

Self-Development as a Predictor of the School Administrators' Managerial Effectiveness¹

Okul Yöneticilerinin Yönetsel Etkililiklerinin Bir Yordayıcısı Olarak Kendini Geliştirme

Hülya KASAPOĞLU, Karadeniz Teknik Üniversitesi Fatih Eğitim Fakültesi, hulyak@ktu.edu.tr
Temel ÇALIK, Gazi Üniversitesi Gazi Eğitim Fakültesi temelc@gazi.edu.tr

ABSTRACT. In this study, the relationships between the school administrators' managerial effectiveness and their self-development levels were examined. The sample of the study comprised of 105 school administrators and 1279 teachers who worked in the province of Ankara. The managerial effectiveness and self-development scales that were developed by the researcher were used for the collection of the data. As the result of the study it was found that as the self-development levels of the administrators increased, a positive and moderately significant increase was seen in their managerial effectiveness functions according to the school administrators' opinions and as the self-development levels of the school administrators increased, a positive and highly significant increase was seen in their managerial effectiveness functions according to the teachers' opinions. It was found in the study that the school administrators' self-development functions were a significant predictor of their managerial effectiveness. According to the administrators' and teachers' opinions, the first predictor in the predictor variables' relative order of importance was found to be the cognitive dimension and the second was found to be the spiritual dimension.

Keywords: Self-development, Managerial Effectiveness, Administrators, Teachers, Education

ÖZ. Bu çalışmada, okul yöneticilerinin yönetsel etkililiği ile kendilerini geliştirme düzeyleri arasındaki ilişkiler incelenmiştir. Araştırmanın örneklemini Ankara ili sınırları içinde görev yapan 105 okul yöneticisi ve 1279 öğretmen oluşturmaktadır. Verilerin toplanması için araştırmacı tarafından geliştirilen yönetsel etkililik ve kendini geliştirme ölçekleri kullanılmıştır. Araştırma sonuçlarında, okul yöneticilerinin görüşlerine göre, yöneticilerin kendini geliştirme düzeyleri arttıkça yönetsel etkililik işlevlerinde pozitif ve orta düzeyde anlamlı bir artış meydana geldiği, öğretmen görüşlerine göre ise, okul yöneticilerinde kendini geliştirme düzeyi arttıkça, yönetsel etkililik işlevlerinde pozitif ve yüksek düzeyde anlamlı bir artış meydana geldiği bulunmuştur. Araştırmada, okul yöneticilerinin kendini geliştirme işlevleri, onların yönetsel etkililiklerinin anlamlı bir yordayıcısı olarak bulunmuştur. Yöneticilerin ve öğretmenlerin görüşlerine göre, yordayıcı değişkenlerin yönetsel etkililik üzerindeki görece önem sırasında ilk sırada zihinsel ikinci sırada ruhsal boyut bulunmuştur.

Anahtar Sözcükler: Kendini Geliştirme, Yönetsel Etkililik, Yöneticiler, Öğretmenler, Eğitim

ÖZET

Amaç ve Önem: Yönetim süreçleri içerisinde yer alan ve liderlik açısından büyük önem taşıyan etkileme süreci, okul yöneticilerinin hedeflere ulaşmak için kullanabileceği önemli unsurlardan biri olarak görülmektedir. Örgütsel amaçları gerçekleştirebilmek için insan ve diğer kaynakları en etkili şekilde değerlendirebilmeyi ifade eden yönetsel etkililik, örgütsel liderlik niteliklerini taşıyan ve sürekli olarak kendini geliştiren yöneticilerle yapılabilir. Bir yöneticinin gelecekteki etkililiği bireysel özelliklerini yönetme becerisine bağlıdır. Bunun için kişinin kendi gücünü ve zayıflıklarını değerlendirmesi, yeni bilgi, beceri, davranışlar öğrenmesi ve gelişmeye açık olması ayrıca sürekli gelişme felsefesini özümseyen bir yapıda olması gerekir. Yaşamlarında sürekli gelişme felsefesini benimseyen yöneticiler, bu felsefeyi benimseyen örgütlerin oluşturulmasında önemli rol oynarlar. Bu anlayıştan yola çıkılarak bu çalışmada, üzerinde çokça araştırmaya rastlanmayan okul yöneticilerinde yönetsel etkililik ve kendini geliştirme kavramları ve bu kavramlar arasındaki ilişkiler incelenmiştir.

Yöntem: Tarama modelinde olan bu çalışmada, bağımlı değişkeni yöneticilerin yönetsel etkililik düzeyleri oluştururken, bağımsız değişkenler ise, kendini geliştirmenin alt boyutları olan zihinsel, fiziksel, sosyal-duygusal ve ruhsal boyutlardır. Araştırmada değişkenler arasındaki ilişkiler ve

¹ This article is taken in part from master's thesis named "Evaluation of self-improvement level of school managers in terms of managerial effectiveness according to point view of managers and teachers" which is written by Hülya Kasapoğlu under the supervision of Assoc. Prof. Dr. Temel Çalık.

bağımsız değişkenlerin yordayıcılık düzeyleri incelenmiştir. Araştırma kapsamında öncelikle yönetsel etkililik ve kendini geliştirme ile ilgili detaylı bir alanyazın taraması yapılmış ve sonrasında yöneticilere kendilerini, öğretmenlere yöneticilerini değerlendirmesi için hazırlanan 4 veri toplama aracı oluşturulmuştur. Yöneticilere yönelik hazırlanan ölçek yöneticilerin yönetsel etkililik ve kendilerini geliştirme düzeylerini anlamaya, öğretmenlere yönelik hazırlanan ölçek ise, yöneticilerinin yönetsel etkililik ve kendilerini geliştirme düzeylerini öğretmen görüşleri doğrultusunda anlamaya yönelik oluşturulmuştur. Sonrasında veri toplama araçları 16 uzman görüşüne sunulmuş, görüşler doğrultusunda düzenlendikten sonra ön uygulama yapılmıştır. Ön uygulama sonucunda Cronbach alfa güvenirlik katsayısının 0.90 üzerinde olduğu görülmüştür. Veri toplama aracının yapı geçerliliğinin sağlanabilmesi için maddelerin ayırıcılığına bakılmış, ayrıca yönetsel etkililik ölçeği için öğretmen ve yönetici boyutunu içeren faktör analizi yapılmıştır. Faktör analizi sonucunda bütün maddelerin aynı faktörü ölçmeye yönelik olduğu sonucu ortaya çıkmıştır. Kendini geliştirme ölçeği için yapılan faktör analizi sonucunda 18. madde hariç tüm maddelerin aynı faktörü ölçmeye yönelik olduğu bulunurken, araştırmada kullanılan bütün ölçeklerde Cronbach alfa güvenirlik katsayısının 0.90 üzerinde olduğu görülmüştür. Testin alt boyutlarının faktör yapısını belirlemek üzere doğrulayıcı faktör analizi yapılmış ve maddelerin ilgili boyutu ölçen bir yapıda olduğu görülmüştür. Araştırmada Kolmogorov-Smirnov Testi ile dağılımın normal dağılım özelliğini göstermediği saptanmış ve çözümlenelerde nonparametrik istatistik teknikleri kullanılmıştır. Araştırmada kendini geliştirme ve yönetsel etkililik arasındaki ilişki için basit korelasyon tekniğinden, yordama durumu için çoklu regresyon analizi tekniğinden yararlanılmış, sonuçlar $p < .01$ ve $p < .05$ düzeyinde test edilmiştir.

Bulgular: Araştırmada, okul yöneticileri kendini geliştirme işlevlerini “çok” düzeyinde gerçekleştirdiklerini ifade ederken, öğretmenler okul yöneticilerinin kendini geliştirme işlevini “orta” düzeyinde gerçekleştirdiklerini ileri sürmektedirler. Benzer şekilde okul yöneticileri kendilerini yönetsel etkililik açısından “tam” düzeyinde görürken, öğretmenler okul yöneticilerini “çok” düzeyinde yönetsel açıdan yeterli bulduklarını belirtmektedirler. Araştırma sonucunda hem okul yöneticilerinin hem de öğretmenlerin görüşlerine göre, okul yöneticileri, kendini geliştirme düzeyini artırdıkça, yönetsel etkililik işlevlerinde artış meydana gelmektedir. Okul yöneticilerinin ve öğretmenlerinin görüşlerine göre, okul yöneticilerinin kendilerini geliştirme işlevi, onların yönetsel etkililiklerinin anlamlı bir yordayıcısıdır. Yöneticilerin görüşlerine göre, yordayıcı değişkenlerin yönetsel etkililik üzerindeki görece önem sırası zihinsel, ruhsal, fiziksel-bedensel ve duygusal-sosyal şeklinde iken, öğretmenlerin görüşlerine göre, zihinsel, ruhsal, duygusal-sosyal ve fiziksel-bedenseldir şeklindedir.

Tartışma, Sonuç ve Öneriler: Araştırma sonucunda, okul yöneticileri, kendilerini geliştirme ve yönetsel etkililik işlevlerini oldukça iyi yerine getirdiklerini ileri sürmelerine karşın, literatürdeki kaynaklara benzer şekilde öğretmenler okul yöneticilerinin bu konuda çok iyi düzeyde olmadıklarını ileri sürmektedirler. Araştırma sonucunda, okul yöneticilerinin kendilerine ilişkin algıları ile öğretmenlerin yöneticilerine ilişkin algılarının farklı olduğu söylenebilir. Bu bulgu eğitim yöneticilerinin kendilerini geliştirmedeki yetersizliklerini, kendilerinin dışındaki faktörlere bağlamalarını ilgi çekici bir sonuç olarak ortaya koyan başka araştırmalarla benzerlik göstermektedir. Okul yöneticilerinin görüşlerine göre, okul yöneticileri kendilerini geliştirdikçe, yönetsel etkililiklerinde de pozitif ve orta düzeyde anlamlı bir artış meydana gelmektedir. Benzer şekilde literatürde birçok araştırmada, yönetimde kendini geliştirmenin, zaman kullanımı, etkili karar alma gibi katkılarla, yönetimde etkililik oluşumu sağladığından, kendini geliştirmeyen, gelişme ve değişimleri yaşayamayan yöneticilerin etkililiklerinin azalacağından söz edilmektedir. Ayrıca kendini geliştirme alt boyutlarının yönetsel etkililik oluşturmadaki önemini ortaya koyan araştırmalar bu araştırma sonuçlarını desteklemesi açısından önemlidir. Araştırma sonucunda, yöneticilere kendi gelişimleri konusunda başrolü üstlenmeleri, bakanlığın bu konuda ve yönetici seçiminde özenli olması önerilebilir.

INTRODUCTION

An efficient school is always more likely to take a leading role in the society. We can say that the efficiency of an educational institution relates to the efficiency of its administrators. According to Megginson, vd, (1986) efficiency is covering certain goals and choosing the right methods to achieve these goals. Managerial effectiveness; has a vital importance on administrative and organizational development, and as a fact to self-fulfill and maintain the modern community (Karatepe, 2005). Organizations ensure administrative processes in terms of planning, examination, decision making, communication, and influencing (Cook, 2008). Administrative efficiency is the compatibility of administrators in administrative processes. In any level of organization or organizations as a whole it is important to accomplish determined goals, to adapt to the society, to integrate, to create and fulfill values, and to use human and substantial sources in an optimal way (Karlı 2004). Measuring the effectiveness in managerial functions contributes managing in an effective way. Measuring efficiency in higher educational organizations in terms of administrative processes, is a good way for them to achieve their pre-set goals and to be managed effectively (İra ve Şahin, 2010).

Effectiveness involves these objectives and the selection of the appropriate methods that will be used to achieve these objectives (Megginson et al., 1986). In the studies concerning the managerial effectiveness, the actions and behaviors of the administrators were examined. Managerial effectiveness is seen as the outputs that can be measured quantitatively, that are defined for the administrative position and that are to be achieved (Karlı, 2004; Farahbakhsh, 2007). Because it is the duty of the administrator to organize the human resources or the other resources in a way that the objectives are achieved in order to fulfill the organizational effectiveness (Çalık, 1997). An effective leader is a reliable person who is honest, visionary, inspiring, supportive of the innovations, egalitarian, supportive and who states his or her opinions clearly, listens to people and evaluates them objectively and uses his authority in an appropriate way (Baltaş 2001, Botsford 1997). As Shirazi and Mortazavi (2009) state, the main characteristics of an effective administrator is to respond at the right place in the right way, proactive posture, effective communication, build and lead a team, and the ability to negotiate and effective decision making.

But according to Goetsch (2005) the characteristics of a leader has 5 main features which are to persuade, to create positive impact, right communication skills, being a positive role model, and being a responsibility balance. An effective management can only be performed by the administrators who have the characteristics of the organizational leadership and who improve themselves continuously (Başaran, 1982).

Self-development can be defined as “the individual’s thinking including himself or herself, taking responsibility for the results of his/her own personal change or the individual’s making of himself or herself using his/her own experiences” (Boydell, 1990). The individual who renews oneself can keep up with the times and can be better attuned to the changes that occur (Erdoğan, 2004).

As the result of the literature review it was found out that self-development has been evaluated in four dimensions including cognitive, physical, social-emotional and spiritual (spiritual life) by many authors (Adair, 2003; Baker, 2005; Covey, 2001; Covey 1999; Cüceloğlu, 1993; Çeşitcioğlu, 2003; Freshman, 1999; Fındıkçı, 1996; Loehr and Schwartz, 2004; Megginson and Whitaker, 2004).

The physical dimension depends on three phenomena including smart diet choices; continual and balanced exercise; rest and relaxation as needed, stress management and protective thought (Covey, 2005). The endurance, flexibility and strength of the human body change the effectiveness of the individual in the other areas of the life (Covey, 2001).

The cognitive dimension includes the cognitive knowledge required for problem solving (Dubrin, 2005). In addition, it also includes cognitive conditions such as explorer spirit, open-mindedness, the ability to think for trial, the ability to imagine and creativity (Korkut, 2004, p. 40). According to Covey (2005) there are three ways to develop this intellect: systemic and disciplined study and education, developing individual awareness and learning through teaching and doing.

The social/emotional dimension contributes to the effective administration and leadership behaviors (Kerr et al., 2006; Dubrin, 2005; Jones & George, 2003). It includes the individual’s

realizing his/her and others' emotions, understanding the reasons of these and the ability to use these in his/her thoughts and actions (Shapiro, 1998).

The spiritual dimension is a dimension that is related to the individual's essence and that has a particular meaning for each individual. It is the source of the individual's values and principles (Cüceloğlu, 1993; McDermott & Jago, 2005). Without respect, responsibility, honesty, trust, positive relationships, caring, justice, integrity, and good citizenship, to mention just a few key aspects of character, it is impossible for classrooms and schools to function and for the adults in the school to serve as educators and role models for students (O'Neil, 1997). According to Covey (2005) for development in this area people need honesty, the feeling of contribution to the people and ideals, and bringing their jobs and their own abilities and internal calls to a mutual line.

Administrators are "humans" after all and being a developed administrator is based on "being a developed human". For this reason, the relationship between the personal development and the professional development is being increasingly accepted (Fındıkçı, 1994). The school administrators should develop themselves without disregarding any of these four dimensions. If the administrators fail to fulfill their responsibility of self-development, they face with the concept of "administrator aging". Administrator aging is the inadequacy of the administrator in fulfilling the managerial effectiveness required by the administrative position (Başaran, 1992; Hass, 1987).

One of the characteristics that will determine an administrator's future effectiveness is to administrate his/her own individual characteristics. For this, one needs to evaluate his/her own strengths and weaknesses, to be open to development by learning new knowledge, ability and behaviors (Pomsuwan, 2004; Barutçugil 2005) and to balance his/her professional life and private life (Goetsch, 2005; Thomas, 1997; Dubrin, 2004). The school administrators also should continue to develop and learn in order to maintain their effectiveness (Reinhartz & Beach, 2004, p. 3-4). Because the organizations that adopt the philosophy of continual development can only be organized by the administrators who adopt this philosophy in their own lives. However, the commitment is expected to be internal in the development of the school administrators (Canman, 2000).

The administrators of "Schools" which can be considered as the leader organizations of the society, are the group of people who should developed themselves the most as individuals who are actively involved in the educational process. That's the main reason why it is believed that it is important for administrators to evaluate themselves and the efficiency level of their schools in cooperation with administrators and teachers of their schools. This way administrators can observe their missing and weak points and their researches can be added to the literature. Teachers who work with headmasters for less than one year are considered to be the restriction of the universe in this research. In this regard, the following questions were tried to be answered in the study:

1. Is there a significant relationship between the sub dimensions of the managerial effectiveness and the self-development level according to the school administrators' opinions?
2. Is there a significant relationship between the sub dimensions of the school administrators' managerial effectiveness and self-development level according to the teachers' opinions?
3. Are the sub dimensions of the self-development level a significant predictor of the managerial effectiveness according to the school administrators' opinions?
4. Are the sub dimensions of the self-development level a significant predictor of the managerial effectiveness according to the teachers' opinions?

METHOD

In this study based on the survey model, the relationships between the school administrators' self-development levels and their levels of managerial effectiveness were examined in line with the opinions of the elementary school administrators and teachers. The dependent variable of the study was the administrators' managerial effectiveness levels and the independent variables were the cognitive, physical, social-emotional and spiritual dimensions which were the sub dimensions of the self-development. In order to establish a cause and effect relationship between the dependent and the independent variables, the relationships between the variables and the predictive levels of the independent variables were examined in the study.

Population and Sample

The population of the study comprised of the 565 administrators and 20.666 teachers who worked at the official elementary schools in the province of Ankara (MEB, 2007). In order to determine the sample size, the scales were applied to a pilot group consisting of 50 managers. Shapiro-Wilk Test was used in order to determine whether the values collected from the pilot group showed a normal distribution or not [$W_{(37)} = ,469$ $p>.05$]. It was found out that the collected data showed a normal distribution. Depending on this result, it was assumed that the sample size could be calculated using the distribution obtained from the pilot group. As the result of the calculations done on the pilot group, it was found out that the standard deviation value of the pilot group was $S=4,42$. In the sample selection, 1.96 (z) which was the corresponding value of % 95 was taken as the reliability level. In the prediction that would be performed from the population, the (e) value was taken as 1 from the real size of the population since only a deviation of % 1 was accepted. The known values were put in place in the following formula (Özdamar, 2003):

$$n = \left(\frac{z \times SS}{e} \right)^2 \quad n = \left(\frac{1,96 \times 4,42}{1} \right)^2 \quad n = 75$$

As the result of the calculations, it was seen that it was appropriate to accept the suitable sample size for the study as 75. However, in order to minimize the effects of the potential difficulties and to increase the validity of the sample, it was thought that it would be appropriate to increase the sample size with 30 and take 105 as the sample size. Layered sampling method was used in the study, and it is decided to involve all teachers, who want to express their opinions about the manager, to the sampling. The scales were applied to 105 managers, all of whom were school administrators selected for sampling. The turn rate of the scales was 104. The 1279 teachers who worked at the schools of these administrators and who volunteered for the study were taken into the scope of the study.

Data Collection Methods

In this research, firstly a detailed literature review regarding the managerial effectiveness and self-development was conducted. The sources regarding the managerial effectiveness were reviewed, the most mentioned administrator behaviors were determined and later each one of these were made scale items and the administrator and teacher scales determining the administrators' levels of managerial effectiveness were formed. These scales firstly comprised of 32 scale items. In the literature review regarding the self-development levels of the administrators, it was concluded that the concept of self-development comprised of four dimensions including physical, cognitive, emotional and spiritual life. The administrator and teacher scales having 45 items were formed in order to measure these four dimensions regarding the self-development level of the administrators.

After the literature review, the expert opinions were consulted (Balci 2001; Karasar 1998) and the scale was evaluated in order to see whether the measure instrument had content validity or not. During the organization of the scales, the opinions of 26 experts were taken and the scale items, which were reorganized in line with the opinions of the 16 experts who could give feedback, were determined to be 25 for the managerial effectiveness scale and to be 38 for the self-development scale. Some scale items were re-stated in line with the expert opinions.

The scales of managerial effectiveness and self-development, which were prepared for pre-application, were applied to 52 administrators and 202 teachers and were evaluated. The Cronbach alpha reliability coefficient was found to be .9720 for the scale applied to the teachers in order to determine the administrators' self-development levels and found to be .9378 for the scale applied to the administrators in order to determine the administrators' self-development levels. The Cronbach alpha reliability coefficient was found to be .9191 for the scale applied to the teachers regarding the administrators' managerial effectiveness and found to be .9554 for the scale applied to the administrators regarding the administrators' managerial effectiveness.

In order to ensure the construct validity of the data collection instrument, the selectivity of the items was examined. The results were evaluated by also considering the expert opinions, two items in the managerial effectiveness scale and five items in the self-development scale were removed and amendments were performed where needed. As a result, 23 items for the managerial effectiveness

level and 33 items for the self-development level were determined. The opinions about each item in the scale were taken with the scale items classified as “never”, “rarely”, “sometimes” “often” and “always”.

For the managerial effectiveness scale, a factor analysis including the teacher and administrator dimensions was conducted. The fact that the factor load was above 0.30 for both groups was seen as the proof of that the items were capable of measuring the respective dimension and it was concluded that all of the items were aimed at measuring the same factor. In the managerial effectiveness dimension, the Cronbach alpha reliability coefficient was found to be 0.9064 for the administrators and found to be 0.9755 for the teachers.

For the self-development scale, a factor analysis including the teacher and administrator dimensions was conducted. The fact that the factor load was found to be above 0.30 for the all items except the 18th item in the calculation indicated that the item was aimed at measuring the respective dimension and the same factor. In the self-development dimension, the Cronbach alpha reliability coefficient was found to be 0.9127 for the administrators and found to be 0.9801 for the teachers. In this regard, it might be said that the reliability of the test is quite high.

In order to determine the factor structure of the test’s sub dimensions, exploratory factor analysis was conducted. It is stated that the results of this last used Monte Carlo method differ by a variable number below 30 (Snook ve Gorsuch, 1989). The fact that the factor load in the administrator and teacher opinions was above 0.40 in this analysis can be seen as the proof of that the items were capable of measuring the respective dimension. As the result of the evaluations regarding the test’s sub dimensions, the reliability coefficients for each sub dimension were found to be as the following: cognitive dimension-administrator: 0.92, teacher: 0.90; physical dimension-administrator: 0.83, teacher: 0.80; social/emotional dimension-administrator:0.92, teacher:0.91; spiritual dimension-administrator: 0.93, teacher: 0.94.

Data Analysis

The data collected using scale in the study were analyzed in the SPSS 11 program, and using the Kolmogorov-Smirnov Test it was controlled whether the data showed normal distribution or not. Kolmogorov-Smirnov Test is a method used to determine whether the points are normal in the case that the group size is above 50 (Büyüköztürk, 2007). In order to determine the distribution of the items regarding the managerial effectiveness and self-development, Kolmogorov-Smirnov Test was applied. In conclusion, it was found that the distribution did not show the normal characteristics so nonparametric statistics methods were used. For the distribution that did not show the normal distribution characteristics, nonparametric statistics methods were used. Similar to this idea Doğan and Şahin (2011) stated the administrative strength and its sensual, cognitive, and behavioral strength components. They also referred to the importance of administrative strength in terms of leadership and managerial efficiency. For the relationship between the self-development and managerial effectiveness, the simple correlation method was used and for the prediction situation, multiple regression analysis method was used. The results were tested at the levels of $p < .01$ and $p < .05$.

FINDINGS

In the study, the school administrators stated that they performed their self-development functions at a high level ($\bar{x}=4,02$) while the teachers claimed that the school administrators performed their “self-development” functions at a medium level ($\bar{x}=3,32$). The distribution of the relationship between school administrators’ managerial effectiveness and self-development level sub dimensions according to the school administrators’ opinions was given in the table 1.

Table 1. *The distribution of the relationship between school administrators' managerial effectiveness and self-development functions according to the school administrators' opinions*

| Variables | \bar{x} | S | 1. | 2. | 3. | 4. | 5. | 6. |
|-----------------------------|-----------|------|----|--------|--------|--------|--------|--------|
| 1. Managerial effectiveness | 4.43 | .325 | - | .557** | .461** | .425** | .490** | .580** |
| 2. Cognitive | 4.12 | .404 | | - | .648** | .635** | .548** | .869** |
| 3. Physical-bodily | 3.91 | .522 | | | - | .664** | .489** | .849** |
| 4. Socioemotional | 3.78 | .403 | | | | - | .486** | .859** |
| 5. Spiritual | 4.25 | .279 | | | | | - | .725** |
| 6. Self-development | 4.02 | .336 | | | | | | - |

**p<.01

According to the table, the highest relationship is between the cognitive sub dimension and managerial effectiveness at a positive and moderate level ($r=.557$, $p<.01$). In this regard, as the school administrators increase their cognitive functions, a similar increase occurs in the managerial effectiveness function as well. When the determination coefficient ($r^2=.31$) is considered, it might be argued that % 31 of the total variance in the managerial effectiveness is caused by the cognitive function. The lowest relationship between the managerial effectiveness and the self-development function sub dimensions is the positive and moderately significant relationship between the managerial effectiveness and the socioemotional ($r=.425$, $p<.01$) sub dimension. In this regard, as the school administrators increase their socioemotional sub dimension functions, a similar increase occurs in the managerial effectiveness. When the determination coefficient ($r^2=.18$) is considered, it might be said that % 18 of the total variance in the managerial effectiveness is caused by the socioemotional function. Similarly, the determination coefficient in the physical ($r=.461$, $p<.01$) sub dimension was found to be ($r^2=.21$); the determination coefficient in the spiritual sub dimension ($r=.490$, $p<.01$) was found to be ($r^2=.24$). In this sense, it may be argued that % 21 of the total variance in the managerial effectiveness is caused by the physical-bodily dimension and % 24 of the total variance in the managerial effectiveness is caused by the spiritual dimension function. In general, it might be said that there exists a positive and significant relationship between the managerial effectiveness and the self-development sub dimensions. Between the self-development and managerial effectiveness ($r=.580$ $p<.01$) a positive and moderately significant relationship exists. According to this, as the school administrators develop themselves, an increase also occurs in their managerial effectiveness behaviors. When the determination coefficient ($r^2=.33$) is considered, % 33 of the total variance in the managerial effectiveness is caused by the self-development function.

In the study, the school administrators stated that their managerial effectiveness was at a very good level ($\bar{x}=4,25$) while the teachers claimed that the school administrators were managerially competent at a good level ($\bar{x}=3,44$). The distribution of the relationship between managerial effectiveness and self-development level sub dimensions according to the teachers' opinions was given in the table 2.

Table 2. *The distribution of the relationship between school administrators' managerial effectiveness and self-development functions according to the teachers' opinions*

| Variables | \bar{x} | S | 1. | 2. | 3. | 4. | 5. | 6. |
|-----------------------------|-----------|------|----|--------|--------|--------|--------|--------|
| 1. Managerial effectiveness | 3.44 | .898 | - | .850** | .738** | .803** | .819** | .891** |
| 2. Cognitive | 3.43 | .866 | | - | .747** | .771** | .756** | .912** |
| 3. Physical-bodily | 3.28 | .822 | | | - | .800** | .690** | .871** |
| 4. Socioemotional | 3.16 | .798 | | | | - | .804** | .931** |
| 5. Spiritual | 3.39 | .810 | | | | | - | .905** |
| 6. Self-development | 3.32 | .745 | | | | | | - |

**p<.01

According to the table, the highest relationship is between the cognitive sub dimension and managerial effectiveness at a positive and high level ($r=.850$, $p<.01$). In this regard, as the school administrators increase their cognitive function, a similar increase occurs in the managerial

effectiveness. When the determination coefficient ($r^2 = .72$) is considered, it might be argued that % 72 of the total variance in the managerial effectiveness is caused by the cognitive function. Between the physical dimension, one of the sub dimensions of self-development, and the managerial effectiveness a positive and highly significant ($r = .738, p < .01$) relationship is found. In this regard, as the school administrator increases physical activities, a similar increase occurs in the managerial effectiveness function. When the determination coefficient ($r^2 = .54$) is considered, it might be claimed that % 54 of the total variance in the managerial effectiveness is caused by the physical function. Similarly, the determination coefficient in the socioemotional ($r = .803, p < .01$) sub dimension was found to be ($r^2 = .64$) and the determination coefficient in the spiritual sub dimension ($r = .819, p < .01$) was found to be ($r^2 = .67$) according to the teachers' opinions. In this regard, it might be argued that % 64 of the total variance in the managerial effectiveness is caused by the socioemotional function and % 67 of the total variance in the managerial effectiveness is caused by the spiritual function. In general, it might be said that there exists a positive and significant relationship between the managerial effectiveness and self-development sub dimensions according to the teachers' opinions. There is a positive and highly significant relationship ($r = .891, p < .01$) between the self-development and managerial effectiveness. In this regard, as the school administrators increase their self-development functions, an increase occurs in their managerial effectiveness behaviors according to the teachers' opinions. When the determination coefficient ($r^2 = .79$) is considered, % 79 of the total variance in the managerial effectiveness is caused by the self-development function according to the teachers' opinions.

In the study, it was determined whether the self-development sub dimensions were a significant predictor of the managerial effectiveness or not according to the school administrators' opinions. The result of the multiple regression analysis regarding the prediction of managerial effectiveness with the self-development level sub dimensions according to the school administrators' opinions was given in the table 3.

Table 3. *The result of the multiple regression analysis regarding the prediction of managerial effectiveness and the self-development sub dimensions according to the school administrators' opinions*

| Variables | B | Standart Error B | β | t | p | Binary r | Partial r |
|------------------------------------|--------|------------------|---------|-------|------|----------|-----------|
| Constant | 40.929 | 9.330 | - | 4.387 | .000 | - | - |
| 1. Cognitive | .705 | .241 | .343 | 2.921 | .004 | .557 | .282 |
| 2. Physical-bodily | .263 | .280 | .110 | .939 | .350 | .461 | .094 |
| 3. Socioemotional | 3.679 | .239 | .018 | .154 | .878 | .425 | .016 |
| 4. Spiritual | .710 | .293 | .239 | 2.421 | .017 | .490 | .236 |
| R=.606 R ² =.367 | | | | | | | |
| F ₍₄₋₉₉₎ = 14.330 p<.05 | | | | | | | |

When the binary and partial correlation between the predictor variable and the predicted variable, a positive and moderately significant ($r = .557$) relationship is observed between the cognitive function and managerial effectiveness. When the other variables are fixed, this relationship becomes a positive and lowly significant ($r = .282$) relationship. There exists a positive and moderately significant relationship ($r = .461$) between the physical- bodily dimension and managerial effectiveness. When the other variables are fixed, this relationship becomes a positive and lowly significant ($r = .094$) relationship. There exists a positive and moderately significant relationship ($r = .425$) between the socioemotional dimension and managerial effectiveness. When the other variables are fixed, this relationship becomes a positive and lowly significant ($r = .016$) relationship. There exists a positive and moderately significant relationship ($r = .490$) between the spiritual dimension and managerial effectiveness. When the other variables are fixed, this relationship becomes a positive and lowly significant ($r = .236$) relationship.

When the cognitive, physical, socioemotional and spiritual variables are considered together, a moderately significant relationship is observed between these and the school administrators' managerial effectiveness ($R = 0.606, R^2 = .367, F = 14.330, p < .01$). With these four variables, % 36 of the total variance in the managerial effectiveness can be explained. According to the standardized

regression coefficient (β), the relative order of importance of the predictor variables over the managerial effectiveness is cognitive, spiritual, physical and socioemotional. When the t test results regarding the significance of the regression coefficient are examined, it is observed that the cognitive and spiritual variables are important predictors of the managerial effectiveness. According to the regression analysis results, the regression equation regarding the prediction of managerial effectiveness is as follows: Managerial effectiveness= 40.929 + 3.679 Socioemotional + .710 spiritual + .705 cognitive + .263 physical.

In the study, it was determined whether the self-development sub dimensions were a significant predictor of the managerial effectiveness or not according to the teachers' opinions. The result of the multiple regression analysis regarding the prediction of managerial effectiveness with the school administrators' self-development level sub dimensions according to the teachers' opinions was given in the table 4.

Table 4. *The result of the multiple regression analysis regarding the prediction of school administrators' managerial effectiveness and the self-development sub dimensions according to the teachers' opinions*

| Variables | B | Standart Error B | β | t | p | Binary r | Partial r |
|--------------------|-------|------------------|---------|--------|------|----------|-----------|
| Constant | -2383 | 1.175 | - | -2.028 | .043 | - | - |
| 1. Cognitive | 1.170 | .058 | .443 | 20.148 | .000 | .850 | .493 |
| 2. Physical-bodily | .273 | .091 | .065 | 2.993 | .003 | .738 | .084 |
| 3. Socioemotional | .465 | .074 | .162 | 6.281 | .000 | .804 | .174 |
| 4. Spiritual | .873 | .063 | .308 | 13.871 | .000 | .818 | .364 |

R=.898 R²=.807
F₍₄₋₁₂₆₃₎=1320.829 p<.05

When the binary and partial correlation between the predictor variable and the predicted variable, a positive and highly significant ($r = .850$) relationship is observed between the cognitive function and managerial effectiveness. When the other variables are fixed, this relationship becomes a positive and lowly significant ($r = .493$) relationship. There exists a positive and highly significant relationship ($r = .738$) between the physical dimension and managerial effectiveness. When the other variables are fixed, this relationship is a positive and highly significant ($r = .084$) relationship. There exists a positive and highly significant relationship ($r = .804$) between the socioemotional dimension and managerial effectiveness. When the other variables are fixed, this relationship becomes a positive and lowly significant ($r = .174$) relationship. There exists a positive and moderately significant relationship ($r = .818$) between the spiritual dimension and managerial effectiveness. When the other variables are fixed, this relationship becomes a positive and moderately significant ($r = .364$) relationship.

When the cognitive, physical-bodily, socioemotional and spiritual variables are considered together, a highly significant relationship is observed between these and the school administrators' managerial effectiveness ($R = 0.898$, $R^2 = .807$, $F = 1320.829$ $p < .01$). With these four variables, % 81 of the total variance in the managerial effectiveness can be explained. According to the standardized regression coefficient (β), the relative order of importance of the predictor variables over the managerial effectiveness is cognitive, spiritual, socioemotional and physical-bodily. When the t test results regarding the significance of the regression coefficient are examined, it is observed that all four variables are important predictors of the managerial effectiveness. According to the regression analysis results, the regression equation regarding the prediction of managerial effectiveness is as follows: Managerial effectiveness= -2.383 + 1.170 cognitive + .873 spiritual + .465 socioemotional + .273 physical.

DISCUSSION and CONCLUSIONS

According to the results, the school administrators claim that they performed their self-development and managerial effectiveness functions well enough while the teachers claim that the school administrators are not at a very good level at these. Akın (2002) reached the finding that the school

administrators were not good regarding the levels of performing their duties according to the teachers' opinions. These two findings support each other. According to the results, it might be said that the school administrators' perceptions of themselves are different than the teachers' perceptions of the administrators.

In the study, the relationships between the school administrators' managerial effectiveness and their self-development levels were examined. According to the school administrators' opinions, as the school administrators develop themselves, a positive and moderately significant increase occurs in their managerial effectiveness while according to the teachers' opinions, a positive and highly significant increase occurs. Consequently, these two activities complete and support each other according to the opinions of the both groups. In this sense, Esen (1996)'s research findings and the findings of this study show parallelism. Esen stated that self-development in administration provided effectiveness in administration with the contributions such as time-using and effective decision-making. Torun (1996) also stated that the effectiveness of the administrators who did not develop themselves and could not catch up the development and changes would decrease and argued that the self-development approach had a vital importance for being today's and future's administrator. In the research, which was conducted by Mike and Caroline Bagshaw (2002) and presented the viewpoint of the self-development concept, the importance of the workers' self-development for the development and achievement of the work was touched upon. Manuel London and James Smither (1999) argued that changes in the organizations led to the need for self-development and continual learning for the workers. Özer (1995), on the other hand, presented that with the modern management applications, the need for self-development for the managers and administrators has emerged in order to satisfy the need for professional managers and administrators. It might be said that these views support the relationship between the self-development and managerial effectiveness.

According to both the school administrators' and the teachers' opinions, as the school administrators increase their self-development levels, an increase also occurs in the managerial effectiveness function. According to the opinions of the school administrators and teachers, the self-development function of the school administrators is a significant predictor of their managerial effectiveness. According to the administrators' opinions, the relative order of importance of the predictor variables over managerial effectiveness is cognitive, spiritual, physical-bodily and socioemotional while this order is cognitive, spiritual, socioemotional and physical-bodily according to the teachers' opinions. The fact that the cognitive dimension is the strongest predictor in the opinions of the both groups is expected. The spiritual dimension is in the second place in the order of prediction. This indicates the importance of the ethical attitudes and values for the managerial effectiveness. However, it might be said that the concept of self-development comprises of four dimensions that are inseparable and supportive of each other and more effective individuals can develop by considering and improving each dimension.

Similar to this idea Doğan and Ashen (2011) stated the administrative strength and its sensual, cognitive, and behavioral strength components. They also referred to the importance of administrative strength in terms of leadership and managerial efficiency. Similar to this research Ertuğrul and Sözüdoğru (2012) stated in their studies with the headmasters and the deputy heads of primary and secondary schools, that the administrators in these organizations have qualities which show their high managerial efficiency degrees.

Fındıkçı (1996) reached an interesting conclusion that the education administrators attributed their inadequacies in self-development to external factors. In the study, it was emphasized that the administrators, especially education administrators, were required to develop themselves in order to be successful in their fields. Rob Stickland (1996) stated that the career development would initiate the self-development strategies and argued that in order to be effective in new business fields, it was required to perform the self-development struggle openly and continually.

Çınar (1999) expressed that the administrators had to develop themselves continually against the danger of knowledge aging, and while doing that they had to consider all of the dimensions including the physical, social, spiritual and cognitive dimensions in order to increase their managerial competence. These findings are crucial in terms of presenting the importance of the self-development sub dimensions in managerial effectiveness.

Karatepe (2005) "Managerial effectiveness: In school administration dimension of managerial effectiveness of relationships with subordinates" found that the personal and managerial qualities and abilities of directors directly affected their relations with their subordinates. Kaya and colleagues (2014) found that managerial and efficacy perceptions of managers were found to be sufficient in investigating the relationship between managerial effectiveness and organizational commitment perceptions in primary and secondary schools.

Hill (1977) attributed the managerial effectiveness to the administrators' values, attitude, motivation and ability in social relations. In this study, the reasons of the administrator development seminars' failure were examined and the reason of the ineffectiveness of these seminars was found to be the fact that the knowledge obtained in the seminars could not be transferred to the business life unless the administrators really wanted to. According to Drucker (1984), the administrators play the key role in their own development because development is always self-development. It cannot be expected that the organization undertakes the individual's development responsibility; the responsibility is the individual's and is dependent on his/her ability and efforts. For this reason, what is more important for increasing the administrator's effectiveness than the administrator development seminars are that the administrators have the belief for self-development.

The development of skills and values begins within schools as arenas for student participation and leadership (Elias, 2009). The school administrators, who can be defined as the leaders of the organizations that shape the society, is one of the groups whose self-development is most expected as they are in the education field. Depending on the study results, it might be said that the school administrators should adopt the self-development as a requirement in order to increase their managerial effectiveness levels.

As the result of the study findings, the following might be suggested:

The rapid growth of knowledge could lead to the knowledge aging for societies, institutions and individuals. In order to prevent this, the administrators should be aware of the fact that the physical, cognitive, socioemotional and spiritual development is a whole and should perform their development responsibilities in line with this. It can be suggested that especially the administrators should know the concept of self-development and use it in their lives.

The belief that the efforts would pay off has a crucial role in the self-development of the administrators. For this reason, it has a great importance that the self-development is rewarded in the work environment. It can be possible that the Ministry implements encouraging regulations for self-development and rewards self-development.

In the selection of administrators, it should be ensured that the administrators who believe in development as being aware of their roles directing the society, who is open to change and innovations, whose personal effectiveness is high, who both continues his/her development and supports the employees' development are selected.

It should be known that the concept of self-development, which is often associated with cognitive development, actually comprises of four dimensions and the content of these four dimensions should be taught with pre-service and in-service trainings, with publications and the mass media such as radio and television.

REFERENCES

- Adair, J.(2003). *Etkili motivasyon*. İstanbul: Babıali Kültür Yayıncılığı.
- Akın, M. A. (2002). İlköğretim Okulu Müdürlerinin Etkililik Durumlarının Değerlendirilmesi. (unpublished M.Sc. thesis). İnönü Üniversitesi, Sosyal Bilimler Enstitüsü, Eğitim Bilimleri Ana Bilim Dalı. No:11695: Malatya.
- Bagshaw, Mike & Croline (2002). Radical self development - a bottom up perspective. *Industrial and Commercial Training*, 34 (5), 194-197.
- Baker, P. (2005). *Üstün insan olmanın sırları*. İstanbul: Arıtan Yayınevi.
- Balcı, A. (2001). *Sosyal bilimlerde araştırma yöntem teknik ve ilkeler*. Ankara: PegemA
- Baltaş, A. (2001). *Ekip çalışması ve liderlik*. İstanbul: Remzi Kitabevi.
- Barutçugil, İ. (2002). *Performans yönetimi*. İstanbul: Kariyer Yayıncılık.
- Başaran, İ. E. (1982). *Temel eğitim ve yönetimi*. Ankara: Ankara Üniversitesi Eğitim Fakültesi Yayın No:112.
- Başaran, İ. E. (1992). *Yönetimde insan ilişkileri: Yöneltiler davranış*. Ankara: Gül Yayınevi.
- Bostford, J. (1997). We must empower our leaders to make a difference. *Aorn Journal*, 66 (2), 213-214.

- Boydell, T. (1990). *Management Self Development: A Guide for Managers. Organizations and Institutions*. Geneva: International Labor Office. *Management Development Series*. No.21.S.10-13.
- Bryant, D. (2000), "The Components of Emotional Intelligence and the Relationship to Sales Performance", In K.P. Kuchinke (Eds.), *Proceedings of the Annual Conference of the Academy of Human Resource Development*. Baton Rouge, LA: Academy of Human Resource Development.
- Büyüköztürk, Ş. (2007). *Sosyal bilimler için veri analizi el kitabı*. (8th Ed). Ankara: Pegem Yayınları.
- Callahan Fabian, J. L. (1999), "Emotion Management and Organizational Functions: A Study of Action in a Not-for-Profit Organization", in K. P. Kuchinke (Eds.), *Proceedings of the Annual Conference of the Academy of Human Resource Development*, (pp. 1030-37). Academy of Human Resource Development, Baton Rouge, LA: Academy of Human Resource Development.
- Can, A. (2014). *SPSS ile Bilimsel Araştırma Sürecinde Nicel Veri Analizi*. Ankara: Pegem Akademi.
- Canman, D. (2000). *İnsan Kaynakları Yönetimi*. Ankara: Yargı Basım Yayıncılık.
- Cook, M.D. (2008). Exploring the Impact of Management Functions on Indigeneous Policy. Unpublished Doctoral Dissertasion. NorthCentral University.
- Covey, S. (2001). *Etkili İnsanların 7 Alışkanlığı*. İstanbul: Varlık Yayınları
- Covey, S. (2005). *8'inci Alışkanlık Bütünlüğe Doğru*. İstanbul: Sistem Yayıncılık.
- Cüceloğlu, D. (1994). *İyi Düşün Doğru Karar Ver: Etkili Yaşamın Temel Boyutları Üzerine Yakup Bey'le Söyleşiler*. İstanbul: Sistem Yayıncılık
- Çalık, T. (1997). Etkili eğitim yöneticisi. *Millî Eğitim Dergisi*, 135, 55-58.
- Çeşitcioğlu M. (2003). *Kaliteli İnsan*. İstanbul: Alfa Basım Dağıtım
- Çınar, O. (1999). Örgütsel Kültür ve Yöneticilerde Kendini Geliştirme (Yayınlanmamış Doktora Tezi). Erzurum: Atatürk Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı.
- Doğan ve Şahin (2011). Yönetmel güçlülük ve etkililik: kavramsal bir çalışma. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 25 (2), 61-85.
- Drucker, P. (1984). *Sevki ve İdarecilik Uğraşı*. İstanbul: Sevk ve İdare Müşavirlik Eğitim- Araştırma A.Ş. Yayın No: 2.3.
- Dubrin, A. (2004). *Leadership Research Findings, Practice, And Skills*. (4th Ed.) Houghton Mifflin Company: Newyork.
- Dubrin, A. (2005). *Human Relations Career and Personal Success*. (7th Ed.) Pearson Prentice Hall: New Jersey.
- Duyar, İ. ve C. Meriwether. (1997). *Okul Yönetimi*. YÖK-Öğretmen Eğitimi Dizisi: Ankara
- Elias, M. J. (2009). Social-emotional and character development and academics as a dual focus of educational policy. *Educational Policy*. 23(6). 831-846
- Erçetin, Ş.(1993). *Ast-Üst İlişkileri- Okul Müdürü ve Öğretmenlerin Birbirlerini Etkilemekte Kullandıkları Güçler*. Ankara: Şafak Matbaacılık Ltd.Şti.
- Erdoğan, İ. (2004). *Öğrenmek Gelişmek Özgürleşmek*. İstanbul: Sistem Yayıncılık.
- Erturuloğlu, O ve Sözüdoğru, O. (2012). Lider algıları üzerine bir çalışma: Yönetmel etkililik. *H. Ü. Eğitim Fakültesi Dergisi, Özel Sayı 1*, 195-204.
- Esen, Ş. (1996). *Yönetimde Yaratıcılık ve Kendini Geliştirme*. (Yayınlanmamış Yüksek Lisans Tezi). Bursa: Uludağ Üniversitesi Sosyal Bilimler Enstitüsü Yönetim ve Organizasyon Anabilim Dalı.
- Fındıkçı, İ.(1996). *Bilgi Toplumunda Yöneticilerde Kendini Geliştirme*. İstanbul: Kültür Koleji Eğitim Vakfı Yayınları.
- Farahbakhsh, S. (2007). Managerial Effectiveness in Educational Administration: Concepts And Perspectives. *Management in Education*, 21(2), 33-36.
- Freshman, B. (1999). Skills and activities related to experiencedlife meaningfulness in four domains: socioemonational, cognitive, spiritual, and physical. Los Angeles: California School at Proffessional Psychology.
- Jones,G.R & George, J.M. (2003). *Contemporary mangement*. (3.rd ed.). Boston: Mc Graw- Hill
- Goetsch, D. (2005). *Effective Leadership Ten Steps for Technical Professions*. (1th ed.). New Jersey: Pearson Education, Prentice Hall.
- Hass, F. C. (1987). *Eskiyen Yöneticiler*. (Çev. Şeyda Ülsever, Ekrem Ülsever), Eskişehir: Anadolu Üniversitesi Yayınları.
- Hill, N. (1977). Increasing Managerial Effectiveness. *Traning and development Journal*. 23 (16-19).
- İra, N. ve Şahin, S. (2010). Yönetmel etkililik ölçeğinin türkçeye uyarlanması. *Buca Eğitim Fakültesi Dergisi*, 28, 16-29.
- Karasar, N. (1998). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayıncılık.
- Karatepe, S. (2005). Yönetmel Etkililik: Okul Yönetiminde Yönetmel Etkililiğın Astlarla İlişkiler Boyutu. Süleyman Demirel Üniversitesi. *İİBF Dergisi*, 10 (2), 307-326.
- Karşlı, M. D. (2004). *Yönetmel etkililik*. Ankara: Pegem Yayıncılık.

- Kaya, A, Balay, R ve Tınaz, S. (2014). Yönetici ve öğretmenlerin yönetsel etkililik ve örgütsel bağlılık algıları arasındaki ilişki, *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 15 (2), 79-97.
- Kerr, S. (1999). *Liderden Lidere*. (Ed: Hesselbein F, Cohen M. P) İstanbul: Drucker Vakfı: MESS Yayınları.
- Loehr J. and Schwartz T. (2004). *Developing Leaders*. Harvard Business School Publishing Corporation.
- London, M; Smither J. (1999). Empowered Self Development And Continuous Learning. *Human resource management*. 38 (1), 3-15.
- McDermott I. ; Jago W. (2005). *İçsel Koçluk*. İstanbul: Kariyer Yayıncılık.
- Megginson, L. C. et al. (1986). *Managament Concept and Applications*. (3. rd ed.) Newyork: Herper Row Publishers Inc.
- Megginson, D & Whitaker, V. (2004). *Continuing Professional Development*, London, CIPD House.
- Myers. J; Sweneey. T; Witmer. M. (2004). *İyilik Hali Çalışma Kitabı*. Ankara: Anı Yayıncılık.
- O'Neil, J. (1997). Building schools as communities: A conversation with James Comer. *Educational Leadership*, 54 (8), 6-10.
- Özdamar, K. (2003). *Modern bilimsel araştırma yöntemleri*. Eskişehir: Kaan Kitabevi.
- Pomsuwan, S. (2004). A Study of Individual and Managerial Effectiveness: A Case of Employees of the Thai Life Assurance Association. Thailand, Bangkok University International College, 10110, 1-12.
- Reinhartz, J. ; Beach, Don M. (2004). *Educational Leadership Changing Schools, Changing Roles*. New York, Pearson Publiment.
- Shapiro, Lawrence E. (2001). *Yüksek EQ'lu Bir Çocuk Yetiştirmek*. İstanbul: Varlık Yayınları.
- Shirazi Ali and Mortazvi Saeed (2009), Effective management performance a competency based perspective, *International Review of Business Research Papers*, 5 (1), 1-10.
- Snook, S.C., & Gorsuch, R.L. (1989). Principal component analysis versus common factor analysis: A Monte Carlo study. *Psychological Bulletin*, 106, 148-154.
- Stickland, R. (1996). Self- Development İn A Business Organization. *Journal Of Managerial Psycholog*, 11 (7), 30-39.
- Torun, O. (1996). Davranışsal Bir Süreç Olarak Yöneticilerde Kendini Geliştirme Yaklaşımı. (Yayımlanmamış Yüksek Lisans Tezi). İstanbul: Marmara Üniversitesi Sosyal Bilimler Enstitüsü Yönetim ve Organizasyon Anabilim Dalı.