. Benefits of the team: delivering solutions, expertise

tasks, status, prestige team provides to the public. Shortages and dangers: lacking interest in teamwork.

Based on these characteristics, the research has been carried out. It focused on determining the distribution and representation of individual roles in teaching collectives at primary and secondary schools in the Slovak Republic. In this way, we investigated the effectiveness of functioning of labor collectives to address the challenges requiring teamwork.

The methodology of empirical investigation

The aim of the research was to determine the strengths of the various team roles in full-organized collectives of primary and secondary schools. In the research, we used the author's testing method by I. Belbin, which focused on management and teaching staff. Data was collected by the test method. We carried out the method of assessment according to the requirements of the author. We used structured types of questions with a choice of multiple responses. Respondents answer questions so that each section is divided into ten points among the sentences, depending on the extent to which they describe their behavior. In extreme cases, they can divide ten points among all the sentences or ten points to allocate all the same sentence.

The research sample consisted of 451 managers and teachers in primary and secondary schools in Slovakia. For distribution, we used the methods of randomisation. In order to verify the validity and reliability of the research tool, pre-research was conducted on a sample of 84 respondents. Subsequently, we made the correction of each item of the questionnaire.

In the first table, we typed points on which respondents scored the capabilities of individual issues. The second table contains the transferred data into columns and counts the number of responses. The highest score shows the evidence of how the leading and teaching staff can assert themselves in the team. The second highest score expresses a backup role. Two lowest scores mean weakness.

For illustration, we use the results of one high school, which has a representative character. Mentioned secondary school is a fully organized pavilion-type school. The school cafeteria and gym-hall are part of the school. The school includes the school campus, which includes handball and volleyball fields, an amphitheater for cultural and social activities and school ground. The pavilion is a rest area with benches. The total number of teaching staff is 20, of which two are in school management. All teaching staff meets the qualification requirements for the performance of their duties.

Table 1. Respondents multiplicity of representative secondary school

Tests	Employees	%
Sent	20	100
Returned	20	100
Unfilled	0	0

Table 2. Answers of respondents

I		II		III		IV		V		VI		VII	
10.	10	20.	48	30.	20	40.		50.	3	60.		70.	
11.		21.	39	31.	25	41.	50	51.	10	61.	30	71.	35
12.	62	22.	51	32.	2	42.	20	52.		62.		72.	
13.	10	23.		33.	8	43.		53.	6	63.	48	73.	
14.		24.		34.	49	44.		54.		64.		74.	60
15.	58	25.		35.	2	45.	14	55.	32	65.	41	75.	
16.		26.	20	36.	31	46.		56.	59	66.		76.	
17.		27.	42	37.	10	47.	64	57.		67.	35	77.	
18.		28.		38.	20	48.		58.		68.	46	78.	55
19.	60	29.		39.	33	49.	52	59.	60	69.		79.	50

Table 3. Answers of respondents

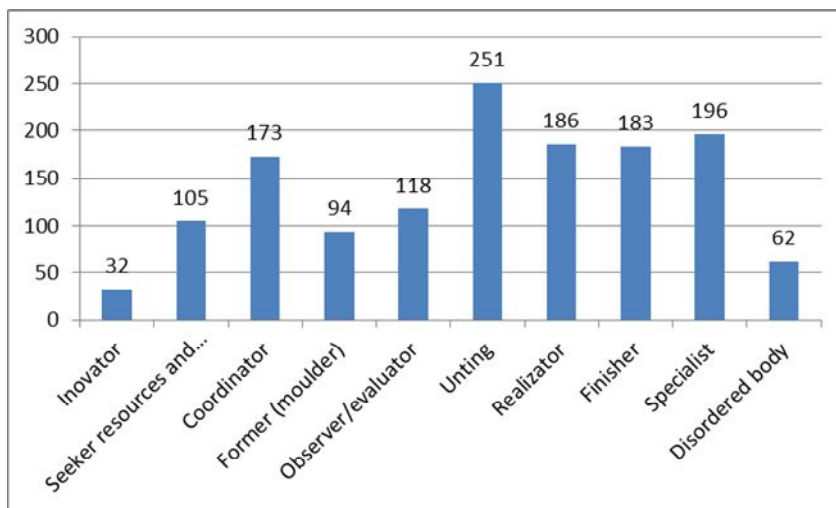|																				
I	13	10	10	10	14		17		19	60	12	62	18		15	58	16		11	
II	28		23		21	39	26	20	25		27	42	20	48	29		22	51	24	
III	33	8	36	31	30	20	32	2	38	20	34	49	39	33	31	25	37	10	35	2
IV	45	14	47	64	49	52	42	20	43		40		44		46		41	50	48	
V	57		54		55	62	53	6	50	3	52		51	10	56	59	58		59	60
VI	62		69		64		68	46	66		63	48	67	35	65	41	61	30	60	
VII	75		73		76		70		71	35	79	50	74	60	72		78	55	77	
	IN	32	ZD	105	KO	173	FO	94	PO	118	ST	251	RE	186	DO	183	SP	196	NB	62

Figure 1. Data of representative secondary school

Quantitative analysis of the results

In that secondary school research, we found that the management and teaching staff in the team know how to promote and unite specialists in the best way.

Two lowest scores that represent weaknesses school innovator is to generate new ideas and incentives addressing labor activities. It is a source of original ideas, is able to solve complex problems it forms the initial phase of the project. Whereas it is for the present school unifies higher number compared to other roles, there is a risk delaying

the fulfillment of unpleasant and difficult task, as the uniting is characterized by indecision and avoidance of conflict resolution. The former is highly motivated, has a lot of energy is competitive, like lead and forcing people into action. The risks, however, that he is too prescriptive, often doesn´t understand other school staff.

Another illustrative example is a primary school, which has a representative character for our research. Currently, there is a 16-members team. The school has 10 classes with 192 students and one special classroom of ICT. In this school, we preferred the classic assessment of pupils.

Table 4. Respondents multiplicity of representative elementary school

Tests	Employees	%
sent	16	100
returned	16	100
unfilled	0	0

Table 5. Answers of respondents

	I		II		III		IV		V		VI		VII
10.		20.	30	30.	15	40.		50.		60.		70.	20
11.	4	21.	37	31.	20	41.	40	51.	26	61.		71.	10
12.	43	22.	41	32.		42.	6	52.		62.	12	72.	
13.	5	23.		33.	2	43.		53.	7	63.	45	73.	10
14.		24.		34.	45	44.		54.		64.		74.	
15.	39	25.		35.		45.	5	55.	50	65.	20	75.	20
16.	20	26.	10	36.	38	46.		56.	28	66.	10	76.	10
17.	5	27.	39	37.		47.	59	57.		67.	30	77.	
18.		28.		38.		48.		58.		68.	43	78.	50
19.	44	29.	3	39.	40	49.	50	59.	49	69.		79.	40

Table 6. Answers of respondents

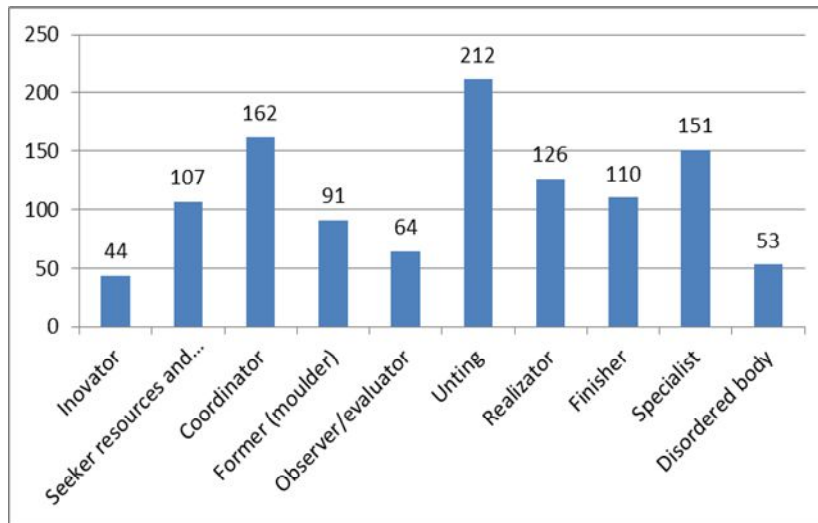|																					
I	13	5	10		14		17	5	19	44	12	43	18		15	39	16	20	11	4
II	28		23		21	37	26	10	25		27	39	20	30	29	3	22	41	24	
III	33	2	36	38	30	15	32		38		34	45	39	40	31	20	37		35	
IV	45	5	47	59	49	50	42	6	43		40		44		46		41	40	48	
V	57		54		55	50	53	7	50		52		51	26	56	28	58		59	49
VI	62	12	69		64		68	43	66	10	63	45	67	30	65	20	61		60	
VII	75	20	73	10	76	10	70	20	71	10	79	40	74		72		78	50	77	
	IN 44		ZD107		KO162		FO 91		PO 64		ST 212		RE126		DO110		SP 151		NB 53	

Figure 2. Aggregated data of representative elementary school

Qualitative analysis of the results

Even in this school, the highest score achieved the uniting role, who is a good listener and interested in others, s/he understands their views and can adapt to different situations and collaborators. The main benefit for the team is its ability to create an optimal atmosphere, to prevent conflict and has an impact interlocutor, is responsive and provides support to others. As mentioned above, this role is characterized by indecision, which may complicate the solution of tasks demanding.

The second highest score achieved the coordinator who is able to direct others towards a common goal, is confident and mature, trusted by other team members and has a wide view. A benefit for the team is that a well-coordinated team of people with different abilities makes the most of its potential and increases the confidence of the team members. The headmaster, however, constitutes a danger to the fact that this type is often conflicting and manipulative to other school staff. School weaknesses are the lack of observation / evaluation, is characterized by seriousness, prudence, impartiality, alertness, possibility to make analysis and innovators.

Summary of research results

Figure 3 shows the aggregated data based on the statements of 451 respondents. They formed their management and teaching staff of primary and secondary schools across Slovakia. Research suggests that a balanced representation of the various team roles has been recorded. The highest scores were registered for uniting role, specialists, and developers. The lowest were represented by innovator and seeker resources and opportunities.
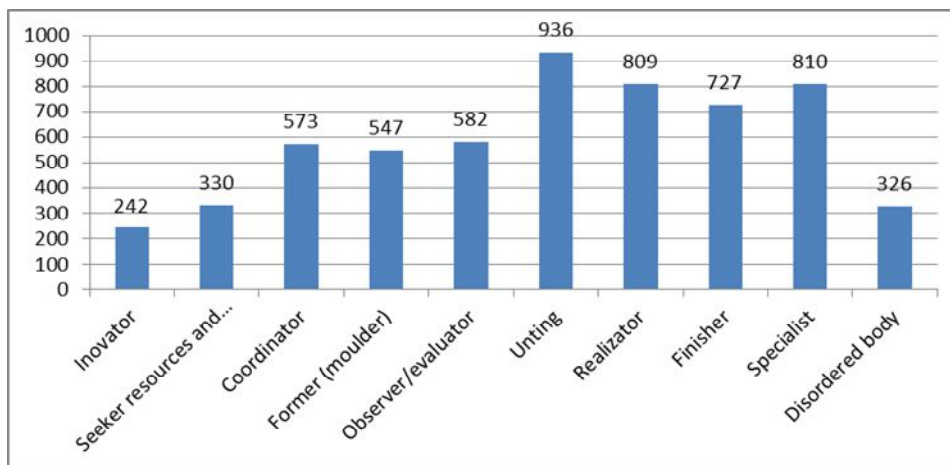
Figure 3. Aggregated research data in primary and secondary schools

Conclusions and recommendations for practice

The research shows that the process of selection and recruitment in schools should take into account not only the professional profile of the teacher but also the character and personality capabilities bidder for teamwork. This applies particularly to project activities in schools. Every school needs an effective working team so as to implement projects properly and on time. An efficient working team, however, is only the one who possesses a balanced representation of all the necessary team roles. Otherwise, there is a risk of disharmony and inappropriate school climate, which ultimately has a significant impact on the image and reputation of the school.

The allowance refers to determinants that can facilitate, but also complicate the work manager school. It is scientifically proven that to make it perform optimally and to achieve synergy, several conditions should be fulfilled. Teams composed of members characterized by similar features, behavior, style, attitudes and ways of thinking fail surprisingly often. Effective working teams, by contrast, are characterized by accepting different rearing the individuals that the team carries out different roles. The ability to stop a role based on the values and attitudes of one person. Each member of the team is able to perform a number of different roles. The team is optimal in the situation when its members are able to cover all the necessary teamwork roles. Problems occur when some important roles in the team are absent.

The fact that teamwork is very important for the prosperity of any organization was confirmed again. But necessity is not only the right guidance to school staff but their choice.

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