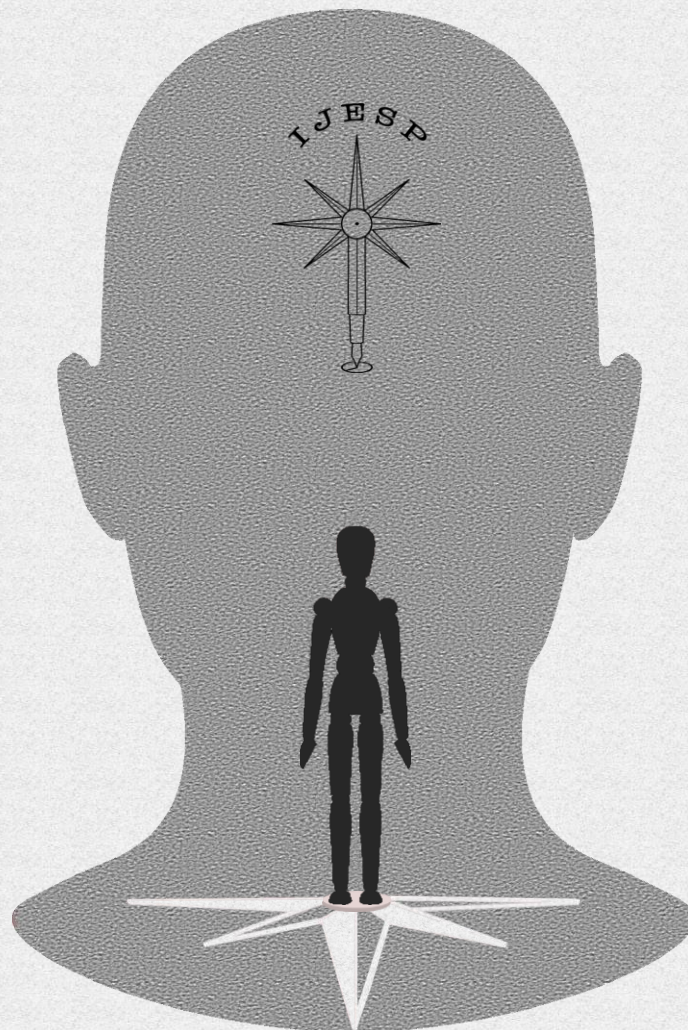


I J E S P

International Journal of Educational Studies and Policy

ISSN: 2718-1022

Volume: 4, Issue: 2, November 2023



www.ijesp.net

International Journal of Educational Studies and Policy (IJESP)

Volume:4, Issue:2, November 2023

International Journal of Educational Studies and Policy (IJESP) focuses on teacher education, applied studies, and research methods within the scope of research, review and conceptual studies in the field of educational sciences. It is an international peer-reviewed journal that publishes two issues a year, around May and November, and its publication language is English.

Web: www.ijesp.net

E-mail for correspondence: info@jesp.net

Editor in Chief

[Asuman Seda Saracalođlu, Aydın Adnan Menderes University, Turkey.](#)

Associate Editors

[Hayati Akyol, Gazi University, Ankara, Turkey.](#)

[Anıl Kadir Eranıl, Ministry of National Education, Turkey.](#)

Section Editors

[Nergüz Bulut Serin, European University of Lefke](#)

[Ali Yakar, Muđla Sıtkı Koçman University](#)

[Hikmet Şevgin, Van Yüzüncü Yıl University](#)

[Ali Erkan Barış, Nevşehir Hacıbektaş Veli University](#)

Editorial Board

[Mehmet Ali Akıncı, Rouen University, Normandy, France.](#)

[Eyüp Artvinli, Osmangazi University, Eskişehir, Turkey.](#)

[Şener Büyüköztürk, Hasan Kalyoncu University, Gaziantep, Turkey.](#)

[Ahmet Dođanay, Çukurova University, Ankara, Turkey.](#)

[Dárida Maria Fernandes, School of Education of the Polytechnic Institute of Porto, Portugal.](#)

[David Guralnick, Kaleidoscope Learning and Columbia University, New York, USA.](#)

[Douglas K. Hartman, Michigan State University, Michigan, USA.](#)

[Hannu L. T. Heikkinen, University of Jyväskylä, Jyväskylä, Finland.](#)

[Yüksel Kavak, TED University, Ankara, Turkey.](#)

[Sinan Olkun, Final International University, Kyrenia, Cyprus.](#)

[Yalçın Özdemir, Aydın Adnan Menderes University, Turkey.](#)

[Timothy Rasinski, Kent State University, Ohio, USA.](#)

[Linda Robertson, Kent State University, Ohio, USA.](#)

[Oğuz Serin, European University of Lefke, Cyprus.](#)

[Charles Webber, Mount Royal University, Calgary, Canada.](#)

[Maria Inês Ribeiro Basílio de Pinho, School of Edu. of the Polytechnic Institute of Porto, Portugal.](#)

[Richard Niesche, School of Education The University of New South Wales, Sydney, Australia.](#)

[Eugenie Samier, University of Strathclyde, Glasgow, UK.](#)

Language Editors

[Betül Altay, Aydın Adnan Menderes University, Turkey.](#)

[Pınar Ayyıldız, Ankara Medipol University, Turkey](#)

[Serdar Tekin, Nevşehir Hacıbektaş Veli University](#)

CONTENTS

Introduction

i-iii

Articles

Pages

Article
Type

Evaluation of Teacher Informatics Network (ÖBA) as an In-Service Distance Education Platform According to Teachers' Views

57-76

Research

Lokman Çavdar - Ahmet Akkaya

The Roles of Empowering Leadership and Work Meaningfulness on Proactive Teacher Behaviors

77-90

Research

Seval Koçak - Ali Tosun

“He is like Mevlâna!, She is an Amazon Warrior!”: Reflection on Successful School Leadership in Socioeconomically Disadvantaged Contexts through Metaphors

91-128

Research

Ali Duran - Necati Cemaloğlu

IJESP Volume:4, Issue:2, November 2023

International Journal of Educational Studies and Policy (IJESP)

Volume: 4, Issue: 2, November 2023

Evaluation of Teacher Informatics Network (ÖBA) as an In-Service Distance Education Platform According to Teachers' Views

Lokman Çavdar¹, Ahmet Akkaya²

ABSTRACT

Professional development activities are important for teachers to keep up with the age and therefore to improve their current knowledge and skills. While professional development in Turkey has been continuing with face-to-face education methods for many years by the Ministry of National Education, online service has started to be provided with the pandemic and the Teacher Informatics Network platform known as ÖBA (Öğretmen Bilişim Ağı) has launched to be used. The acceptance of newly created systems by end users is important for the continuity and development of the systems. So, the views and expectations of teachers who use this platform, which started to serve as of 2022, are mainly significant. In this study, it is aimed to evaluate the ÖBA platform according to the views of teachers and to examine the suggestions and expectations of the teachers. In this context, data were collected using a questionnaire and interview form developed by the researchers within the scope of mixed method research. Quantitative data of the study were collected from 432 teachers and qualitative data were collected from 10 teachers. Quantitative data were analyzed with descriptive statistics technique, and descriptive analysis was performed for qualitative data. According to the results of the research, while teachers consider the platform's providing service of distance education and contribute to professional development as advantages, they see one-way communication, too much internet access requirement, and just being online as disadvantages. It is concluded that the views on the usefulness of ÖBA, its effect on professional development and their attitudes towards using the platform are partially, in other words, moderate.

Keywords: Teacher informatics network (ÖBA), in-service training, distance education

DOI: <https://doi.org/10.5281/zenodo.10074370>


Article Info:


Received: 08.07.2023

Accepted: 04.11.2023

Article Type: Research Article

Cite as: Çavdar, L. & Akkaya, A. (2023). Evaluation of teacher informatics network (ÖBA) as an in-service distance education platform according to teachers' views. *International Journal of Educational Studies and Policy*, 4(2), 57-76.

¹Corresponding Author: Lecturer Lokman Çavdar, Erciyes University, lokmancavdar@gmail.com,  ORCID: 0000-0002-1863-4015

²Dr. Ahmet Akkaya, MoNE, akkayahmet87@gmail.com,  ORCID: 0000-0002-5137-0541

This work is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/).



Introduction

In the 21st century, rapid developments and changes affect the lives of individuals and cause changes in existing systems. Education systems are also one of the systems affected by these developments, although not as much as other fields (Tondeur, Van Braak, Ertmer & Ottenbreit-Leftwich, 2017). As Uça-Güneş (2016) states, such rapid changes in technology take the biggest place in the interaction process of society, technology, and education components. In other words, technological developments make changes in education systems accompanying and compulsory. Therefore, it is inevitable that education should keep pace with technological developments, and education plays the most important role in catching up with the developments (Şimşek et al., 2008). There is a need for an education in accordance with the requirements and conditions of the age and therefore the need for qualified manpower. The training of qualified manpower is possible with a good education system, and a good education system is possible with a school that constantly renews and improves itself, and well-trained teachers who continue to train themselves (Kaçan, 2004). However, in order for the education system to keep pace with the change in information and communication technologies, teachers, one of the most important stakeholders of education, must also keep pace with this change. As Gültekin (2020) states, as in all inputs of education, teachers are also affected by the developments in national and international societies, and this necessitates teachers to update their personal and professional qualifications. In addition to constantly updating their knowledge, teachers need to quickly put the knowledge they have acquired into practice (Baştürk, 2012).

In order to realize the process of integration into the innovations brought by the age within a more systematic structure, studies on all processes of education are among the educational policies of countries. As with all educational components, professional development activities are also affected by changes in information and communication technologies. Such a change in communication technologies in the information age has changed the structure of education and made it compulsory for educators to develop new learning-teaching models (Altıparmak, Kurt, & Kapıdere, 2011). This situation has also affected the professional development process in Turkey. Professional development activities in Turkey have been ongoing since the 1960s and are carried out by the In-Service Department. As of 22 January 2022, ÖBA, a digital platform where seminars, courses, and professional development communities can be followed and organized, was put into service. Considering the advantages such as learner-centered and self-paced, time and space flexibility, affordable cost, unlimited access to information, enabling the number of people potentially reachable and archiving information (Zhang et al., 2004), ensuring equality of opportunity, easily renewable content (Yılmaz & Düğenci, 2010), reducing the need for instructors and support staff, providing opportunities for relationships between learners (Arkorful & Abaidoo, 2015), it can be said that professional development activities should be carried out in digital environment. In a basic sense, ÖBA has emerged in order to facilitate online seminars that were previously held face-to-face, to improve teachers' digital literacy, and to increase communication between teachers through professional development communities, in short, to facilitate the sharing of information that will increase teachers' professional development.

ÖBA is a recently launched e-learning system. Evaluation of e-learning systems is vital to ensure successful delivery, effective use, and positive impacts on learners (Al-Fraihat, Joy, & Sinclair, 2020). The maturity of each newly established system is made possible by the ease of use, efficiency, and meeting the expectations of the end-users who create it. Lack of user acceptance is a significant barrier to the success of new information systems (Taherdoost &

Masrom, 2009). Therefore, user acceptance has been regarded as the most important factor in determining the success or failure of any information system project (Davis, 1993). In e-learning approaches as a learning system, it should be recognized that system components and factors have critical roles in ensuring the success of the whole system (Yengin, Karahoca, & Karahoca, 2021). Teachers are one of the most important components of this system as an end user. In this respect, the opinions of teachers, who are the actual users of the system, about the newly introduced systems are important. Also, from the perspective of a professional development program, the first level of evaluation is user reactions (Guskey, 2002). The evaluation of ÖBA, which appears as an e-learning and professional development system, by teachers, who are the end users, will give an idea about how the system works. This situation enables the evaluation of the impact of professional development activities and, as Pena, Domínguez and Medel (2009) state, determining the satisfaction of users is very important for the developers and managers of the systems.

When the literature is examined, studies evaluating professional development activities through e-learning or distance education are found. For example, Koç and Özden (2013) evaluated a web support system integrated into in-service teacher training at a state university according to teachers' views. The findings showed that there was a demand for appropriate and widespread technical support. In another study, Arslan and Şahin (2013) evaluated distance education-based in-service training courses with video conferencing system according to the views of Information Technologies teachers. The results showed that giving in-service trainings via video conferencing system would not be efficient enough, interaction would be lacking, lack of attention and socialization would be limited, but it would have positive effects such as equal opportunity and saving time. Taşlıbeyaz, Karaman, and Göktaş (2014), in their study in which they examined the distance in-service training experiences of teachers, reported that the participants stated that distance in-service training activities can be preferred because they provide flexibility in terms of time and space, are interesting and accessible. It was also observed that negative opinions came to the fore in terms of technical problems and limited interaction. Tekin (2020) evaluated in-service trainings implemented by the Ministry of National Education (MoNE) through distance education method according to teachers' opinions. In the results of the study, positive opinions were found in terms of being individual and learner-centered, feeling comfortable and free, and being interesting, and negative opinions were found in terms of deficiencies such as limited communication and interaction and being a passive participant. In the literature review on the theme of the study, it is seen that there are a limited number of studies on the ÖBA platform (Akdağ, 2023; Dilekçi, 2023; Kutlucan & Seferoğlu, 2022 ; Özer & Suna, 2023, Okçu, Karakoç, Okçu, & Karakoç, 2023; Parlak, Sakarya, & Durukan-Tok, 2023). It can be said that the recent launch date of the platform is an effective reason why the number of studies is not intense. This situation became the starting point of the study, and it was decided to evaluate the platform in terms of the quality of in-service training it offers and the effects of the services. With this evaluation study conducted by taking the opinions of teachers, who are the end users, it is firstly thought that by reporting the outputs for determining the impact of the service offered, examining the quality of the platform and the in-service training offered, and providing solution suggestions for the development of the program with the study outputs obtained.

In this respect, it is believed that taking teachers' opinions about the use of the ÖBA platform and making an evaluation within the scope of the opinions received will contribute to the development of the platform with expectations and suggestions as well as contributing to the literature. In this context, the aim of the study is to evaluate ÖBA offered by MoNE to support

teachers' professional development according to teachers' opinions. In line with this purpose, answers to the following sub-problems will be sought.

1. What are the views of teachers about the ÖBA platform?
2. What are teachers' suggestions and expectations for the development of the ÖBA platform?

Method

Research Model

This study was designed using a mixed methodology in which both quantitative and qualitative research methods and techniques were used. The mixed method is a method in which both quantitative and qualitative data are collected, analyzed, and interpreted (Creswell, 2017). In mixed method research, qualitative and quantitative data have common importance and the relationship between qualitative and quantitative data is revealed (Creswell & Plano Clark, 2015). In this study, exploratory sequential design was preferred among mixed method designs. In the exploratory sequential design, the research starts with quantitative studies, and then qualitative studies are conducted to explain the quantitative data (Creswell, 2021; Creswell & Plano-Clark, 2015).

Study Group-Universe/Sample

The accessible population of the quantitative dimension of this study consists of teachers working in public schools in Nevşehir province. The accessible population is the realistic choice of the researcher in a research study and is the universe that is actually accessible (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2016). The sampling group of the quantitative dimension of the study was determined using the cluster sampling method. In this method, clusters are first determined and then the sample is formed by selecting from these clusters (Korkmaz, 2020). In the cluster sampling method, random, systematic, or stratified sampling methods are used when determining sub-sets (Vogt, Gardner, & Haeffele, 2012). For this purpose, a list of schools in the accessible universe was drawn up and these were accepted as a cluster and one school from each of the primary, secondary, and high school levels in these districts was randomly selected by stratified sampling method. The sample size of the quantitative dimension of this study was calculated using the sample size calculation formula specified by Büyüköztürk et al. (2016). According to MoNE data, there are a total of 4082 teachers working in public schools in Nevşehir (Ministry of National Education [MoNE], 2022). As a result of the calculation using the formula, the required sample size was calculated as 352, and this study was conducted with the participation of 432 teachers. The demographic characteristics of the teachers participating in the study are shown in Table 1.

Table 1. Demographic Characteristics of the Participating Teachers

Factors	Category	n	%
Gender	Male	248	57,4
	Female	184	42,6
	Total	432	100,0
Education	Associate	8	1,8
	Undergraduate	396	91,6
	Graduate	26	6,0
	Doctorate	2	0,6
	Total	432	100,0
School-Type	Preschool	28	6,4
	Primary	161	37,2
	Secondary	130	30,0
	High School	108	25,0
	Others	5	1,4
	Total	432	100,0

When Table 1 is analyzed, 57.4% of the 432 teachers who participated in the study were male and 42.6% were female. 1.8% of these teachers have associate's degree, 91.6% have undergraduate degree, 6% have master's degree and 0.2% have doctorate. In addition, 6.4% of the teachers work in preschool, 37.2% in primary school, 30.0% in secondary school, 25.0% in high school and equivalent, and 1.4% in other institutions.

The study group of the qualitative part of the research was determined among the teachers in Kozaklı district of Nevşehir province by using criterion sampling method, which is one of the purposeful sampling methods. The main point of criterion sampling is to understand the situations that are likely to be rich in information (Patton, 2018). In this sampling method, the criteria can be determined by the researchers or a list of criteria prepared in advance can be used for this purpose (Yıldırım & Şimşek, 2013). In this context, it was determined as a criterion for the teachers who will constitute the study group to have received at least one seminar and one course-level training other than the compulsory training received during the professional study periods through the ÖBA platform. The study group of the qualitative part of this research was formed with a total of 10 teachers, 3 females and 7 males, who met these criteria and agreed to be interviewed, and the demographic characteristics of the teachers are shown in Table 2.

Table 2. Demographic Characteristics of the Participating Teachers

Teachers	Gender	Field	Grade
T1	Male	Classroom teacher	Elementary
T2	Female	Preschool	Preschool
T3	Male	Maths (Primary)	Secondary
T4	Female	Biology	High-School
T5	Male	Classroom teacher	Elementary
T6	Male	Turkish	Secondary
T7	Male	Social Studies	Secondary
T8	Female	English	Secondary I
T9	Male	Classroom teacher	Elementary
T10	Male	Computer Science	High-School

When Table 2 is examined, 3 of the 10 teachers participating in the study were female and 7 were male. While 1 of the teachers had an associate's degree, 9 of them had a bachelor's degree. Among the teachers in the study group, 3 of them work in primary school, 1 in preschool, 4 in secondary school and 2 in high school and equivalent school.

Data Collection Tool

In the quantitative dimension of this study, the questionnaire form developed by the researchers was used. The questionnaire consists of two parts, the first part includes 6 questions to determine the demographic characteristics of the participants, and the second part includes 22 fully structured questions to determine the participants' views about the ÖBA platform. In the process of preparing the questionnaire, the stages of questionnaire preparation suggested by Büyüköztürk (2005) were followed. For this purpose, firstly, a comprehensive literature review was conducted to understand the problem situation, and the purpose of the questionnaire and the nature of the questions to be prepared were determined. Then, an item pool of 30 structured questions was created for the determined purpose. Expert opinion was sought to ensure the content validity of the draft questionnaire form. The Lawshe technique was used to calculate the consensus among experts. In this technique, the content validity rate is calculated by formulating the ratio of the number of experts who qualified the item as appropriate to half of the total number of experts whose opinions were received, minus one, and this ratio is taken as at least 0.99 for items with 5 experts' opinions (Lawshe, 1975). As a result of the calculations, 8 items were removed from the draft form due to the value below 0.99, and the content validity ratio for each of the other 22 questions was calculated as 1.00. These questions were organized according to the feedback received and the pre-application form was prepared accordingly. The pre-application of the questionnaire form was conducted with 55 teachers. It is recommended that the group size should be at least twice the number of items, preferably 10 times (Kline, 1994). Necessary arrangements were made on the pre-administered questionnaire form and the questionnaire form was finalized.

In the qualitative dimension of the study, a semi-structured interview form prepared by the researchers was used. Interviews in qualitative research provide detailed information about what the researcher cannot see and provide the opportunity to make alternative explanations about what they see (Glesne, 2014). In the interview form, there are 4 open-ended questions to determine the opinions of teachers about the ÖBA platform. Probes were written under the questions in order to reach detailed and rich information. In order to ensure content validity in interview forms, expert opinions should be taken, details should be included in the data collection, analysis, and discussion

sections for internal validity, and a pilot study should be conducted before the actual study for reliability (Metin, 2015). In the process of preparing the interview form, firstly, a literature review was conducted, and a draft interview form was created by writing 3 open-ended questions. In order to ensure the internal validity of the draft interview form, the opinions of 5 domain experts in educational sciences were consulted. The questions were reorganized according to the feedback from the experts. Lawshe technique was used to calculate the consensus among the experts. As a result of the calculations, the ratio for each of the 3 items was calculated as 1.00. After the expert opinion, no item was removed from the draft interview form and only some items were rearranged according to the feedback. The pre-application of the interview form was done with 3 teachers who were not in the study group and the form was finalized.

Data Collection Process

The questionnaire form prepared to collect the quantitative data of the study was transferred to the Google Forms system in order to save time and cost and to reach more participants. The questionnaire form was sent to teachers' cell phones through online school groups. The quantitative data of the study were collected electronically at the end of the 2022-2023 academic year with a 10-day study.

Qualitative data of the study were collected by interviewing the teachers in the study group at the end of the 2022-2023 academic year. The interviews were conducted face-to-face and the interview questions were administered verbally to the teachers. Before the interview, the teachers were informed about the research and signed a document indicating that they gave permission to be interviewed. Since none of the interviewees gave permission for audio recording, no audio recording was made. The answers to the questions were written on the computer using a word processing program during the interview and the answers were confirmed by reading them to the participant at the end of the interview. The interviews were conducted in an average of 20 minutes and each participant was coded with numbers between T1 and T10 at the end of the interview.

Data Analyses

In the analysis of quantitative data, frequencies and percentages of the responses to each item were calculated. Excel program was used for calculations. In the analysis of the qualitative data collected within the scope of this research, descriptive analysis method, one of the qualitative data analysis methods, was used. The purpose of descriptive analysis is to organize and present the data to the reader. With descriptive analysis, descriptions are explained and interpreted, cause-and-effect relationships are established, and conclusions are reached (Yıldırım & Şimşek, 2013).

Ethics committee approval process

This study was carried out in accordance with the ethics committee permission dated 04.07.2023 and numbered 239 obtained from Erciyes University Ethics Committee.

Author Contribution

The authors contributed equally to each stage of this study.

Findings

Findings Related to the First Sub-Problem

In this section, the findings related to the quantitative data collected from the teachers with the questionnaire form developed within the scope of the research are presented. The following tables were created by considering the order of the questions in the questionnaire form.

Table 3. Findings Related to Item 1 of the Questionnaire

Items	Level	n	%
1. Which platforms do you frequently use to meet your training needs for your professional development?	Search engines	276	63,9
	Video platforms	56	13,0
	ÖBA platform	64	14,8
	Others	36	8,3
	Total		432

Table 3 shows that 276 (63.9%) of the teachers used search engines, 56 (13.0%) used video platforms, 64 (14.8%) used the ÖBA platform, and 36 (8.3%) used other platforms to meet their training needs for their professional development.

Table 4. Findings Related to Item 2 of the Questionnaire

Items	Level	n	%
2. For what purpose do you mostly use the ÖBA platform?	Professional development	116	26,9
	Personal development	12	2,8
	Professional works / obligation during semester vacation periods	228	52,8
	To follow / apply for in-service trainings	68	15,7
	Using professional development communities (PDCs)	4	0,9
	To get a certificate	4	0,9
Total		432	100,0

Table 4 shows that 116 (26.9%) of the teachers used the ÖBA platform for professional development, 12 (2.8%) for personal development, 228 (52.8%) for Professional works / obligation during semester vacation periods, 68 (15.7%) to follow/apply for in-service trainings, 4 (0.9%) to use professional development communities, and 4 (0.9%) to get certificates.

Table 5. Findings Related to Item 3 of the Questionnaire

Items	Level	n	%
3. How often do you visit the ÖBA platform?	During professional work / interim vacation periods	208	48,1
	Daily	4	0,9
	Once/several times a week	32	7,4
	Once/several times a month	100	23,1
	Several times a year	84	19,4
	During in-service training periods	4	0,9
Total		432	100,0

Table 5 shows that 208 (48.1%) of the teachers visited the ÖBA platform during professional work / interim vacation periods, 4 (0.9%) every day, 32 (7.4%) once / several times a week, 100 (23.1%) once / several times a month, 84 (19.4%) several times a year, and 4 (0.9%) during in-service trainings.

Table 6. Findings Related to Item 4 of the Questionnaire

Items	Level	n	%
4. Approximately how many trainings have you participated in from the ÖBA platform so far?	0-10	120	27,8
	11-20	128	29,6
	21-30	88	20,4
	31-40	44	10,2
	41-50	20	4,6
	51 and over	32	7,4
	Total		432

Table 6 shows that 120 (27.8%) of the teachers received 0-10, 128 (29.6%) between 11-20, 88 (20.4%) between 21-30, 44 (10.2%) between 31-40, 20 (4.6%) between 41-50 and 32 (4.6%) between 51 and above.

Table 7. Findings Related to Item 5 of the Questionnaire

Items	Level	n
5. Which of these are the advantages of the ÖBA platform?	Watch training videos repeatedly	248
	Providing distance education	376
	Supporting professional development	256
	Supporting personal development	200
	Saving time	212
	Saving money	116
	Failure to control whether trainings are monitored or not	40
	Being integrated with MEBBIS* module	96

* MEBBIS is the national school management information system

When Table 7 is examined, it is found that the highest level of emphasis is given to the fact that the ÖBA platform provides distance education opportunities, and the lowest level of emphasis is given to the fact that it is "failure to control whether trainings are monitored or not"

Table 8. Findings Related to Item 6 of the Questionnaire

Items	Level	n
6. Which of these are the disadvantages of the ÖBA platform?	Using instead of face-to-face in-service trainings	128
	Difficulty using on mobile devices	88
	Internet requirement for access	160
	Failure to control whether trainings are monitored or not	108
	One-way communication / interaction	300
	Finding the answers to end-of-course exams on the internet	56

When Table 8 is examined, it is found that one-way communication/interaction is emphasized at the highest level and the availability of end-of-course exam answers on the Internet is emphasized at the lowest level regarding the disadvantages of the ÖBA platform.

Table 9. Findings Related to Item 7 of the Questionnaire

Items	Level	n	%
7. What is your most preferred type of training on the ÖBA platform?	Seminar	356	82,4
	Course	64	14,8
	Professional Development Community	12	2,8
	Total	432	100,0

Table 9 shows that 356 (82.4%) of the teachers preferred seminars, 64 (14.8%) preferred courses, and 12 (2.8%) preferred professional development communities.

Table 10. Findings Related to Item 8 of the Questionnaire

Items	Level	n	%
8. Training videos attended on the ÖBA platform;	Mostly don't watch	68	15,7
	Partially watching	168	38,9
	Mostly watch	196	45,4
	Total	432	100,0

Table 10 shows that 68 (15.7%) of the teachers mostly did not watch the trainings they participated in through ÖBA, 168 (38.9%) partially watched them, and 196 (45.4%) mostly watched them.

Table 11. Findings Related to Items 9-22 of the Questionnaire

Items	Levels							
	No		Partially Yes		Yes		Total	
	n	%	n	%	n	%	n	%
9. I am interested in in-service trainings at ÖBA.	72	16,7	224	51,9	136	31,4	432	100
10. I think that the trainings I attended at ÖBA are important for my professional development.	80	18,5	208	48,1	144	33,4	432	100
11. I think the seminars/courses I attended on the ÖBA platform were productive.	88	20,4	220	50,9	124	28,7	432	100
12. I think the seminars/courses on the ÖBA platform are appropriate for my level.	44	10,2	176	40,7	212	49,1	432	100
13. I think that the existing seminars/courses on the ÖBA platform meet my professional needs.	92	21,3	220	50,9	120	27,8	432	100
14. I think that I can use the knowledge and skills I gained in the seminars/courses I attended on the ÖBA platform in my teaching (transfer).	68	15,7	208	48,1	156	36,2	432	100
15. I think that the educational contents provided on the ÖBA platform are sufficient	84	19,4	244	56,5	104	24,1	432	100
16. I think that the courses/seminars I attended in ÖBA produced solutions to the problems I experienced in classroom practices.	108	25,0	248	57,4	76	17,6	432	100
17. I think the interface of the ÖBA platform is useful.	48	11,1	208	48,1	176	40,7	432	100

18. I can easily put into practice what I have learned from ÖBA.	76	17,6	236	54,6	120	27,8	432	100
19. I recommend the ÖBA platform to my colleagues.	76	17,6	180	41,7	176	40,7	432	100
20. I think I am willing to use the ÖBA platform in the future.	104	24,1	188	43,5	140	32,4	432	100
21. I think that the trainings I got through ÖBA positively affected my pedagogical perspective.	60	13,9	192	44,4	180	41,7	432	100
22. I think that the trainings I got through ÖBA met my expectations.	104	24,1	196	45,4	132	30,6	432	100

When Table 11 is analyzed in general, it is seen that teachers mostly expressed "partially yes" to each of the questionnaire items. In 13 of the 14 items, the answer "yes" was more than the answer "no", while in only one item, item 16: "I think that the courses/seminars I attended in ÖBA produced solutions to the problems I experienced in classroom practices.", the answer "no" was stated more frequently than "yes". The items with the most "yes" answers are item 12 "I think the seminars/courses on the ÖBA platform are appropriate for my level." (n=232, 49,1%), item 17 "I think the interface of the ÖBA platform is useful." (n=176, 40,7%) and item 19 "I recommend the ÖBA platform to my colleagues." (n=176, 40,7%). The items with the most "no" answers are item 16 "I think that the courses/seminars I attended in ÖBA produced solutions to the problems I experienced in classroom practices." (n=108, 25,0%), item 20 "I think I am willing to use the ÖBA platform in the future." (n=104, 24,1%) and item 22 "I think that the trainings I got through ÖBA met my expectations." (n=104, 24,1%).

Findings Related to the Second Sub-Problem

In this section, the findings related to the qualitative data collected from the teachers through the semi-structured interview form developed within the scope of the research are presented. The following tables were created by considering the order of the questions in the interview form.

The teachers in the study group were asked, "Are there any reasons that encourage you to use the ÖBA platform? If yes, what are these?" question was asked. The findings obtained as a result of the analysis of the answers are shown in Table 12.

Table 12. Findings Related to item 1 of the Interview Form

Views	Participants	f
Mandatory practice of the Ministry (to get additional course fee)	T1-T2-T3-T4-T5-T6-T7-T8-T9-T10	10
Getting a certificate	T5-T6-T7-T10	3
Accessible from anywhere	T3	1
Continuous renewal of the content	T5	1
Tracking in-service trainings / making applications	T10	1
Contribution to personal/professional development	T10	1

When Table 12 is examined, it is seen that the following opinions emerged regarding the first question of the interview: The Ministry's compulsory practice (to get additional course fee) (f=10), getting a certificate (f=3), being accessible from anywhere (f=1), continuous renewal of the content (f=1), following in-service trainings / making applications (f=1), the idea of contribution to personal / professional development (f=1).

The teacher coded T1 who participated in the interview said "Actually, there is an obligation rather than an incentive. I don't think there is anything encouraging. I don't see the trainings we receive during seminars and professional study periods as useful. It seems like a waste of time to me.", teacher coded T5 " ...Although I use this system out of necessity, I sometimes enter and look at the trainings. Because new content is added from time to time. If there is something there that interests me or if there is a training that I think will be useful for me over time, I sit down and attend the training.", teacher coded T10 "...I also enter the system thinking that it contributes to my personal and professional development or not?" I definitely look at it every week and follow the trainings. I have even applied for in-service training through this system....".

The teachers in the study group were asked, "Are there any reasons that prevent you from using the ÖBA platform? If yes, what are these reasons?" question was asked. The findings obtained as a result of the analysis of the answers are shown in Table 13.

Table 13. Findings Related to item 2 of the Interview Form

Views	Participants	f
Trainings do not contribute to personal/professional development	T1-T2-T3-T5	4
One-way communication / interaction	T2-T3-T4-T6	4
Certificates are not useful	T4-T5-T6-T8	4
Limitations of distance education	T1-T3-T9	3
To be seen as just numbers/statistics matter	T8-T9	2
No incentive or reward at the end of the process	T1-T9	2
Failure to distinguish between those who really watch and those who don't	T4-T8	2
Technical problems while watching	T7-T8	2
Finding the answers to end-of-course exams on the internet	T8	1
Too much internet usage	T8	1
Limited content	T1	1

When Table 13 is examined, it is seen that the following opinions emerged to the second question of the interview: "trainings do not contribute to personal/professional development" (f=4), "one-way communication / interaction" (f=4), "certificates are not being useful" (f=4), "limitations of distance education" (f=3), and "to be seen as just numbers/statistics matter" (f=2), "no incentive or reward at the end of the process" (f=2), "failure to distinguish between those who really watch and those who don't" (f=2), "technical problems while watching" (f=2), "finding the answers to end-of-course exams on the internet" (f=1), "too much internet usage" (f=1), "limited content" (f=1).

T2 coded teacher who participated in the interview said "I don't think distance education is very useful and beneficial and that's why I don't want to use it. I think it is not a substitute for face-to-face education because there is less interaction...". Teacher coded T4 said " First of all, I can say that the certificates and documents gained as a result of the trainings here are useless. Really, those who watch and those who don't watch are tarred with the same brush and as a result, both of them get certificates. I think this is a great injustice....", teacher coded T8 " I can say that the ministry's policy of increasing statistics prevents me from using this system. Because from time to time, officials came out and announced that we have given so many trainings to so many teachers through ÖBA. But if it is investigated, it will be revealed how many people actually watched it and how many people benefited personally or professionally from these trainings....", teacher coded

T9 " *No one says well done, no one gives awards, no one says you are improving yourself, you are diligent. The ministry only advertises that we have provided this much training...*"

The teachers in the study group were asked, "Do you have any suggestions/expectations/recommendations for the development and/or efficiency of the ÖBA platform? If yes, what are they?" question was asked. The findings obtained as a result of the analysis of the answers are shown in Table 14.

Table 14. Findings Related to item 3 of the Interview Form

Views	Participants	f
Incentives and rewards should be provided	T1-T2-T4-T5-T7-T10	6
Useful certificates/documents should be given at the end of the training	T1-T4-T5-T7-T8	5
More quality / contemporary content should be added	T1-T4-T7-T8-T10	5
The number of interactive educational contents should be increased	T1-T2-T3-T5-T7	5
Number and variety of trainings should be increased	T1-T4-T8-T10	4
A section should be added to the platform where teachers' training requests can be get	T1-T8-T10	3
Trainings should be planned as hybrid learning	T3-T8	2
PDCs functionality should be improved / promoted	T6-T10	2
Content for central exams should be added	T6-T8	2
Foreign language training should be included	T8-T10	2
Problems in printing certificate should be corrected	T5-T10	2
Electronic library can be added	T8	1

When Table 14 is examined, it can be seen that in response to the fourth question of the interview, incentives and rewards should be provided (f=6), useful certificates/documents should be given at the end of the training (f=5), more quality / contemporary content should be added (f=5), the number of interactive educational contents should be increased (f=5), number and variety of trainings should be increased (f=4), A section should be added to the platform where teachers' training requests can be get (f=3), trainings should be planned as hybrid learning (f=2), PDCs functionality should be improved / promoted (f=2), content for central exams should be added (f=2), foreign language trainings should be included (f=2), problems in printing certificates should be corrected (f=2), and an electronic library can be added (f=1).

The teacher coded T1 who participated in the interview said " *I think the quality of the trainings should be improved, they should be a bit more interactive and with content suitable for our age. Especially the courses should be more challenging, but the certificate given at the end should be useful. I also think that the content of ÖBA should be enriched.*", teacher coded T4 " *At least there are courses that can be opened in schools within the scope of exercise activities. Trainings for these courses should be given in real terms and teachers who receive their certificates at the end of the course should be able to open courses in their schools with these certificates. In this way, the system will become more interesting, more efficient and more attractive.*", teacher coded T5 " *First of all, the names of some courses or seminars are too long and after completing these trainings, the full name of the course or seminar does not appear on the certificates we receive through MEBBİS. First of all, this should be corrected.*", teacher coded T6 " *These professional development communities can actually be used for project development. I think they can and should be used to produce national and international projects. Teachers from all over Turkey participate, after all, teachers from different branches. The ministry should support this, develop this field, and if necessary, offer financial incentives for this.*", teacher coded T8 " *In*

addition, there are ALES, YÖKDİL, YDS central exams, which are required for the academic progress of teachers and conducted by Student Evaluation, Selection and Placement Centre (ÖSYM). Educational content for these exams can be added. After all, these are personal and professional development. Even electronic books can be uploaded and made available to teachers in the form of an electronic library.", teacher coded T10 " In my opinion, trainings should be geared towards the age we live in, the needs and development of the new generation of teachers. First, the areas that teachers can develop should be determined and appropriate content should be prepared. For example, trainings can be given on foreign language, advanced computer programs, educational online tools and the use of programs."

Discussion, Conclusion and Suggestions

In this study, teachers' opinions, thoughts, expectations, and suggestions about the ÖBA platform were analyzed. Some conclusions were reached in line with the findings obtained within the framework of the first sub-problem of the research. Accordingly, search engines are the most important platforms that teachers use to meet their training needs for their professional development. In addition, teachers use the ÖBA platform to a significant extent due to the necessity during professional study periods and interim vacation periods and generally visit the platform during these periods. Again, the number of trainings received by teachers using the ÖBA platform is in the range of 11-20 on average. In the studies conducted by Güvendi (2014) and Kuloğlu and Bay (2019), the result that the frequency of using the EBA (Eğitim Bilişim Ağı) platform is very low among teachers is similar to the results of this study. It is thought that teachers' preference for search engines in their professional and personal development is due to their internet habits, and that the ministry's discourse of obligation in return for additional courses distances teachers from this platform.

Teachers see the distance education opportunity of the ÖBA platform as the most important advantage. This is similar to the results of studies on online platforms such as EBA, ÖBA, etc. that offer an environment independent of time and space (Arslan & Şahin, 2013; Özdoğan & Berkant 2020; Parlak et al., 2023). Teachers see the one-way communication and interaction on the ÖBA platform as the most important disadvantage. In the study conducted by Kurnaz and Serçemeli (2020), the emphasis on the fact that the lack of sufficient interaction in distance education is seen as a difficulty experienced in the education process, and in the study conducted by Tekin (2020), the results of the lack of communication and interaction in distance in-service training and the teacher being in the passive receiver position are similar to the results of the research.

Seminars are the type of training that teachers prefer the most on the ÖBA platform. It is thought that the fact that there is no exam at the end of the seminars and that their duration is shorter is effective in such a result. On the other hand, teachers partially monitor the content of the trainings they attend through the ÖBA platform and in-service trainings on the ÖBA platform partially attract teachers' attention. In addition, the trainings on the ÖBA are considered partially important for teachers' professional development. It is thought that the emergence of such a result is due to the fact that the trainings on the ÖBA platform do not appeal to every branch and the lack of trainings that support different developmental aspects. As a matter of fact, in the study conducted by Okçu et al. (2023), when the trainings on the platform were analyzed in terms of classroom teaching, it was concluded that they were very limited in terms of classroom education.

According to the other results of the study, teachers reported that the trainings they attended through the ÖBA platform were appropriate for their level, but that these trainings were partially efficient and partially met their professional needs. In addition, teachers partially use the

knowledge and skills they acquire as a result of the trainings they receive through the ÖBA platform while teaching. In the study conducted by Gebel and Bozkurt (2022), the result that teachers could not transfer the knowledge and skills they acquired as a result of distance education courses to their professional lives is similar to the result of this study. In addition, in the study conducted by Dilekçi (2023), the result that the educational content on the ÖBA platform is not of the quality that teachers want is similar to the results of this study. It is thought that the lack of motivation in teachers is effective in teachers' inability to achieve efficiency in the trainings they attend through this platform and that these trainings cannot fully meet their professional needs. It can be said that this lack of motivation stems from how the trainings are announced and their limited content. However, in the study conducted by Okçu et al. (2023), it was concluded that teachers regarded the ÖBA platform as useful and that this platform increased their professional knowledge and skills and raised their general culture levels.

The training topics on the ÖBA platform are partially sufficient. This situation was also emphasized in the studies conducted by Dilekçi (2023) and Okçu et al. (2023). The adequacy of training topics to meet teacher needs is considered important in terms of teacher motivation. However, the newness of the platform can explain this situation. The trainings in ÖBA partially provide solutions to the problems that teachers experience in classroom practices. According to another result, teachers state that the interface of the ÖBA platform is partially useful. In the study conducted by Okçu, et al. (2023), teachers stated that although they liked the usefulness and design of the ÖBA platform, it should be improved. In addition, teachers also stated that what they learned from ÖBA partially facilitated teachers' practice, that they could partially recommend the platform to their colleagues, and that they were partially willing to use the platform later on. On the other hand, there were also opinions that the trainings received through the ÖBA partially positively affected the pedagogical perspective of the teachers and that these trainings partially met the expectations of the teachers. However, professional development activities have expected outcomes in terms of learning and teaching. The results of the study show that there is a partial overlap between what is expected and what is intended. As a matter of fact, as Guskey (2002) states, what is expected from professional development activities is a change in teachers' classroom practices, attitudes and beliefs, and learning outcomes.

Within the framework of the second sub-problem of the study, it was concluded that the most important factor encouraging teachers to use the ÖBA platform is the compulsory practice of the ministry and that teachers use the ÖBA platform due to the obligation of the ministry to receive training during the professional study periods at the beginning and end of the year and during the interim holidays. During the professional study periods and mid-term vacations, teachers are considered to have completed at least one training on the ÖBA platform and are entitled to take 15 hours of additional courses that week. Especially considering the additional course situation, it is thought that teachers use ÖBA during these periods in order to avoid financial loss. In fact, it is seen that this situation, which is expressed as a compulsory practice of the ministry, is due to the obligation to deserve additional courses (MEB, 2006). In addition, it can be stated that factors such as the desire to get a certificate, the accessibility of the system from anywhere, the continuous renewal of the content, following and applying for in-service trainings, and the idea of contributing to professional / personal development also encourage teachers to use ÖBA. In the study conducted by Doğan and Koçak (2020), the results that distance education is economical, has no space limitations, and provides fast and easy access to information are similar to the results of this study. In addition, in the study conducted by Okçu et al. (2023), the result that easy access to the platform increases the level of prefer ability is similar to the results of this study.

According to the qualitative findings obtained within the scope of the second sub-problem of the study, some conclusions were reached regarding the reasons that prevented teachers from using ÖBA. Accordingly, it was concluded that factors such as the fact that the trainings do not contribute to personal/professional development, communication/interaction is one-way, the documents or certificates obtained are useless, the limitations of distance education, being seen as an application based on statistics, the lack of an incentive or reward as a result, the inability to distinguish between those who really watch and those who do not, technical problems while watching, the availability of course exam answers on the internet, spending too much internet quota, and the limited content prevent teachers from using ÖBA or push them away from this platform. In the study conducted by Efriana (2021), the results of experiencing internet quota shortage in distance education and the disadvantage of high internet cost are similar to the results obtained in this study. In the study conducted by Parlak et al. (2023), the limited content on the ÖBA platform is similar to the results of this study. Again, in the study conducted by Türker and Dündar (2020), the result that one of the biggest factors in the effective and evolutionary use of EBA is infrastructure problems is similar to the results of this study.

The results of the findings obtained within the framework of the second sub-problem of the research reveal the opinions, expectations and suggestions of the teachers regarding the development and efficiency of the ÖBA platform. Accordingly, teachers want incentives and rewards for the use of ÖBA, they expect the documents received at the end of the training to be functionalized, they demand better quality and contemporary content, they want interactive educational content, they express that the number and variety of trainings should be increased, and they demand a section for receiving training requests, It was concluded that they want to participate in hybrid trainings, they want the functionality of PDCs to be improved and they want to be encouraged to use it, they want content for central exams, they want foreign language trainings to be included, they want the problems in printing certificates to be corrected and they want an electronic library to be added. In the study conducted by Nafsi and Maryanti (2022), it was concluded that the development of educational content is important in studies conducted through distance education and that the content of the trainings in the form of multimedia applications will increase the quality of distance education. It is stated that the variety of materials in distance education is important in increasing the quality and efficiency of education (Chao, Saj, & Tessier, 2006). In addition, in the study conducted by Türker and Dündar (2020), some of the teachers stated that there should be incentives and rewards in the use of EBA. In the study conducted by Kana and Aydın, the result that the videos on the EBA platform are not in a way to cover 21st-century teaching methods is similar to the results of this research. Again, in the study conducted by Dilekçi (2023), the results of the study are similar to the results of this research that teachers want the EBA platform to include trainings to improve language skills, trainings on social and emotional learning issues, and hobby trainings. In the study conducted by Okçu et al. (2023), teachers suggested that the educational content should be improved in terms of quantity and quality.

The recommendations that can be given according to the analysis of the study results are as follows. Reward is an important factor in increasing participation and motivation. Teachers who use the ÖBA platform effectively, efficiently, and regularly can be rewarded. In the process of determining ÖBA educational content, by ensuring that more teachers' opinions are centered, a needs analysis can be made with large participation for ÖBA educational content, and the content can be shaped and developed according to the needs of the teachers. Another situation is to make the documents given to teachers valuable. With the certificates obtained as a result of ÖBA

trainings, teachers can be allowed to work as trainers in activities such as courses and exercises. Educational contents for foreign language teaching and central exams (ALES, YÖKDİL, YDS, Promotion in Duty, etc.) attended by teachers can be added to the ÖBA platform. By enriching the platform academically, an electronic library module that includes academic books and research studies can be added to the ÖBA platform. Educational contents can be arranged in an interactive format that will increase teacher participation. In addition, ÖBA contents can be analyzed and categorized in terms of being for personal-professional development or for branches. When the results obtained within the scope of the research are evaluated in general, the following suggestions can be made to the researchers. Studies can be carried out in which the contents of ÖBA are evaluated for branches. In addition, in terms of professional development, studies that propose methods for the needs analysis of distance education in-service platforms such as ÖBA can be carried out.

References

- Akdağ, C. (2023). *Öğretmen bilişim ağı (ÖBA) platformuna yönelik yönetici ve öğretmen algıları*. (Master Thesis). Pamukkale Üniversitesi, Eğitim Bilimleri Enstitüsü, Denizli.
- Altıparmak, M., Kurt, İ. D. & Kapıdere, M. (2011). *E-öğrenme ve uzaktan eğitimde açık kaynak kodlu öğrenme yönetim sistemleri*. XIII. Akademik Bilişim Kongresi. İnönü Üniversitesi, Malatya, Türkiye.
- Al-Fraihat, D., Joy, M. & Sinclair, J. (2020). Evaluating E-learning systems success: An empirical study. *Computers in Human Behavior*, 102, 67-86.
- Anderson, G. (1990). *Fundamentals of educational research*. Bristol: The Falmer Press.
- Arkorful, V. & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology And Distance Learning*, 12(1), 29-42.
- Arslan, H. & Şahin, I. (2013). Hizmet içi eğitimlerin video konferans sistemiyle verilmesine yönelik öğretmen görüşleri. *Journal of Instructional Technologies and Teacher Education*, 1(3), 34-41.
- Baştürk, R. (2012). İlköğretim öğretmenlerinin hizmetiçi eğitime yönelik algı ve beklentilerinin incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 42, 96-107.
- Büyüköztürk, Ş. (2005). Anket geliştirme. *Türk Eğitim Bilimleri Dergisi*, 3(2), 133-151.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö.E., Karadeniz, Ş. & Demirel, F. (2016). *Bilimsel araştırma yöntemleri*. Ankara: Pegem Akademi.
- Chao, T., Saj, T. & Tessier, F. (2006). Establishing a quality review for online courses. *Educause Quarterly*, 29(3), 32-39. Retrieved from <https://er.educause.edu/articles/2006/7/establishing-a-quality-review-for-onlinecourses>
- Creswell, J.W. (2017). *Eğitim araştırmaları: Nitel ve nicel araştırmanın planlanması, yürütülmesi ve değerlendirilmesi* (Çeviri: Ş.Tatık). İstanbul: EDAM Eğitim Danışmanlığı ve Araştırmaları Merkezi Yayınları
- Creswell, J. W. & Plano Clark, V. L. (2015). *Karma yöntem araştırmaları tasarımı ve yürütülmesi* (Çev. Ed. Y. Dede & S. B. Demir). Ankara: Anı Yayıncılık.
- Creswell, J.W. (2021). *Karma yöntem araştırmalarına giriş*. Mustafa Sözbilir (Çev. Ed.). Ankara: Pegem Akademi
- Davis, F. D. (1993). User acceptance of information technology: system characteristics, user perceptions and behavioral impacts. *International Journal of Man-Machine Studies*, 38(3), 475-487.
- Dilekçi, A. (2023). Öğretmen bilişim ağı (ÖBA) eğitim içeriklerinin incelenmesi. *Batı Anadolu Eğitim Bilimleri Dergisi*, 14(2), 509-530. DOI: 10.51460/baebd.1249546
- Doğan, S. & Koçak, E. (2020). EBA sistemi bağlamında uzaktan eğitim faaliyetleri üzerine bir inceleme. *Ekonomi ve Sosyal Araştırmalar Dergisi*, 7(14), 111-124.
- Efriana, L. (2021). Problems of online learning during Covid-19 pandemic in efl classroom and the solution. *JELITA*, 2(1), 38-47.

- Gebel, S. & Bozkurt, A. T. (2022). Öğretmenlerin Millî Eğitim Bakanlığı tarafından yürütülen uzaktan hizmet içi eğitim faaliyetleri hakkındaki görüşleri. *Gaziantep Üniversitesi Eğitim Bilimleri Dergisi*, 6(1), 42-62.
- Glesne, C. (2014). *Becoming qualitative researchers*. (Eds. A.Ersoy & P. Yalçınoğlu). Ankara: Anı.
- Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational leadership*, 59(6), 45.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and teaching*, 8(3), 381-391.
- Gültekin, M. (2020). Değişen toplumda eğitim ve öğretmen nitelikleri. *Anadolu Journal of Educational Sciences International*, 10(1), 654-700.
- Güvendi, G. M. (2014). *Millî Eğitim Bakanlığı'nın öğretmenlere sunmuş olduğu çevrimiçi eğitim ve paylaşım sitelerinin öğretmenlerce kullanım sıklığının belirlenmesi: eğitim bilişim ağı (EBA) örneği*. (Master Thesis). Sakarya Üniversitesi, Eğitim Bilimleri Enstitüsü, Sakarya.
- Kaçan, G. (2004). Sınıf öğretmenlerinin mesleki gelişime ilişkin isteklilik düzeyleri. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*, 5(1), 57-66.
- Kana, F. & Aydın, V. (2017). Ortaokul öğretmenleri ve öğrencilerinin eğitim bilişim ağı hakkında görüşleri. *Journal of Social and Humanities Sciences Research*, 4(13), 1494-1504
- Kline, P. (1994). *An easy guide to factor analysis*. New York: Routledge.
- Koç, S. E. & Özden, M. Y. (2013). Perceptions of teachers about a web-support system as a means of technology integration. *A Quarterly Peer-Reviewed Journal*, 13(53), 221.
- Korkmaz, İ. (2020). Nicel araştırmalarda evren, örneklem, örnekleme teknikleri. (Eds.B.Oral & A.Çoban), in *Kuramdan uygulamaya eğitimde bilimsel araştırma yöntemleri* (147-159). Ankara: Pegem Akademi.
- Kuloğlu, M. E. & Bay, E. (2019). İngilizce öğretmenlerinin eğitim bilişim ağı (Eba) kullanım durumlarının İncelenmesi. *Milli Eğitim Dergisi*, 48(224), 327-351.
- Kurnaz, E. & Serçemeli, M. (2020). Covid-19 pandemi döneminde akademisyenlerin uzaktan eğitim ve uzaktan muhasebe eğitimine yönelik bakış açıları üzerine bir araştırma. *Uluslararası Sosyal Bilimler Akademi Dergisi*, 3, 262-288.
- Kutlucan, E. (2022). *Öğretmenlere Yönelik Mesleki Gelişim Çalışmaları: Seminer Dönemi Etkinlikleriyle İlgili Bir İnceleme*. 15. Uluslararası Bilgisayar ve Öğretim Teknolojileri Sempozyumu, Çanakkale, Türkiye.
- Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28(4), 563-575.
- Metin, M. (Ed.) (2015). *Eğitimde bilimsel araştırma yöntemleri*. Ankara: Pegem Akademi.
- Millî Eğitim Bakanlığı [MEB] (2006). Millî eğitim bakanlığı yönetici ve öğretmenlerinin ders ve ek ders saatlerine ilişkin karar. Retrieved from: <http://mevzuat.meb.gov.tr/dosyalar/469.pdf> on 21.06.2023.

- Milli Eğitim Bakanlığı [MEB] (2022). Milli eğitim istatistikleri örgün eğitim 2021/'22. Retrieved from: <https://sgb.meb.gov.tr/www/mill-egitim-istatistikleri-yayinlanmistirorgun-egitim-20212022/icerik/458> on 09.09.2022.
- Nafsi, N. R. R. & Maryanti, R. (2022). Analysis of teacher skills in e-learning content development during distance learning during the Covid-19 pandemic. *ASEAN Journal for Science Education*, 1(1), 23-32.
- Okçu, S., Karakoç, G., Okçu, N. & Karakoç, G. (2023). Sınıf öğretmenlerinin mesleki gelişimi için öğretmen bilişim ağı (ÖBA). *Rumelide Dil ve Edebiyat Araştırmaları Dergisi*, 34, 575-586. DOI: 10.29000/rumelide.1317098.
- Özdoğan, A. Ç. & Berkant, H. G. (2020). Covid-19 pandemi dönemindeki uzaktan eğitime ilişkin paydaş görüşlerinin incelenmesi. *Millî Eğitim Dergisi*, 49(1), 13-43. doi:10.37669/milliegitim.788118
- Özer, M. & Suna, H. E. (2023). The professional development of teachers in Türkiye: First-year outputs of the new approach by the ministry of national education. *Kastamonu Eğitim Dergisi*, 31(2), 319-330.
- Parlak, E., Sakarya, M. & Durukan-Tok, F. (2023). Yönetici ve öğretmenlerin uzaktan eğitime ilişkin görüşleri: öğretmen bilişim ağı (ÖBA) platformu örneği. *Journal of Sustainable Educational Studies (JSES)*, 4(2), 101-112.
- Patton, M. Q. (2018). *Nitel araştırma ve değerlendirme yöntemleri: 3. Baskıdan çeviri*. (Çev. Ed. M.Bütün ve S.B. Demir). Ankara: Pegem Akademi.
- Pena, A., Domínguez, R. & Medel, J. (2009). Educational data mining: a sample of review and study case. *World Journal On Educational Technology*, 1(2), 118-139.
- Şimşek, A., Özdamar, N., Becit, G., Kılıçer, K., Akbulut, Y. & Yıldırım, Y. (2008). Türkiye'deki eğitim teknolojisi araştırmalarında güncel eğilimler. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (19), 439-458.
- Taherdoost, H. & Masrom, M. (2009). An examination of smart card technology acceptance using adoption model. In Proceedings of the ITI 2009 31st International Conference on Information Technology Interfaces (pp. 329-334). IEEE.
- Taşlıbeyaz, E., Karaman, S. & Göktaş, Y. (2014). Öğretmenlerin uzaktan hizmet içi eğitim deneyimlerinin incelenmesi. *Ege Eğitim Dergisi*, 15(1), 139-160.
- Tekin, O. (2020). Uzaktan eğitim kullanılan hizmet içi eğitim programlarına yönelik öğretmen görüşlerinin incelenmesi. *Eğitimde Kuram ve Uygulama*, 16(1), 20-35.
- Tondeur, J., Van Braak, J., Ertmer, P. A. & Ottenbreit-Leftwich, A. (2017). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: a systematic review of qualitative evidence. *Educational Technology Research and Development*, 65, 555-575.
- Türker, A. & Dündar, E. (2020). COVID-19 pandemi sürecinde eğitim bilişim ağı (EBA) üzerinden yürütülen uzaktan eğitimlerle ilgili lise öğretmenlerinin görüşleri. *Milli Eğitim Dergisi*, 49(1), 323-342.
- Uça-Güneş, E.P. (2016). Toplumsal değişim, teknoloji ve eğitim ilişkisinde sosyal ağların yeri. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 2(2), 191-206.

- Vogt, W. P., Gardner, D. C. & Haefele, L. M. (2012). *When to use what research design*. New York: Guilford Press.
- Yengin, I., Karahoca, A. & Karahoca, D. (2011). E-learning success model for instructors' satisfactions in perspective of interaction and usability outcomes. *Procedia Computer Science*, 3, 1396-1403.
- Yıldırım, A. & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin.
- Yılmaz, H. & Düğenci, M. (2010). Hizmet içi eğitime farklı bir yaklaşım: e-hizmet içi eğitim. XII. Akademik Bilişim Konferansı, Muğla, Türkiye.
- Zhang, D., Zhao, J. L., Zhou, L. & Nunamaker Jr, J. F. (2004). Can e-learning replace classroom learning?. *Communications of the ACM*, 47(5), 75-79.

International Journal of Educational Studies and Policy (IJESP)

Volume: 4, Issue: 2, November 2023

The Roles of Empowering Leadership and Work Meaningfulness on Proactive Teacher Behaviors

Seval Koçak¹, Ali Tosun²

ABSTRACT

In order for educational institutions to adapt to the latest change and development processes, proactive teacher behavior is a significant variable. Determining which antecedents positively influence proactive teacher behavior is crucial for the development of organizations. Therefore, this study aims to determine the role of empowering leadership behaviors and work meaningfulness in proactive teacher behaviors. The research design utilized a relational screening model. The research sample comprises of 407 teachers. The research also used descriptive statistics, correlation, and multiple regression analyses. In relation to the study's findings, school administrators exhibit high levels of empowering leadership behaviors, while teachers find their work meaningful and exhibit high levels of proactive behaviors. The correlation analyses revealed a significant, poor and positive relationship between teachers' proactive behaviors and empowering leadership behaviors of authority and responsibility, skill development, and coaching for innovative performance, but no significant relationship between self-determination and information sharing behaviors. It was found out that there was a significant and moderate correlation between work meaningfulness and proactive teacher behaviors. In addition, regression analyses conducted with personal variables revealed that while gender, seniority, and school level variables played no role in the proactive behavior of teachers, educational status was a significant predictor of such behavior. In addition, it was concluded that school administrators' empowering leadership behaviors did not explain teachers' proactive behaviors, whereas work meaningfulness was a significant predictor of proactive teacher behavior. In addition, it was determined that the combination of teachers' graduate education and work meaningfulness significantly predicted proactive behavior.

Keywords: Empowering leadership, work meaningfulness, proactive teacher behavior

DOI: <https://doi.org/10.5281/zenodo.10151166>


Article Info:

Received: 03.07.2023


Accepted: 15.11.2023

Article Type: Research Article

Cite as: Koçak, S. & Tosun, A. (2023). The roles of empowering leadership and work meaningfulness on proactive teacher behaviors. *International Journal of Educational Studies and Policy*, 4(2),77-90.

¹Assoc. Prof. Dr. Seval Koçak, Uşak University,  sevalkocak85@gmail.com, ORCID: 0000-0002-9064-2335

²Corresponding Author: Dr. Ali Tosun, Uşak Merkez Yaşar Akar Primary school, ali35tosun@gmail.com,

 ORCID: 0000-0001-8214-876X

This work is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/).



Introduction

One of the key factors recognized for determining the effectiveness of an educational organization is the presence of teacher behaviors that foster development and change. Teachers who are willing to ensure the change and transformation of schools, exhibit behaviors beyond their roles, utilize opportunities for the organization's benefit, and assume organizational responsibility are of utmost importance in the light of the accelerating rate of change in the functioning of social systems. In this context, the "proactive behaviors" described in the literature are considered essential for developing educational organizations. According to Bateman and Crant (1993), proactive employees are characterized as individuals who bring about environmental changes despite limitations, pursue opportunities, take initiative, and persist until they achieve the desired outcome. Hatipoğlu (2019) further asserts that an organization's competitiveness is contingent upon proactive employees who concentrate on improving current operations and exhibit innovative and entrepreneurial behaviors. The perseverance of individuals possessing proactive personality traits in creating significant transformations despite impediments (Robbins & Judge, 2013) enhances their value to organizations in the contemporary era. In this regard, Kalkan (2019) stated that proactive behaviors positively impact organizational performance and efficiency, promoting innovation and entrepreneurship and improving leadership capability. Griffin, Neal, and Parker's (2007) research findings indicate that proactive work behaviors contribute to an organization's effectiveness and adaptability. Thomas, Whitman, and Viswesvaran (2010) also found significant relationships between proactive personality traits and various organizational outcomes, including performance, satisfaction, commitment, and social networking. Similarly, Tunca, Elçi, and Murat's (2018) study shows that proactive personality traits are positively associated with task performance. Özdemir's (2019) research with university students reveals that proactive traits are significantly linked to career adaptability and self-development. Collectively, these studies highlight the importance of proactive personality traits for both employees and organizations.

The input and output of educational institutions consist of human elements, and the system is subject to various variables and potential unforeseen challenges, thus necessitating proactive behavior from teachers, as argued by Cerit and Akgün (2015). Yücel, Koçak, and Cula (2010) conducted a survey examining pre-service teachers' views on the teaching profession using metaphors and found that the metaphors were mainly related to proactive personality traits. Furthermore, they indicated that teachers with proactive personality traits tend to have a forward-thinking vision, believe in ongoing development, and strive to impart significance to their lives through improvement efforts. Halıcı-Karabatak (2018) indicates that there are significant positive associations between the proactive behaviors of teachers and personality traits such as responsibility, openness to experience, extroversion, emotional stability, and mildness. Further research has shown that teachers with proactive personality traits have higher levels of self-efficacy (Er, 2018; Hatipoğlu, 2019; Kalkan, 2019) and that there are positive correlations between proactive personality traits and levels of optimism, psychological resilience and hope (Hatipoğlu, 2019). Additionally, it has been found out that proactive personality traits play a role in skills such as situation change, emotion management, attention directing, and cognitive direction (Aybatan, 2018). Therefore, it is reasonable to assert that teachers with proactive personality traits will significantly contribute to themselves and their institutions.

Additional research on proactive teacher behaviors has a positive effect on these personality traits for encouraging positive organizational behavior in schools. For instance, Ghitulescu (2018) revealed that proactivity positively correlates with work meaningfulness and

affective commitment while displaying a negative correlation with conflict. Li, Wang, Gao, and You (2017) found that proactive personalities influence teachers' job commitment, self-efficacy, and work meaningfulness. Liu, Li, Liu, and Wang (2017) revealed that a proactive personality plays a role in teachers' innovative work behaviors by mediating certain variables. Bozbayındır and Alev (2018) indicated that proactive personality traits mediate teachers' self-efficacy and their openness to change. These findings suggest that proactive teachers can significantly contribute to organizational changes in schools.

The aforementioned studies highlight the importance of proactive behaviors for educational institutions and suggest that teachers' proactive behaviors should be improved. However, when the studies on the sample of educational organizations are examined, it is seen that there are not enough studies to determine the organizational behaviors that lead teachers to develop proactive behaviors. Based on this gap in the literature, empowering leadership that encourages employees to take responsibility and contribute to their organizations (Yun, Cox, & Sims, 2006) and the effect of employees' levels of perceived work meaningfulness, which determines their attitudes towards their jobs, on proactive teacher behavior was deemed worth examining. Therefore, it is important to reveal organizational behaviors that support teachers' proactive behavior. In this context, this study aimed to determine whether the variables "empowering leadership" and "work meaningfulness," which are among the factors that support teachers' proactive behaviors, play a role in teachers' proactive behaviors. On this basis, it was determined which antecedents were effective in promoting proactive behavior, and it was intended to contribute to the field by offering recommendations in this regard.

Conceptual Framework

Empowering Leadership Behaviors

The conventional management theories neglected the significance of organizational change and development by comparing organizations to inanimate and self-contained mechanisms. This perception predetermined the roles and responsibilities of workers and assigned all decision-making authority to managers (Katz & Kahn, 1977; Konan & Çelik, 2018). However, it was soon recognized that an approach to management that views individuals in organizations as capable of working with internal controls instead of requiring external intervention could lead to enhanced productivity, superior output quality, and a harmonious organizational structure (Manz & Sims, 1987). The empowering leadership approach represents a leadership style that endeavors to distribute responsibility, management power, and decision-making authority among employees and aims to improve them and the organization concurrently (İmamoğlu & Dönmez Turan, 2019). In accordance with Konczak, Stelly, and Trusty's (2000) research, empowering leadership behavior encompasses six sub-dimensions: authorization, responsibility, self-determination, information sharing, skill development, and coaching for innovative performance. Yılmaz (2022) asserts that such a comprehensive, empowering leadership approach facilitates employees to lead decision-making processes by enhancing their management skills. Consequently, employees can assume decision-making responsibilities related to their areas of expertise (Konan & Çelik, 2018). As a result, organizations can attain their objectives more efficiently by exhibiting change and improvement through empowering leadership practices, unlike the traditional management approach. Konczak, Stelly, and Trusty (2000) indicate that empowerment behavior has recently become a prevalent management practice due to the advantages of the empowering leadership approach for organizations.

Empowering leadership is a method of leadership that encourages employees to develop characteristics such as initiative, self-management, and assuming responsibility. By delegating authority to employees, leaders aim to foster both their own improvement and the organization's high performance (Yun, Cox, & Sims, 2006). The concept of leadership in today's schools is evolving in an effort to achieve quality outcomes, as is the case with all organizations. This innovative concept aims to establish an effective school by involving instructors and pupils in the management processes of the school. Empowered teachers participate actively in school and classroom-related decision-making processes. This decision-making authority gives institutional authority to teachers in their interactions with other stakeholders (Short, 1998). Decision-making processes in school organizations that involve human inputs can be complex due to the intensity of human relationships. Nonetheless, effective leaders establish an empowering organizational structure that enables efficient and prompt decision-making to overcome this challenge (Martin, 2013). Consequently, the adoption of empowering leadership roles by school administrators can increase teachers' psychological resilience (Soylu & Okçu, 2022), participation in decision-making processes (Töre & Uysal, 2022), psychological contracts (Koçak & Burgaz, 2017), and intrinsic motivation levels (Srivastava, Bartol, & Locke, 2006), thereby leading to the establishment of effective schools.

Work Meaningfulness

As per the organizational literature, "meaning" and "meaningfulness" are separate concepts (Rosso, Dekas, & Wrzesniewski, 2010). The fact that a task has an explicable meaning does not necessarily imply that it has significance for the individual performing it. According to Pratt and Ashforth (2003), "meaningfulness" refers to the significance of something to a person. In the business world, the degree to which individuals find their work meaningful depends on the significance they attribute to the work. Due to individual differences, it is possible for some employees to perceive their jobs as meaningful, while others may not. However, in the organizational literature, job meaningfulness denotes a positive value (Rosso, Dekas, & Wrzesniewski, 2010). Thus, meaningful work is a determinant of both individual and organizational performance (Neck & Milliman, 1994).

According to Torbert (1994), a meaningful profession for an individual should contribute positively to his or her physical and mental growth. In addition, for individuals to consider their work meaningful, merely benefiting themselves would not be sufficient. According to Chalofsky (2003), the significance of a position for an individual is contingent on his or her contributions to it. In this context, it can be said that for individuals to find their work meaningful, they must contribute to their personal development and enhance their work. According to Neck and Milliman (1994), a person's perception of the significance of their work is contingent on the value they assign to it. According to Chalofsky (2003), the value of work is determined by its compatibility with the individual's ideals and goals. In addition, Rosso, Dekas, and Wrzesniewski (2010) assert that this value encompasses various organizational factors that extend beyond alignment with individual attitudes, influencing the meaningfulness of work for individuals. To establish the concept of work meaningfulness (Mert & Balcı, 2019), which conveys a positive perception for individuals, it is crucial to identify all of these factors.

Research indicates that for people to find their lives meaningful, they must also find their professions meaningful (Steger & Dik, 2009). In this context, it can be anticipated that teachers who perceive their work as meaningful will facilitate the school's development and the production of well-qualified graduates.

Proactive Teacher Behavior

According to Özkan and Çangal (2022), contemporary educational institutions ought to be constantly engaged in communication with their environment and hold a dynamic perspective towards change to meet the demands of the current age. The ability of schools to adapt successfully to these changes is contingent upon their capacity to overcome obstacles and capitalize on opportunities. As such, it can be posited that teachers with proactive personalities who anticipate problems and opportunities (Frese & Fay, 2001) and undertake superior developmental efforts by improving present conditions (Crant, 2000) are indispensable to facilitating the adaptation of schools to the prevailing circumstances.

Individuals exhibiting a proactive personality are characterized by shaping and selecting their work environment to align with their preferences. These individuals demonstrate a strong determination to overcome obstacles encountered in business environments. Proactive individuals take the initiative to create opportunities in business rather than waiting for them to emerge. They persist in their efforts until they achieve a significant change due to their proactive approach (Robbins & Judge, 2013). Additionally, proactive individuals tend to take an active role in social events due to their improved sense of responsibility (Çini, 2014). In the context of schools, the proactive actions of teachers are essential for designing the social future and achieving continued organizational success. Cerit (2017) highlights that proactive teacher behaviors are a vital source of power for the continued success of schools. Moreover, Ghitulescu (2013) notes that proactive teacher behaviors are critical to achieving organizational success through adaptation to change. Therefore, proactive teacher behaviors are regarded as a crucial organizational behavior for schools to achieve success through change adaptation.

The objective of this study is to determine, based on the viewpoint of teachers, the impact of empowering leadership behaviors and work meaningfulness on proactive teacher behavior. The framework of this study explores the correlations between relevant variables and evaluates the degree to which empowering leadership behaviors and work meaningfulness elucidate proactive teacher behavior. In this regard, the study aims to seek answers to the following research questions:

- What is the level of teachers' perceptions of empowering leadership behaviors, work meaningfulness and proactive teacher behavior?
- Is there a significant relationship among teachers' empowering leadership behaviors and perceptions of work meaningfulness and proactive teacher behavior?
- Are teachers' empowering leadership behaviors and perceptions of work meaningfulness a significant predictor of proactive teacher behavior?

Method

This study examined the relationships among empowering leadership behaviors, work meaningfulness, and proactive teacher behavior. The research was designed in a relational screening model, and the data gathered from teachers were analyzed with quantitative techniques.

Participants

The present research was carried out in the province of Uşak, involving teachers from public schools. The primary objective of this study was to examine the relationships among various variables. Consequently, the data were gathered from the study group, and no specific determination was made regarding population and sampling. The research group consisted of 407 teachers. Table 1 presents detailed information on the research participants.

Table 1. Descriptive statistics of the research group

		<i>Frequency</i>	<i>Percentage (%)</i>
Gender	Female	189	46.4
	Male	218	53.6
School level	Primary	298	73.2
	Secondary	109	26.8
Seniority	1-10 years	203	49.9
	11 years and up	204	50.1
Educational Status	Undergraduate	382	93.9
	Graduate	25	6.1
Total	407		

As shown in Table 1, 46.4% of the 407 teachers comprising the research group were female and 53.6% were male. 298 of these teachers were employed in primary education, while 109 were employed in secondary education. 203 of the participating teachers had 1-10 years of experience, while 204 had 11 or more years of experience.

Data Collection Tools

In this study, the "Leader Empowering Behavior Questionnaire (LEBQ)" developed by Konczak, Stelly, and Trusty (2000) and adapted into Turkish culture by Aras (2013), was utilized to determine teachers' perceptions of the empowering leadership behaviors of school principals. The "Work as Meaning Inventory (WAMI)" created by Steger, Dik, and Duffy (2012) and adapted into Turkish by Akin, Hamedoğlu, Kaya, and Sariçam (2013) was used to determine teachers' perspectives on work meaningfulness. The "Proactive Work Behavior (PWB) Scale," developed by Parker and Collins (2010) and adapted into Turkish by Uncuoğlu-Yolcu (2017), was used to determine the level of proactive behavior among teachers. Below are the psychometric properties of the Turkish-adapted scales.

Leader Empowering Behavior Questionnaire (LEBQ): The instrument utilized to determine teachers' perceptions of empowering leadership behaviors comprises 18 items and five dimensions. The five dimensions of the Likert-type scale, consisting of five points, are designated as "authority and responsibility, self-determination, information sharing, skill development, coaching for innovative performance." During the scale adaptation phase, Aras (2013) performed a confirmatory factor analysis (CFA), resulting in the following values: [$\chi^2/df = 2.710$ ($p > 0.05$); CFI=.908; TLI=.885; RMSEA=0.068]. The dimensions' reliability coefficients were determined to be 0.67 for the authority and responsibility dimension, 0.643 for self-determination, 0.706 for information sharing, 0.768 for skill development, and 0.729 for coaching for innovative performance. This study computed Cronbach's Alpha coefficients for the dimensions, which were .94 for the authority and responsibility dimension, .94 for self-determination, .93 for information sharing, .95 for skill development, and .96 for coaching for innovative performance. These coefficients suggest that the scale was a dependable tool suitable for research purposes (Kline, 2011).

Work and Meaning Inventory (WAMI): The Work and Meaning Inventory (WAMI), employed to assess teachers' viewpoints concerning the importance of their profession, comprises three dimensions and 10 items. The dimensions include "positive meaning, meaning added by work, and high motivation," which are rated using a five-point Likert scale. The Turkish version of the inventory was subjected to confirmatory factor analysis (CFA), and the results yielded the following statistics: [$\chi^2/df = 1.498$ ($p > 0.05$); CFI=.98; IFI=.98; GFI=.94; RMSEA=0.057].

Moreover, the overall reliability coefficient of the inventory was calculated to be 0.86 (Akın, Hamedoğlu, Kaya, and Sarıçam, 2013). The reliability analysis conducted for this study indicated an overall reliability coefficient of 0.87. The reliability coefficients suggest that the inventory was a dependable research tool (Kline, 2011).

Proactive Work Behavior (PWB) Scale: The adaptation study of the Proactive Work Behavior Scale (PWBS), utilized to assess teacher perceptions of proactive teacher behavior, determined that a two-factor structure was appropriate for the scale within the Turkish culture. The analysis showed factor loadings ranging from 0.54 to 0.90, indicating that the five-point Likert scale with two factors, "problem prevention/individual innovativeness/taking responsibility" and "expressing," was a valid instrument to use for research purposes. The overall reliability coefficient of the scale was calculated to be 0.90 (Uncuoğlu-Yolcu, 2017). The reliability analysis conducted for this study revealed that Cronbach's Alpha coefficient for the entire scale was 0.94, signifying that the scale was a valid instrument for use in this study (Kline, 2011).

Data Collection and Analysis

The study involved the participation of teachers from primary and secondary educational institutions in the Uşak province. Legal permissions were obtained from the Provincial Directorate of National Education to collect data. A total of 407 teachers participated voluntarily in the data collection process, which took approximately 10 to 15 minutes to complete. The collected data were subjected to missing data and outlier analyses, and the reliability of the scales was measured using Cronbach's Alpha coefficients. Additionally, analyzing the kurtosis and skewness coefficients and scatter diagrams of the data revealed that the coefficients ranged between -1 and +1. The related coefficients indicated that the data followed a normal distribution.

In the analysis of the data, descriptive statistics such as arithmetic averages and standard deviations were utilized. Pearson correlation coefficients were computed to ascertain the relationships between variables, while multiple regression analysis was carried out to determine the impact of empowering leadership and work meaningfulness on proactive teacher behaviors. Before the regression analysis, the tolerance, VIF, and Durbin Watson values were examined to identify potential multicollinearity issues among the independent variables. The study findings indicated that the tolerance value was greater than 0.1, the VIF value was lower than 10, and the Durbin-Watson coefficient was under 2. Based on this evidence, it was deduced that there was no multicollinearity problem (Çokluk, 2010). Regression analysis was conducted through the enter method. The initial step of the analysis involved the inclusion of "control variables," namely gender, seniority (categorized as 1-10 years and 11 years and above), school level (primary and secondary education), and educational level (undergraduate and graduate), which were coded as dummy variables. In the second step of the analysis, empowering leadership behaviors and job meaningfulness variables were added.

Results

Depending on the first research question of the study, arithmetic means and standard deviations were calculated for the levels of empowering leadership behaviors, work meaningfulness, and proactive teacher behavior. Table 2 contains descriptive statistics for each variable.

Table 2. Arithmetic mean and standard deviation values of the variables

	Mean (\bar{X})	Sd
Empowering Leadership Behaviors		
Authority and responsibility	3.70	.919
Self-determination	3.74	.979
Information sharing	3.71	.965
Skill development	3.71	.990
Coaching for innovative performance	3.72	.963
Work Meaningfulness	4.14	.550
Proactive Teacher Behavior	4.00	.592

As indicated in Table 2, the opinions expressed by teachers suggest that the average scores for empowering leadership behaviors are relatively high. In other words, teachers believe that school leaders exhibit behaviors of “authority and responsibility, self-determination, information sharing, skill development, and coaching for innovative performance” at a high level. On further analysis, it is observed that self-determination has the highest average score (\bar{X} =3.74), while authority and responsibility receive the lowest average score (\bar{X} =3.70), although the differences between them are not relatively considerable. Similarly, based on teachers’ perceptions, the averages of work meaningfulness (\bar{X} =4.14) and proactive teacher behavior (\bar{X} =4.00) are also found to be at high levels.

Secondly, the relationships between proactive teacher behavior and other variables were revealed. Table 3 presents correlation coefficients between variables.

Table 3. Correlation coefficients for the relationships among empowering leadership behaviors, work meaningfulness and proactive teacher behavior

	Proactive Teacher Behavior
Empowering Leadership Behaviors	
Authority and responsibility	.101*
Self-determination	.091
Information sharing	.097
Skill development	.104*
Coaching for innovative performance	.121*
Work Meaningfulness	.421*

$N=407$, * $p < .01$

In Table 3, correlation coefficients indicate that there are low-level, positive, and significant relationships between the empowering leadership behaviors of "authority and responsibility, skill development, and coaching for innovative performance" and proactive teacher behavior [($r_{aar \times ptb} = .101$; $p < .01$), ($r_{sd \times ptb} = .104$; $p < .01$), ($r_{cfip \times ptb} = .121$; $p < .01$)]. However, there was no correlation between self-determination, information-sharing behaviors, and proactive teacher behavior. On the other hand, there was a Significant, moderate and positive correlation between work meaningfulness and proactive teacher behavior [($r_{wm \times ptb} = .421$; $p < .01$)].

Table 4 presents the regression analysis results based on the last research question.

Table 4. Regression analysis results for predicting proactive teacher behavior

	Proactive Teacher Behavior			
	β	t	R ²	ΔR^2
			.041	-
Gender	-.002	-.043		
Seniority	.065	1.322		
School Level	-.041	-.830		
Educational Status	.189	3.860*		
			.210	.169
Authority and Responsibility	.017	.197		
Self-determination	-.019	-.176		
Information Sharing	-.057	-.483		
Skill Development	-.026	-.213		
Coaching for Innovative Performance	.148	1.343		
Work Meaningfulness	.396	8.489*		

$N=407$, * $p < .05$

With reference to Table 4, it was determined that gender, seniority, and school level, which were included as control variables in the initial phase of the regression analysis, did not influence teachers' proactive behaviors. On the other hand, the education status variable accounted for 4.1% of the variance in proactive behavior ($R^2 = .041$, $p < 0.05$). In this context, it was determined that the educational status variable, which was coded as a dummy variable, significantly predicted proactive teacher behavior, and that having a postgraduate education positively influenced proactive behavior. In the second stage, the empowering leadership behaviors and work meaningfulness were included in the analysis. Consequently, it was determined that empowering leadership behaviors were not a significant predictor of proactive teacher behaviors, whereas work meaningfulness accounted for 17% of the variance in proactive teacher behavior ($\Delta R^2 = .169$, $p < 0.05$). In general, the educational status variable and the work meaningfulness were found to be significant predictors of proactive teacher behavior, accounting for 21% of the variance ($R^2 = .210$, $p < 0.05$).

Discussion, Conclusion and Suggestions

The study investigated the relationship among empowering leadership behaviors, work meaningfulness, and proactive teacher behavior based on teachers' views, and their perception levels of the variables were determined first. The findings indicate that the teachers perceive high levels of empowering leadership behaviors exhibited by school administrators, find their work meaningful, and exhibit proactive behaviors. When the studies on related variables in the literature are examined, it is seen that school administrators exhibit high levels of empowering leadership behaviors in parallel with the current study (Akkaya, 2023; Dağlı & Kalkan, 2021; Karagözoğlu, 2022; Koçak & Burgaz, 2017; Sert, 2021; Soylu & Okçu, 2022; Töre & Uysal, 2022); teachers exhibit high level of work meaningfulness perception (Balcı & Ağ, 2019; Toptaş, 2018) and high level of proactive behavior (Atalay-Mazlum, 2019; Bozbayındır & Alev, 2018; Halıcı-Karabatak, 2018; Hatipoğlu, 2019; Kalkan, 2019; Uncuoğlu-Yolcu & Çakmak, 2017). Based on the present

study and recent studies conducted in similar cultural samples, it can be concluded that school administrators in Türkiye promote teacher participation in management processes by supporting their decision-making processes. Teachers who are satisfied with their work life, which is compatible with their personal goals, also proactively contribute to school development in order to improve their schools.

Secondly, this study investigated the associations among proactive teacher behavior and sub-dimensions of empowering leadership and work meaningfulness. The findings of the analyses reveal that there exist low-level positive and statistically significant relationships between teachers' proactive behaviors and empowering leadership behaviors, including authority and responsibility, skill development, and coaching for innovative performance. Consequently, it can be asserted that giving authority and responsibility to teachers, provision of support for their skill development, and mentoring for innovative performance by school administrators contribute to the development of teachers' proactive behaviors at a low level. It is worth noting that proactive teacher behaviors are self-initiated and not prompted by school administrators (Ghitulescu, 2013), which may explain the observed low-level relationship between these variables. One of the study's findings is that there is no significant correlation between the self-determination and information-sharing behaviors of empowered leadership and proactive teacher behaviors. Additionally, the definitions of proactiveness highlight individuals' decision-making abilities (Engel & Etzion, 2011). In this context, it is apparent that the current study's finding differs from previous research. It can be said that this difference arises from the fact that individuals with proactive personalities work with their own desire and determination, without needing to be motivated by anyone else (Robbins & Judge, 2013). In other words, individuals with proactive personalities can demonstrate high performance without needing the support of their leaders. The research found that the work meaningfulness variable has a significant, moderate, and positive relationship with proactive teacher behaviors. Consequently, it can be noted that teachers' perceptions of the meaning of their work enhance proactive teacher behaviors, which is crucial to sustaining the organizational success of schools (Cerit, 2017).

Based on the regression analysis results of the study, it is found that gender, seniority, and school-level variables do not demonstrate any significant impact on the proactive behavior of teachers. Conversely, the educational status variable is found to be a significant predictor of proactive behavior. Further analysis of this finding reveals that teachers having graduate education positively correlate with their level of proactivity. As per the results of the regression analysis, it is observed that the empowering leadership behaviors exhibited by school administrators do not significantly affect the proactive behavior of teachers. Conversely, teachers' perceptions regarding the meaningfulness of their jobs emerge as a significant predictor of proactive teacher behavior. Additionally, the correlation between graduate education and work meaningfulness as a predictor of proactive teacher behavior indicates that personal factors effectively determine the level of proactivity exhibited by teachers. Research indicates that teachers enhance their personal development and cultivate proactive personality traits by pursuing graduate education (Halıcı-Karabatak, 2018). Moreover, it is observed that perceiving their job as meaningful can bolster their work motivation (Yöndem, 2019) and job performance (Özkan, 2017), as well as elevate their sense of finding their lives meaningful (Balçı & Ağ, 2019).

In line with the findings of the study, receiving a graduate degree is one of the factors that increase teachers' proactivity. For this reason, it is crucial for policymakers to make decisions that encourage teachers to pursue graduate education, and for school administrators to provide the necessary resources to teachers who are willing to pursue such education. Additionally, within the

scope of the present study, it was determined that teachers' work meaningfulness is an additional factor that increases their tendency to exhibit proactive behavior. Therefore, it must be ensured that the factors that encourage teachers to find their jobs meaningful are identified and that educational policies are structured accordingly. For future research, it is suggested that qualitative studies to be conducted in order to examine the factors that contribute to the development of teachers' proactive behaviors in depth. Researchers are also encouraged to identify the specific course contents within graduate education programs that contribute to the development of proactive behavior tendencies in teachers and contribute to in this area.

References

- Akın, A., Hamedoğlu, M. A., Kaya, Ç & Sarıçam, H. (2013). Turkish version of the work and meaning inventory (WAMI): Validity and reliability study. *Journal of European Education, 3*(2), 11-16.
- Akkaya, B. (2023). School principals' empowering leadership behaviors the effect of teachers on their professional development self-efficacy. *International Journal of Eurasian Education and Culture, 8*(20), 16-58.
- Aras, G. (2013). *Personel güçlendirme yönetiminde güçlendirici liderlik davranışları uygulaması: Kemer bölgesi beş yıldızlı otel işletmeleri örneği*. Unpublished master's thesis. Gümüşhane Üniversitesi, Sosyal Bilimler Enstitüsü, Gümüşhane.
- Atalay-Mazlum, A. (2019). *Belirsizlik yönetimi ve proaktif davranışlar ile ilişkisi*. Unpublished doctoral dissertation. Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.
- Aybatan, K. (2018). Çalışanların proaktif kişilik özellikleri ile duygu yönetimleri arasındaki ilişkinin incelenmesi. Unpublished master's thesis. İstanbul Gelişim Üniversitesi, İstanbul.
- Balcı, O., & Ağ, C. (2019). Yaşamın anlamı ve işin anlamlılığı arasındaki ilişki. *Uluslararası Sosyal ve Beşeri Bilimler Araştırma Dergisi, 6*(33), 348-362.
- Bateman, T. S. & Crant, J. M. (1993). The proactive component of organizational behavior: A measure and correlates. *Journal of Organizational Behavior, 14*, 103-118.
- Bozbayındır, F. & Alev, S. (2018). Öğretmenlerin öz yeterlilik, proaktif kişilik ve değişime açıklık algıları arasındaki ilişkinin incelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi, 19*(2), 293-311.
- Cerit, Y. (2017). The mediating effect of LMX in the relationship between school bureaucratic structure and teachers' proactive behavior. *Leadership & Organization Development Journal, 38*(6), 780-793.
- Cerit, Y., & Akgün, N. (2015). Okulun örgüt yapısı ile sınıf öğretmenlerinin proaktif davranışları arasındaki ilişki. *Kastamonu Eğitim Dergisi, 23*(4), 1789-1802.
- Chalofsky, N. (2003) An emerging construct for meaningful work. *Human Resource Development International, 6*(1), 69-83.
- Çini, P. E. (2014). *Yönetici ve çalışanların proaktif kişilik özellikleri ve ilişkisel bağımlı benlik düzeylerinin karşılaştırılması*. Unpublished master's thesis. Maltepe Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Çokluk, Ö. (2010). Lojistik regresyon analizi: Kavram ve uygulama. *Kuram ve Uygulamada Eğitim Bilimleri, 10*(3), 1357-1407.
- Crant, J. M. (2000). Proactive Behavior in Organizations. *Journal of Management, 26*(3), 435-462.
- Dağlı, E., & Kalkan, F. (2021). Okul müdürlerinin güçlendirici liderlik davranışları ile öğretmenlerin öz yeterlilik algıları ve iş doyumları arasındaki ilişki. *Eğitim ve Bilim, 46*(208).
- Engel, Y., & Etzion, O. (2011). Towards proactive event-driven computing. In *Proceedings of the 5th ACM international conference on Distributed eventbased system* (pp. 125-136).

- Er, N. (2018). *İlkokul öğretmenlerinde öz yeterliğin yordayıcıları olarak psikolojik dayanıklılık ve proaktif kişilik özellikleri*. Unpublished master's thesis. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Frese, M., & Fay, D. (2001). 4. Personal initiative: An active performance concept for work in the 21st century. *Research in organizational behavior*, 23, 133-187.
- Ghitulescu, B. E. (2013). Making change happen: The impact of work context on adaptive and proactive behaviors. *The Journal of Applied Behavioral Science*, 49(2), 206-245.
- Ghitulescu, B.E. (2018), Psychosocial effects of proactivity: The interplay between proactive and collaborative behavior. *Personnel Review*, 47(2), 294-318.
- Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 50, 327-347.
- Halicı-Karabatak, S. (2018). Öğretmenlerin proaktif davranış düzeyleri ile beş faktör kişilik özellikleri arasındaki ilişkinin incelenmesi. *Mecmua Uluslararası Sosyal Bilimler Dergisi*, 3(5), 48-64.
- Hatipoğlu, A. Y. (2019). *İlköğretim okulu öğretmenlerinin psikolojik sermaye alguları ile proaktif davranış düzeyleri arasındaki ilişki*. Unpublished master's thesis. Bolu Abant İzzet Baysal Üniversitesi, Eğitim Bilimleri Enstitüsü, Bolu.
- İmamoğlu, E. B., & Dönmez Turan, A. (2019). Güçlendirici Liderliğin Bilgi Paylaşımı Davranışı Üzerindeki Etkisinde Algılanan Örgütsel Destek Davranışının Aracı Rolü: Bilişim Sektöründe Bir Araştırma. *Istanbul Management Journal*, (87), 27-48.
- Kalkan, H. (2019). *Resmi ve özel ortaokullarda görev yapan öğretmenlerin proaktif davranış sergileme düzeyleri ile özyeterlik alguları arasındaki ilişkinin analizi*. Unpublished master's thesis. İnönü Üniversitesi, Eğitim Bilimleri Enstitüsü, Malatya.
- Karagözoğlu, A. A. (2022). *Güçlendirici liderlik, örgütsel dayanıklılık, öz yeterlik ilişkisinin incelenmesi*, Unpublished doctoral dissertation. Fırat Üniversitesi, Eğitim Bilimleri Enstitüsü, Elazığ.
- Katz, D., & Kahn, R. L. (1977). *Örgütlerin Toplumsal Psikolojisi*. (çev. H. Can, ve Y. Bayar) Ankara: Doğan Basımevi.
- Kline, R. B. (2011). *Principles and practice of structural equation modeling*. New York: The Guilford Press.
- Koçak, S., & Burgaz, B. (2017). Ortaöğretim kurumlarındaki psikolojik sözleşme üzerinde güçlendirici liderlik davranışlarının rolü. *Eğitim ve Bilim*, 42(191).
- Konan, N. & Çelik O.T. (2018). Güçlendirici liderlik ölçeğinin eğitim örgütleri için Türkçe'ye uyarlaması: Geçerlik ve güvenilirlik çalışması. *Kastamonu Education Journal*, 26(4), 1043-1054.
- Konczak, L. J., Stelly, D. J., & Trusty, M. L. (2000). Defining and measuring empowering leader behaviors: Development of an upward feedback instrument. *Educational and Psychological measurement*, 60(2), 301-313.

- Li, M., Wang, Z., Gao, J., & You, X. (2017). Proactive personality and job satisfaction: The mediating effects of self-efficacy and work engagement in teachers. *Current Psychological Research*, 36(1), 48-55.
- Liu, L., Liu, Y., Li, M., & Wang, Z. (2017). Proactive personality and innovative work behavior: The mediating effects of affective states and creative self-efficacy in teachers. *Current Psychological Research*, 36(4), 697-706.
- Manz, C. C., & Sims Jr, H. P. (1987). Leading workers to lead themselves: The external leadership of self-managing work teams. *Administrative science quarterly*, 106-129.
- Martin, A. M. (2013). *Empowering Leadership: Developing Behaviors for Success*. American Association of School Librarians. 50 East Huron Street, Chicago, IL 60601-2795.
- Mert, G., & Balcı, O. (2019). Çalışanların iş yaşamlarının anlam algısı ve psikolojik dayanıklılık durumlarının tespiti: Eğitim sektöründe bir araştırma. *Journal of International Social Research*, 12(65).
- Neck, C. P., & Milliman J. F. (1994). Thought self-leadership finding spiritual fulfilment in organizational life. *Journal of Managerial Psychology*, 9 (6), 9-16.
- Özdemir, S. (2019). Proaktif kişiliğin kariyer uyum yeteneğine etkisinde kendini yetiştirmenin rolü. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 12(18. UİK Özel Sayısı).
- Özkan, C. (2017). *İş anlamlılığının iş performansı ve sapma davranışına etkisi: Mersin ilinde yapılan bir araştırma*. Unpublished doctoral dissertation. Mersin Üniversitesi, Sosyal Bilimler Enstitüsü, Mersin.
- Özkan, H. H. & Çangal, A. (2022). Okul yönetiminde insan ilişkilerinin sınıf yönetimine etkisi. M. Çelikten (Ed.) *Sınıf yönetimi* (47-62). Eğitim yayınevi.
- Parker, S. K. & Collins, C. G. (2010). Taking stock: Integrating and differentiating multiple proactive behaviors. *Journal of Management*, 36(3), 633-662.
- Pratt, M. G., & Ashforth, B. E. (2003). Fostering meaningfulness in working and at work. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship* (pp. 309–327). San Francisco: Berrett-Koehler Publishers, Inc.
- Robbins, S. P. & Judge, T.A. (2013). *Örgütsel davranış*. (Çev. Ed. İnci Erdem). Ankara: Nobel.
- Rosso, B. D., Dekas, K. H., & Wrzesniewski, A. (2010). On the meaning of work: A theoretical integration and review. *Research in Organizational Behavior*, 30, 91-127.
- Sert, H. (2021). *Okul müdürlerinin güçlendirici liderliğinin öğretmenlerin kuantum paradigmasından okula bakışına etkisi*. Unpublished master's thesis. Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü, Konya.
- Short, P. M. (1998). Empowering leadership. *Contemporary Education*, 69(2), 70.
- Soylu, S. & Okçu, V. (2022). Okul müdürlerinin güçlendirici liderlik davranışları ile öğretmenlerin psikolojik dayanıklılık düzeyleri arasındaki ilişki. *Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi Dergisi*, 9(2), 752-767.
- Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance. *Academy of Management Journal*, 49(6), 1239-1251.

- Steger, M. F., & Dik, B. J. (2009). If one is looking for meaning in life, does it help to find meaning in work?. *Applied Psychology: Health and Well-Being*, 1(3), 303-320.
- Steger, M. F., Dik, B. J. & Duffy, R. D. (2012). Measuring meaningful work: The work and meaning inventory (WAMI). *Journal of Career Assessment*, 1-16.
- Thomas, J., Whitman, D.S., & Viswesvaran, C., (2010). Employee Proactivity in Organizations: A Comparative Meta-Analysis of Emergent Proactive Constructs. *Journal of Occupational and Organizational Psychology*, 83, 275-300.
- Toptaş, B. (2018). Öğretmenlerin işlerini anlamlı bulma düzeyleri ve işlerini anlamlı bulmalarını etkileyen etmenler. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 18(1), 521-542.
- Torbert, W. R. (1994). The good life: good money, good work, good friends, good questions. *Journal of Management Inquiry*, 3(1), 58–66.
- Töre, E. & Uysal, O.K. (2022). The effect of empowering leadership on participation in decision-making, *International Journal of Education Technology and Scientific Researches*, 7(18), 1042-1063.
- Tunca, S., Elçi, M. & Murat, G. (2018). Proaktif kişilik yapısının ve yenilikçi davranışın görev performansına etkisi. *Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5 (1), 325-335.
- Uncuoğlu-Yolcu, İ. & Çakmak, A. F. (2017). *Proaktif kişilik ile proaktif çalışma davranışı ilişkisi üzerinde işe gönülden adanma ve psikolojik güçlendirmenin etkisi*. Unpublished doctoral dissertation. Zonguldak Bülent Ecevit Üniversitesi, Sosyal Bilimler Enstitüsü, Zonguldak.
- Yılmaz, İ. A. (2022). *Güçlendirici liderlik davranışı ve psikolojik güçlendirmenin örgütsel bağlılığa etkisi üzerine bir araştırma*. Unpublished doctoral dissertation. Trakya Üniversitesi, Sosyal Bilimler Enstitüsü, Edirne.
- Yun, S., Cox, J., & Sims Jr, H. P. (2006). The forgotten follower: a contingency model of leadership and follower self-leadership. *Journal of managerial psychology*, 21(4), 374-388.
- Yücel, A.S., Koçak, C., & Cula, S. (2010). An analysis on proactive-reactive personality profiles in student-teacher relationship through the metaphorical thinking approach. *Eurasia Journal of Mathematics Science & Technology Education*, 6(2), 129-137.

International Journal of Educational Studies and Policy (IJESP)

Volume: 4, Issue: 2, November 2023

“He is like Mevlâna!, She is an Amazon Warrior!”: Reflection on Successful School Leadership in Socioeconomically Disadvantaged Contexts through Metaphors

Ali Duran¹, Necati Cemaloğlu²

ABSTRACT

The notions of successful school principalship and how to get things done effectively in schools are often argued about, but not definitely agreed upon, by educational researchers, policy makers, practitioners. This study was to contribute to the literature on what it means with successful school principalship, by analyzing the metaphorical perceptions of a vast array of participants (deputies, teachers, students, and parents) from a broad area of schools. Designed as qualitative research, this inquiry is an ethnomethodological attempt. The data were obtained through individual or focus-group interviews through a semi-structured interview form. The metaphorical analyses rest upon the interpretive content analysis that enabled us to conduct in-depth analyses of metaphors so that we could make inferences about the professional identity of the successful school principalship. The metaphors are analyzed in a school leadership framework. This analysis contributes to the ongoing endeavour on seeking for successful principals' characteristics, attitudes, and behaviors. Metaphors revealed in this study have shown that the successful school principals in socioeconomically disadvantaged contexts often display paternalistic, transformational, moral and servant leadership behaviors. The participants depicted affectionate, self-sacrificing, caring, disciplined, innovative and benevolent portrait of school principals. Several recommendations and implications for policy, research and practitioners are offered.

Keywords: Successful school principals, metaphor, paternalistic leadership, socioeconomically disadvantaged contexts

DOI: <https://doi.org/10.5281/zenodo.10160091>


Article Info:


Received: 04.03.2023

Accepted: 16.11.2023

Article Type: Research Article

Cite as: Duran, A. & Cemaloğlu, N. (2023). “He is like Mevlâna!, She is an Amazon Warrior!”: Reflection on successful school leadership in socioeconomically disadvantaged contexts through metaphors. *International Journal of Educational Studies and Policy*, 4(2), 91-128.

¹Corresponding Author: Dr. Ali Duran, Ministry of National Education, aliduranedu@hotmail.com,  ORCID: 0000-0001-6132-4066

²Prof. Dr. Necati Cemaloğlu, Gazi University, necem@gazi.edu.tr,  ORCID: 0000-0001-7753-2222
This work is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/).



Introduction

“Education is a deeply mysterious process and so is the business of being a leader” Greenfield (1984, p.167).

The issue of successful educational leadership in schools is of great interest among researchers in educational administration, policy makers, and practitioners. Therefore, among the basic focuses of the school effectiveness research (Bipath & Moyo, 2016; Brookover et al., 1982; Edmonds, 1979; Frederickson & Edmonds, 1979; Lezotte, 1986) are the characteristics (Holly, 2009), attitudes (Wong & Law, 2017), behaviors (Johnson, 2005), roles (Reid, 2020), responsibilities (Fullwood, 2016) and practices (Alqahtani, Noman & Kaur, 2020) of successful school principals, who have been proved to play a key role in a school context (Engels et al. 2008, p.160), and are regarded as “change agents” or “culture builders” (Leo & Wickenberg (2013, p. 407). There is evidence to suggest that culture begins with leadership (Giancola & Hutchison, 2005). Further, culture is the result of a group’s accumulated learning the culture itself will later define the required leadership (Kaul, 2015, p. 304).

Studies on successful school principals are one of the most common research lines in recent decades (Day, 2007; Drysdale & Gurr, 2011; Santaella, 2018). Previous research has led scholars to gather behind the idea that successful school leadership is second only to effective classroom teaching in its impact on student achievement (Bush & Glover, 2014). Drysdale and Gurr (2011) draw attention to the fact that school leadership continues to appeal a renewed attention in terms of its impact on student performance. This is so much so that, findings across the world demonstrated that school leadership is a crucial factor on student achievement (Hallinger & Heck, 1996; Leithwood, Louis, Anderson, & Wahlstrom, 2004). There have even been released of evidence, which show that successful school leadership accounts for as much as one quarter of the in-school difference in student achievement (Nichols, Glass, & Berliner, 2012).

Based on an extensive examination of literature on school principalship, it is seen that among the scientific endeavors to define school leadership in school contexts are metaphorical analysis regarding school principals. Through metaphors, much about how school principals interpret their professional identity in their organizations can be revealed no matter how they emerge, verbally or symbolically (Bredeson, 1987). From this point of view, it can be noted that metaphors can be employed to be able to understand the nature of school principalship in terms of characteristics and behaviors as well as roles and responsibilities. In this sense, past research has revealed the use of a great number of metaphors of school principal. It can be said that most of these metaphors are attempts to clarify the nature of the school principalship (Inbar, 1996).

The literature, on the other hand, includes a great deal of research on metaphors about school principals, but the research in metaphorical analysis of successful school principals remains limited. Only a few scholars have focused on this topic (Parylo & Zepeda, 2014; Trnavčević, & Roncelli Vaupot, 2009). More recent evidence on metaphors and school leadership comes from several studies (Heffernan, 2019; Heffernan, Netolicky & Mockler, 2019; Maguire & Braun, 2019; Meyer & Patuawa, 2020). In this sense, Heffernan (2019) advanced a new metaphor, called “the punk rock principal”, which refers to a school leader who thinks outside the box, and takes new approaches, changing traditional way of power and structures for school vision. In this metaphor, a school leader positions the school principalship behind the scenes instead of being visible at the front, leading us to reconsider the traditional school leadership approaches (Heffernan, 2019).

Much has been said of the metaphors on school principals, but too little has been said of what successful school leaders look like in the minds of teachers, deputies, students, or parents. “Metaphors need to be discussed in the contexts from which they come rather than presented as universally applicable” (Samier, 2019, p. 192). In this sense, no research has been obtained about the metaphorical images on successful school principalship in Türkiye. At this precise point, an important question emerges as follow: Can metaphors be employed to figure out what being a successful school principal means in Turkish context? Would there be similarities or differences when compared to other contexts in different parts or cultures across the world?

Successful school principalship, on the other hand, is likely to be even more crucial in low-performing schools, in which successful school principals seem to have significantly effects (Leithwood, Louis, Anderson & Wahlstrom, 2004) as well as in schools located socio-economically disadvantaged areas (Llorent-Bedmar, Cobano-Delgado, & Navarro-Granados, 2019; Moral, Martín-Romera, Martínez-Valdivia, & Olmo-Extremera, 2018) or in schools with students from disadvantaged backgrounds (Naidoo & Perumal, 2014; Santaella, 2018). There has been growing interest the traits, qualities, and applications of school principals who can make difference in schools with failures and are able to turn the things reverse. However, surprisingly little attention has been paid to delve into the identities of turnaround school principals (Meyers & Hitt, 2017).

The previous research has shown that successful school leadership is contextual in its nature, so the context is everything (Day, Gu & Sammons, 2016). Another evidence emerging from the literature is that successful school principals put their efforts and try to do what they can and must do to promote effective instruction, but their actions aren't displayed by the perfect replication of recipes. Instead, school principals, even in the same geopolitical contexts, vary in their routes to success by their context-based leadership practices (Noman, Hashim & Abdullah, 2018). Recognizing the distinctive challenges faced by schools in socioeconomically disadvantaged areas, it becomes imperative to understand how leadership styles and strategies adapt in these contexts. In regions marked by economic hardships, limited resources, and social challenges, the role of a school principal transcends beyond mere administrative duties. The need for empathy, resilience, and innovative problem-solving is amplified in these environments. Research indicates that in such settings, successful school principals often act not just as educational leaders, but as community leaders too, fostering a sense of hope and striving to overcome barriers to student success. They play a pivotal role in not only improving educational outcomes but also in enhancing the overall well-being of students and their families. Consequently, exploring the metaphorical perceptions of what constitutes successful principalship in these challenging environments becomes not only relevant but essential for a comprehensive understanding of successful school leadership. Accordingly, it would be logical to investigate the metaphorical perceptions of the main stakeholders; teachers, deputies, students, and parents as to what being a successful school principal is, and even how successful school principals act in socio-economically disadvantaged contexts. As noted above, despite having been investigated for more than a century, there has been still no consensus about the personal qualities, skills, and abilities of successful school principalship (Parylo & Zepeda, 2014). Grint (2005) (1992) suggests that successful school principals don't have the same qualities or don't display the same actions in each context or culture. Instead, these outliers embrace their contexts, and act accordingly to launch into new adventure of school leadership. The focus of this study is to delve into the professional identities of successful school principals in socioeconomically disadvantaged contexts in a broad research site.

Contribution to the Literature

The phenomenon of successful leadership, on the other hand, has been researched worldwide, using qualitative designs and methodologies. However, very few, if any, qualitative inquiries have been conducted in Turkish context. Accordingly, this study is expected to fill the void in the literature on both successful school principalship and metaphorical perceptions about them by explicating the cognitive reflections of teachers, deputies, students, and parents on successful school principals in disadvantaged contexts. This study differs from the available literature in metaphorical perceptions of school principals in that we address the issue from the perspectives both successful school principalship and being successful in socioeconomically disadvantaged contexts. Another contribution of this study is the participants and its research site. In this sense, an examination of literature has revealed no study in which teachers, deputies, students, and parents were recruited. Further, the research site is the four cities in Türkiye. Further, a few studies (e.g., Hernández-Amorós, & Martínez-Ruiz, 2018) examined the metaphors in terms of contemporary leadership styles has been found in the literature, so this study will be expected to contribute and to provide a new insight into the metaphorical analysis on leadership styles. Therefore, this study is thought to bring a new route to the metaphorical analyses on school principalship.

Purpose of the Research

In this sense, the main purpose of this study was to focus on the metaphorical perceptions of the main stakeholders, teachers, deputies, students, and parents in arenas of school administration. Within the framework of this main research problem, these questions guided this study:

- (a) What are the metaphorical perceptions of teachers, deputies, students, and parents on successful school principals?
- (b) What are the school leadership styles displayed by successful school principals in socioeconomically disadvantaged contexts?

A Review of the Literature

School Principalship in Türkiye

During the first years of Turkish Republic, John Dewey made some suggestions related to selecting and training school administrators in his report in 1924, but there hasn't been a well-established and continuous practice from that time (Cemaloğlu, 2005). When we examine the archive of Official Gazette in Türkiye from 1970 and 2018, there have been 16 legislative regulations on recruitment of school administrators, and almost half of them have been issued during the last decade. On the other hand, some amendments were made in the scope of the Regulation on the Amendment of the Regulation on the Assignment of School Administrators to the Educational Institutions of the Ministry of National Education in the Official Gazette numbered 30681 dated February 9, 2019. In line with this regulation, school principals are supposed to enter a 150-minute exam which includes 80 multiple-choice questions that include general ability, general culture, Atatürk's principles and revolutionary history, values education, ethics in education and training, education sciences and legislation. The candidates who will apply for the exam must be teachers in the Ministry of National Education. Those who intend to be assigned as deputies must also enter this exam. Following the exam, the candidates are supposed to attend interview sessions. Additionally, the candidates take extra scores from their background studies, experience years, prizes, etc. Finally, the scores of the written exam, the interviews, and the

previous background are calculated and a sum of the score is formed. This final score is used to assign them according to their choices from the vacant positions in the province. All school principals in state school in Türkiye work for government and have teaching background.

What Counts as Successful School Principalship?

The greatest contribution to the literature comes from the International Successful School Principalship Project (ISSPP) (Drysdale, 2011; Murakami, & Orr, 2012), which is the most comprehensive and coherent international comparative study of the principalship ever undertake (Day, 2015), and encompasses a diverse list of countries from different continents as follows: America (Brazil, Canada, Chile, Mexico, USA, and Puerto Rico), Europe (Austria, Cyprus, Finland, Greece, Ireland, Italy, Norway, Poland, Portugal, Spain, Sweden, Switzerland, Türkiye, and UK), Africa (South Africa and Kenya), Asia (China, Israel, New Zealand, and Singapore), and Australia. At this precise point, it is imperative to mention that the incentive and evidence for us to conduct this study to seek for outlier principals in Turkish context comes from the ISSPP even if the present study is not a part of this huge collaborative research team.

If we are to refer some evidence from the ISSPP, having examined thirteen schools from the USA, Australia, and England, Ylimaki, Jacobson and Drysdale (2007) have concluded that the improvement in each school can be attributed to the school principal personality, attitude and behaviors, namely effective school leadership. In another study as a part of the ISSPP, an updated model of successful school leadership based on Australian case studies, it was concluded that much of the student achievement and school improvement was attributed to the educational leadership (Drysdale & Gurr, 2011). The basic outcomes of the ISSPP research on successful school leadership practices from Australia, New Zealand, United States of America, China, Denmark, Norway, Sweden and United Kingdom were classified into five categories: (1) setting directions, building a vision and maintaining high expectations; (2) developing people, obtaining their trust and support, and expanding their capacity; (3) redesigning the organization to distribute leadership in a safe and collaborative environment; (4) managing instructional programs through productive forms of faculty engagement and providing needed resources; and (5) coalition building with internal and external stakeholders (Day & Leithwood, 2007).

Despite the limited number and scope, there are also studies from Türkiye. Along with the article by Ağaoğlu, Şimşek, Ceylan & Kesim (2012) on the characteristics of successful Turkish principals within the scope of the ISSPP, only a few scholars have followed this path into the successful school principalship in terms of the traits of effective school principals (Gürbüz, Erdem & Yıldırım, 2013; Karahasanoğlu, 2014), motivation strategies of successful principals (Elçi & Tan, 2015), and the leadership practices of successful school principals (Kızıldeniz, 2017). In the study by Ağaoğlu, Şimşek, Ceylan and Kesim (2012), it was concluded that successful school principals attached priority to building a trust of culture and leading the school members to involve in decision-making processes, especially while focusing on the innovative practices. The researchers also found evidence several roles displayed by the school principals: leadership, fatherhood, friendship and fraternity, mentorship, source of knowledge, and facilitator. Being respected by the school community and using “we” language, the successful school principals were found to provide effective feedback to teachers about their works and were considered as transformational leaders in their organizations (Ağaoğlu, Şimşek, Ceylan & Kesim, 2012).

Metaphors on School Principals

An extensive examination of the literature has revealed that school principals are also one of the trend themes of metaphorical analysis. When we consider the importance of school principals for a school context, especially in centred and bureaucratic structures like in Türkiye, it is not a surprising issue as the authority is held by the school principals. In this sense, Beck and Murphy (1993) conducted an extensive research on metaphors related to school principals and presented their findings in decades in terms of the dominant metaphors: School Principal as Values Broker (1920s), School Principal as Scientific Manager (1930s), School Principal as Democratic Manager (1940s), School Principal as Theory-Guided Administrator (1950s), School Principal as Bureaucratic Executive (1960s), School Principal as Humanistic Facilitator (1970s), School Principal as Instructional Leader (1980s), School Principal as Leader, Servant, Organizational Architect, Social Architect, Educator, Moral Agent, and Person in the Community (1990s). Cerit (2008) examined the metaphorical perceptions of teachers and elementary students on the school principals and found that director, leader, researcher, supervisor, and counsellor are the most repeated metaphors. In another one, more fresh evidence comes from Ozgenel and Gokce (2019) who investigated the primary students' metaphorical perceptions related to school principals and found that leader, director, family, teacher, and hardworking are the most repeated codes. Hernández-Amorós and Martínez Ruiz (2018) found such metaphors as counsellor, coordinator and facilitator, a tourist guide, or a train locomotive, whereas Yalçın and Erginer (2012) concluded family leader, father, locomotive, orchestra conductor and brain, angle, lion. Table 1 summarizes the main findings of the previous research on focusing the metaphorical perceptions on school principals.

Table 1. Metaphors on school principals elicited by previous literature

Researcher(S)	Main findings
Akan, Yalçın and Yıldırım (2014)	commander, soldier, administrator, orchestra conductor, and organization leaders
Akın-Kösterelioğlu (2014)	father, machine gear, mother, locomotive, and sun
Akyol and Kapçak (2017)	captain, gardener, father, dictator, and shepherd
Allen (2004)	protective buffers, cheerleaders, caretakers and mother hens, listeners, coaches, balancers
Argyropoulou and Hatira (2014)	donkey, horse, cat, tightrope walker, forest, ship
Aydoğdu, 2008	boss, parent, ship captain, mirror, officer, angle, computer, and flower
Bredeson (1987)	maintenance, survival and vision.
Çobanoğlu and Gökcalp (2015)	father, lion, mother, dictator, and shepherd
Dönmez (2008)	parent, the head of the family, candle, orchestra conductor, umbrella, queen bee, tree, and lion king
Fennell (1996)	shepherd, judge, servanthood, river, and volcano
Inbar, (1996)	boss, king, super governor, super commander, roaring lion and warrior.
Kadi and Beytekin (2017)	engine of car, ferris wheel, battlefield, factory, farm, company, boat, football team, moon
Korkmaz and Çevik (2018)	football coach, ship captain, father, team captain, and brain
Linn, Sherman and Gill (2007)	mother, gardener, mountain climber, fisher, sailor on a small boat, juggler, and jigsaw puzzler
Monroe (2003)	chief executive officer, student advocate, orchestra conductor, facilitator, and mother
Ozgenel and Gökçe (2019)	leader, director, family, teacher, and hardworking
Örücü (2014)	parent, orchestra conductor, root of a tree, sculptor, commander
Parylo and Zepeda (2014)	a team player, a perfect fit, a data leader, a community leader, and a passionate leader

Pesen, Kara and Gedik, (2015)	cat, sugar, mother, dictator, and flowers
Turhan and Yaraş (2013)	referee, heart, commander, family, father, book, bee, and parents
Tüzel and Şahin, (2014)	father, president, flower, teacher, and sun
Tvnavcevic and Vaupot (2009).	mother, father, the head of the family, hen with chickens, and big dictator
Yalçın and Erginer (2014)	disciplien chief, caring, problem solver, egalitarian, and equalizer
Zembat, Tunçeli and Akşin (2015)	father, leader, mother, brain, and parent

When we interpret the results of the previous literature, it can be noted that the school principals are often considered both the most powerful individual in the school context and the most important one to protect and guide teachers and students. In Turkish context, particularly, one can see the footprints of paternalistic school principals who hold both the authority and the affection. Transformational and servant leadership are also other themes with the metaphors such as gardener, problem solver, and bee. Further, when we think all findings together, there are no huge differences regarding the metaphorical perceptions on school principals. Bush and Glover (2014) emphasize that there are artificial distinctions or ideal types among school leadership styles, and successful school leaders may embrace all of them according to context. Considering this in terms of this current research, we attempted to classify the metaphors the sharpest notions of the school leadership styles.

Past research has also revealed several negative metaphorical perceptions: visual pollution, angry bull, sharp vinegar, creaking door & broken record (Erden, 2016) and politician, commander, boss, and guardian (Örücü, 2014). Örücü (2014) concluded that the metaphorical perceptions of the teachers regarding the school principals were mostly negative, and attributed them to the perceptions on school principals, including authority, power, centralized system, resilient to change, burnout, and political behaviors.

Method

Research Model

This paper is based on ethno-phenomenological research design in order to describe the perspectives on the phenomena, we employed ethnographic approach and interpretive phenomenology as a combined methodology. These two approaches can be combined in ways that both are exploratory interviews and allow researchers to delve into meaning in the individual's experiences (Crotty, 1998).

Recruitment and Participants

Based on the research context above, a total of 231 teachers, 19 deputies, 220 students, and 133 parents who have outstanding school principals selected based on several criteria were recruited in this study. This study was conducted in four provinces, located in the Black Sea Region in Türkiye.

In this study, the reason why teachers, deputies, students, and parents were recruited can be explained via a metaphor, employed by Wildy (2003, p.120). In this metaphor, the successful school principals represent "a statue" with three faces like other 3D objects having faces, edges, and vertices, which can be likened a prism, as well. By looking at the statute from different angles, we can see its different faces, thereby providing us with different lenses to elicit meanings or interpretations of the way successful school principals lead. The three data sets were the lenses through which the statue is viewed. In our case, this array of diverse participants gave us a 3D

perspective regarding successful school principalship, thereby allowing us to make some inferences to be able to do some generalizations based on the logic of inductive probabilistic reasoning (Payne & Williams, 2005).

The steps of the recruitment participants is as follow: (1) determining the research site, (2) having official permission from the Ministry of Education, (3) listing all the schools in the research site, (4) defining the selection criteria for successful school principals, (5) determining the candidates based on the criteria with collaboration of the authorities both in the provinces and districts, (6) finalizing the list of successful school principals, (7) inviting the school principals to the study, (8) determining the stakeholders, (9) inviting the stakeholders to the study, and (10) launching the data collection.

For determining the school principals, the criterion (Creswell, 2012) and extreme group case selection (Brinkerhoff, 2003) sampling methods were employed. In this sense, researchers identified 21 school principals who (a) were working in a school with socio-economic disadvantaged context, (b) had students from socio-economic disadvantaged backgrounds, (c) displayed extraordinary success beyond the expectations in high-stakes exams, (D) remained at least 3 years in the current school, and (e) had reputation with positive outcomes, well-beings of the stakeholders, and were considered as successful in the minds of officials in the province or districts.

Since it was a difficult issue to determine the success or the effectiveness of school principals (Bartell, 1989), there were some extra considerations we paid during the selection process. We recruited the schools whose principals were outliers with their administrative, management, and leadership style (Asiedu-Kumi, 2013; Garza, Murakami-Ramalho, & Merchant, 2011), had reputation (Gu, Day, Walker, & Leithwood, 2018; Tubin, 2017), were rewarded at local and national level (Steyn, 2014), had extraordinary academic achievements given the school context (Ylimaki, Jacobson & Drysdale, 2007), had high scores in supervisions and inspections (Drysdale, Gurr, & Goode, 2016). At this precise point, it must be noted that the utmost importance was given to be able to comply with the literature while recruiting the successful school principals (Asiedu-Kumi, 2013, Balitewicz, 2015; Bennett & Murakami, 2016; Crum & Sherman, 2008; Day, 2005; De Lisle, Annisette, Bowrin-Williams, 2019; Dimmock & O'Donoghue, 1997).

Ylimaki, Jacobson & Drysdale (2007), on the other hand, highlight that the school principals who were recruited in research which focus on successful school principalship don't have to be the best ones in the region. Instead, they need to be those who have displayed extraordinary leadership attitudes and have acquired both positive outcomes in terms of student achievements and well-being of the school organization. Further, the success of these schools isn't completely attributed to the school principals. It is assumed that school principals in this study were partly accountable in the success of the school organizations with their administrative, management, and leadership styles.

A total of 603 participants (%38 teachers, %3 deputies, %37 students, and %22 parents) who have outstanding school principals selected based on several criteria were recruited in this study. When we examine the sociodemographic characteristics of study participants (Teachers N = 231, deputies' N = 19, students' N = 220, and parents' N = 133), the related information can be

listed as follows: %51 of teachers was female. Teachers' age distribution are as follows: %17 20-30, %64 31-40, %17 41-50, and %2 51 and above years old. When it comes to total experience, it can be listed as: %13 1-5, %29 6-10, %30 11-15, %19 15-20, and %9 21 and above years of experience. Teachers' working durations in the current school are as follows: %66 1-5, %29 6-10, %4 11-15, and %1 16 and above years of experience. Teachers' branch distribution can be listed as: %16 Turkish, %13 English, %13 Classroom, %13 Maths, %10 Social Science, %10 Science, %4 P.E., %4 Religion, %4 Technology and Design, %3 Preschool, %3 Counselling, %3 Music, %2 ICT, %2 Art. %21 of deputies was female. Deputies' age distribution are as follows: %5 20-30, %74 31-40, and %21 41-50. When it comes to total experience, it can be listed as: %26 6-10, %37 11-15, 16 15-20, and %21 21 and above years of experience. All deputies have 1-5 years working durations in the current school. Deputies' branch distribution can be listed as: The %65 of students were girls. The age distribution of the students are as follows: %3 10, %10 11, %17 12, %34 13, %32 14, and %4 15 years old. The students' education grades are as follows: %7 5th, %16 6th, %30 7th, and %47 8th grade students. %55 of the parents was female. %5 of them were between 20-30 years age. %51 of them were between 31-40 years age, and %44 of them were between 41-50 years age. The educational background of the parents are as follows: %26 primary, %32 secondary, %34 high school, and %8 bachelor's degrees.

Data Collection

In this study, interviews were conducted to collect data about the metaphorical perceptions of the stakeholders in socio-economically disadvantaged contexts. We conducted individual or focus-group interviews while collecting data based on the status of school organizations and timetables of the participants, as well as the researchers (Seidman, 2006). As the participants of qualitative studies experience the phenomena in the research by themselves, they can express and provide data about the research theme (Ritchie, Lewis, McNaughton & Ormston, 2014). Yin (2016), on the other hand, highlights that if data are collected through only interviews, then the obtained data will be the self-responses of the participants. Accordingly, this study is subjected to this limitation, but we attempted to include diverse participants in a larger research site to compensate this research limitation in this paper.

In choosing methods of data collection, we carefully considered the tradition of metaphor analysis research in social sciences, which is strongly rooted in educational research. There is evidence from the literature that metaphors provide an insight into the concepts and discourses that underpin the concept of principalship (Trancevic & Vaupot, 2009). Another support for metaphor analysis in favor of principalship comes from Beck and Murphy (1993) along with many others mentioned above. As in our case, metaphor analysis could be particularly useful as a technique to bring studies of cognition into studies of discourse (Todd & Harrison, 2008).

An examination of the literature metaphors on school principals and educational issues in general, it is seen that most of the researchers chose to open-ended questions like "*My school principal is like/resembles because*" despite several ones who preferred to use quantitative methods for data collection in line with the purpose of their studies. In this study, the data were collected by using two open-ended questions: in the first questions, the participants were asked to use a metaphor to describe the principalship of their school principals; and in the second question, they were asked to justify why they chose this metaphor.

Data Analysis

Previous literature shows no fixed and established ways of metaphorical analysis. There are some researchers who embrace their own approaches (e.g., Fabian, 2006), whereas many others prefer basic content analysis (Todd & Harrison, 2008). If we refer to literature in Turkish content, there are almost identical classifications while conducting the metaphorical analysis as researchers often cite previous research while doing metaphorical analysis. As a result, the conventional analysis does not provide new insights into research as much as intended. Instead, there occur similar classifications following the analysis. On the other hand, Ginger (2006) argues that researchers from different contexts look to the qualitative data as a valuable source, so there exist different analysis approaches. In our contribution, we will present a procedure for interpretive content analysis so that we could understand the underlying predispositions and assumptions of the stakeholders in socioeconomically disadvantaged contexts as to what successful school principalship means. Krippendorff (2013, p. 24) conceptualizes interpretive content analysis as “a technique for valid inferences from texts to the contexts of their use.” In interpretive content analysis, however, meaning is not simply “contained” in the text (p. 25). Ahuvia (2001, p. 139) states that interpretive content analysis allows researchers to reveal latent meanings in a text. According to Krippendorff (2013), researchers can go beyond descriptive questions of “what” and “how” and continues to draw inferences about “why,” “for whom,” and “to what effect” in interpretive content analysis (p. 27).

In this study, we chose to employ interpretive content analysis technique for the analyses of metaphors in that we could make inferences about successful school leadership models in Turkish context. In this sense, we analyzed the obtained metaphors through a perspective by Reagan (2010), suggested by Berg (2008). We did so because we wanted to re-articulate the participants’ metaphors about successful school principalship.

The steps of the metaphorical analysis in this research are as follows: (a) sorting the metaphors, (b) identifying the core themes using their relative frequencies, (c) combining and consolidating codes before interpretation, (d) validity and reliability, and (e) building leadership model. It can be noted that almost for the half of the century, school leadership literature has responded the challenges, pressures, changes, innovations, and expectations with several models of school leadership (Hallinger & Heck, 2010) or some kinds of professional standards (NPBEA, 2011). Bush and Glover (2014) assert that theory is one of the four vital elements of school leadership along with policy, research, and practice to be able to provide helpful insights into how schools are led and managed (s. 556). In this sense, as a difference previous research, we used the metaphorical codes to build a leadership scheme displayed by successful school principals in socioeconomically disadvantaged contexts.

In many metaphor studies, only one person identifies and analyzes the metaphors. Although this is often the most convenient way to analyze the data, it may be preferable to have a second coder for at least some of the data. The second coder could check the identification of metaphors and/or the grouping of metaphors together (Todd & Harrison, 2008). In our study, the second researcher examined the codes, and the researchers’ agreement was calculated via Miles and Huberman’s formula (1994). In qualitative coding techniques, focusing inter-rater reliability (IRR) is a useful way of ensuring the trustworthiness when multiple researchers are involved with

coding. Miles and Huberman (1994) recommend that an IRR of 80% agreement between coders on 95% of the codes is sufficient agreement among multiple coders. In this sense, the agreement between two coders were found as %94. The second coder suggested to transfer some of the metaphors to different leadership categories (e.g., from transformational leadership to visionary leadership).

Trustworthiness

Metaphor provides possibilities in the arena of school leadership scholarship, but researchers need to carefully interrogate their choices and how those influence the theorization of leadership in schools (Netolicky, 2019). In this research, trustworthiness was attempted to be ensured. Credibility, dependability, transferability, and confirmability were addressed (Lincoln & Guba 1985, Graneheim & Lundman, 2004). In this sense, we took several measures. First, we recruited the diverse participants from 21 different successful schools with exemplary leaders who were selected based on several certain criteria. Gender and geographical districts were also paid attention. Second, two researchers obeyed the analyzing processes mentioned above, and conducted the analysis accordingly. After the analyses by one researcher in this study, the emerging themes were discussed in detail and the agreement rate was reached. Further, Cresswell (1998) offers several domains of rigor: (1) prolonged engagement, (2) triangulation, (3) rich, thick description, and (4) external audits. In line with this, during the interviews, before asking the metaphorical questions, the participants were asked to discuss what it meant for them being in a school context with a successful school principal (prolonged engagement). Further, literature examination was conducted before the analysis (triangulation). The detailed descriptions and analyses of the metaphorical data were ensured (rich, thick description). Further, the participants' own expressions have been included in the findings to ensure the trustworthiness, so several examples from the participants' expressions have been provided. Finally, the obtained data have been kept and are open to the external audits.

Findings

By conducting the interpretive content analysis, a variety of were revealed. During the analysis we sought for the traces of leadership attitudes and behaviors of successful school principals both in metaphors and their explanations. In this section, the elicited metaphors are interpreted in terms of their figurative meanings. Based on the findings are presented under two titles: (1) metaphors with interpretations and (2) leadership styles based on the metaphors and their explanations.

Metaphors on Successful School Principals

Following the analysis of the metaphors, there have been a total of 262 metaphors (84 by teachers, 18 by deputies, 89 by students, and 71 by parents) in this study. Table 2 presents the metaphors produced by the participants.

Table 2. Metaphors on Successful School Principals

Teachers' Metaphors							
	<i>N</i>		<i>N</i>		<i>N</i>		<i>N</i>
A father	30	A basketball coach	2	A sculptor	1	A surfer	1
A basketball player	24	A team player	2	Hulusi Kentmen	1	Water	1
My parent	12	A friend/companion	2	A law book	1	A super hero	1
A team captain	12	A fair king	1	A locomotive	1	Sugar	1
An orchestra conductor	10	An octopus	1	A flambeau	1	An umbrella	1
A bee	9	A respected elder	1	The captain of national team	1	A driver	1
A football coach	8	Şadırvan	1	An architect	1	The turtle beating the rabbit	1
A ship captain	8	A R&D manager	1	An engineer	1	Soil	1
A tree	7	A soldier	1	A labourer	1	Traffic lamps	1
A football player	7	A gardener	1	A school building	1	A pilot	1
A warrior on a horse	6	The backbone	1	A teacher	1	An experienced farmer	1
An ant	6	White clouds	1	A fountain	1	An easygoing person	1
A compass	4	A brain	1	A moderator	1	A space researcher	1
Light	4	A man on a knife-edge	1	A chef	1	A soldier for ages	1
Mevlâna	3	Infinite energy	1	An artist	1	A celebrity	1
Flower	3	A washing machine	1	A role model	1	A master chef	1
A scale	3	A mountaineer	1	A protagonist	1	Rain clouds	1
A leader	3	Rough sea	1	Wheels of a clock	1	A mother in the series	1
A child	2	A tomato	1	Salad dressing	1	Salt for food	1
The sun	2	Four season	1	A commander in the war	1	Yunus Emre	1
A north star	2	A ship	1	A politician	1	A desperate man	1
Deputies' Metaphors							
	<i>N</i>		<i>N</i>		<i>N</i>		<i>N</i>
A commander	2	A father	1	An air conditioner	1	A team leader	1
A big brother	1	Bozkurt	1	A harbour	1	A team player	1
Roots of a tree	1	Four seasons	1	Metehan	1	A pulled arrow string	1
A tree	1	An ideal principal	1	A tolerant person	1		
An octopus	1	An ant	1	The last warrior	1		
Students' Metaphors							
	<i>N</i>		<i>N</i>		<i>N</i>		<i>N</i>
A father	25	A flower	2	A dish washer	1	A commander	1
The sun	15	An optimist person	2	A CEO	1	A life saver	1
A tree	14	A candle	2	A president	1	A machine	1
A bee	10	A headmistress	2	A farmer	1	A monkey	1
An angle	9	A pomegranate	2	A cheetah	1	A mukhtar	1
A good person	9	A compass	2	A mountain	1	A food processor	1
A family	8	A scale	2	A man like a mountain	1	A navigator	1
Atatürk	5	A leader	2	Dede Korkut	1	A teacher	1
An ant	5	The roof of the school	2	A decisive person	1	A cotton	1
Light	5	A super hero	2	A tidy person	1	An aubergine	1
A benevolent person	4	A king	2	A littérateur	1	A police	1
A cotton candy	4	A qualified principal	2	A Sincere person	1	A respectful person	1

A gardener	4	A big brother	2	A best friend	1	A classmate	1
A book	4	A courthouse	1	A source of energy	1	A responsible person	1
A disciplinarian person	4	A pineapple	1	A ship wheel	1	An NGO	1
A friend	3	A mother	1	An interior designer	1	Water	1
A shield	3	My mothers' uncle	1	A human	1	Soil	1
A brain	2	A lion	1	A Swiss Army Pocket Knife	1	Sleep	1
My school principal	2	An almond	1	A captain	1	A life coach	1
A building foundation	2	An entrepreneur	1	A statesman with good character	1	A road	1
A washing machine	2	A hero	1	Light shining in the dark	1	A direction sign post	1
A plane tree	2	A designer	1	A guide	1	A manager	1

Parents' Metaphors

	<i>N</i>		<i>N</i>		<i>N</i>		<i>N</i>
A father	14	A business owner	1	A hero	1	A referee	1
A family	10	A cell	1	An honest person	1	A respected elder	1
A tree	10	A child	1	Hulusi Kentmen	1	A risk-taker	1
A bee	6	A clock	1	A judge	1	A rol model	1
The sun	6	A close relative	1	A knowledge treasure	1	A roof	1
A book	6	A commander	1	A navigator	1	A scale	1
An ant	5	A community leader	1	One of us	1	A school foundation	1
A leader	5	Cotton	1	One With Leadership Soul	1	A school leader	1
A friend	4	A disciplinarian instructor	1	A perfect leader	1	Shade of a tree	1
Light	3	An empathetic person	1	A perfect mother	1	A ship captain	1
A brain	2	A farmer	1	A poet	1	A sincere person	1
A mountain	2	Fatih Terim	1	A precious stone	1	A sturdy foundation	1
Mehmet Akif Ersoy	2	A flambeau	1	A president	1	A treasure	1
An angle	1	A forest	1	A prime minister	1	An understanding person	1
Atatürk	1	A funny person	1	A professional artist	1	A very successful person	1
An Athlete Running	1	A good person	1	A protector	1	A watchman	1
A big brother	1	A guide	1	A psychologist	1	Water	1
A bird	1	A hardworking person	1	A qualified researcher	1		

As shown in Table 2, teachers mostly consider their successful school principals as a father ($N = 30$), a basketball player ($N = 24$), my parent ($N = 12$), a team captain ($N = 12$), an orchestra conductor ($N = 10$), a bee ($N = 9$), a football coach ($N = 8$), a ship captain ($N = 8$), a tree ($N = 7$) and a football player ($N = 7$). Based on the findings, it can be suggested that teachers often see their principals as a caring, benevolent and moral identity. According to the most repeated metaphors, it can be noted successful school principals also lead the team and navigate the route based on the school goals. Deputies, on the other hand, often consider their successful school principals as a commander ($N = 2$), a big brother ($N = 1$), roots of a tree ($N = 1$), a tree ($N = 1$), an octopus ($N = 1$), a father ($N = 1$), Bozkurt (The Grizzly Wolf) ($N = 1$), four seasons ($N = 1$), an ideal principal ($N = 1$), an ant ($N = 1$), an air conditioner ($N = 1$), a harbour ($N = 1$), Metehan ($N = 1$), a tolerant person ($N = 1$), the last warrior ($N = 1$), a team leader ($N = 1$), and a pulled arrow

string ($N = 1$). Based on the findings, it can be suggested that deputies refer their principals as the authority. They also consider the school principals as strenuous members of the organization. When it comes to the students, they mostly consider their successful school principals as a father ($N = 25$), the sun ($N = 15$), a tree ($N = 14$), a bee ($N = 10$), an angle ($N = 9$), a good person ($N = 9$), a family ($N = 8$), Atatürk ($N = 5$), an ant ($N = 5$), and light ($N = 5$). Based on the findings, it can be suggested that students often see their principals as the affectionate person with authority. In other words, they trust their school principals just as they do in their family. Parents, on the other hand, mostly consider their successful school principals as a father ($N = 14$), a family ($N = 10$), a tree ($N = 10$), a bee ($N = 6$), the sun ($N = 6$), a book ($N = 6$), an ant ($N = 5$), a leader ($N = 5$), a friend ($N = 4$), and light ($N = 3$). Based on the findings, it can be suggested that parents and students mostly produced similar metaphors for their successful school principals. Students and parents are the service takers in school organizations and have expectations from the school principals. Therefore, this similarity can be attributed to this situation. To put it differently, the differences between teachers/deputies and students/parents may be caused from their roles in the school organizations.

When we examine the other metaphors, there are several unique metaphors which can be only produced or understood by those knowing the Turkish Culture. These metaphors are as follows: “*Mevlâna*”, “*Şadırvan*”, “*Hulusi Kentmen*”, “*the mother in the series called Yaprak Dökümü*”, broadcasted in 2016-2010, and “*Yunus Emre*” (Teachers), “*Bozkurt*” and “*Mevlana*” (Deputies), “*Atatürk*”, “*Dede Korkut*”, “*A Swiss Army Pocket Knife*”, and “*A muhktar*” (Students) and “*Mehmet Akif Ersoy*”, “*Atatürk*”, “*Fatih Terim*”, and “*Hulusi Kentmen*” (Parents). Based on an examination previous literature on metaphorical analysis on school principals, no research eliciting these metaphors on school principals has been found. Such metaphors as “*Atatürk*” and “*Hulusi Kentmen*” are included in a few studies: the former (Çobanoğlu & Gökalp, 2015; Yalçın & Erginer, 2012) and the latter (Dönmez, 2019; Görgülü, 2019). In this sense, it can be noted that almost these metaphors have emerged in this research. However, many others have been listed in a few studies in different contexts when compared to this research. Considering the research context in this study, the metaphors elicited on successful school principals are native to this study. Therefore, these metaphors can be seen an important contribution to the literature on school principalship, as well.

“*Atatürk*” is the founder of Turkish Republic and one the great commanders of Turkish History. Therefore, he has a very special meaning for Turkish people. The fact that the student and parent participants used this metaphor to depict their successful school principals can be said to hold important messages, which will be addressed in the discussion. Landau (1984) notes that Atatürk’s vision as a strategist and field commander in both the First World War and Türkiye’s War of Independence ensure his place among major world leaders, but he is most likely to be remembered as the builder and modernizer of the Turkish Republic (p. xi). Atatürk is a rare leaders who changed the course of history across the world (Ortaylı, 2018). The Atatürk metaphor is explained by the student and parent participants as follows:

My school principal is like Atatürk because she is a great leader like Atatürk. **S64**

My school principal is like Atatürk because he is ambitious and disciplined. There two traits are the ones of Atatürk, as well. **T121**

My school principal is like Atatürk because he has leadership skills that matter. **P83**

“*Mevlâna*”, called as Mowlana Jalaloddin Balkhi in Iran and Central Asia, RUMI in the west, or Mevlânâ Celâleddîn-i Rûmî in Türkiye, is a religious scholar interested in Sufism and mystic poetry, and lived in Konya, a city in the center of Anatolia although he was born in Balkh, a region between Afghanistan and Tajikistan (Mojaddedi, 2007). Mevlâna, living between 1207-1273, is famous for his *Masnavi*, a long and complex poem, written by Mevlâna. Mevlâna is considered as bridge between faiths in the history of religions (Bark, 2009, p.1). The “*Mevlâna*” metaphor is explained by the teacher participants as follows:

My school principal is like Mevlâna because he/she can welcome people from diverse background and does no discrimination. **T63**

My school principal is like Mevlâna because he/she never tends to allow discrimination or nepotism and loves humans just because they are humans. **T79**

My school principal is like Mevlâna because everybody can come up with new ideas and he/she supports all convenient ones. **T214**

“*Hulusi Kentmen*” was a famous Turkish actor who is known for such roles the boss or the father with his paternalist style in the Turkish Cinema. Aslan and Özer (2019) depicts him as a good person and trustworthy without doubt, and opine that he won the affection of people through such roles as boss or father in movies even though he sometimes treated his workers or children in his films since they know that he would display an authoritarian personality ex officio to protect them for the sake of their goodness and well-being. The “*Hulusi Kentmen*” metaphor is explained by the teacher and parent participants as follows:

My school principal is like Hulusi Kentmen because he treats us his children and protect us like a father. **T203**

My school principal is like Hulusi Kentmen because he is paternalist. **P129**

“*Dede Korkut*” is a well-known collection of stories set during the heroic age of the Oghuz Turks, but who compiled stories together is a matter of question inherited from the past (Lewis, 2011). The book of Dede Korkut is comprised of narratives of the traditional philosophy of Turks and their cultural roots (Köse, 2020). The “*Dede Korkut*” metaphor is explained by a student participant as follows:

My school principal is like Dede Korkut because he/she always gives advice, guides us towards what is useful for us, and treats us with affection like a father. **S92**

“*Fatih Terim*”, who was once the coach of the Turkish National Football team and the football club AC Milan in Italy, is the eminent football coach of Galatasaray football team in Türkiye. In his extensive research, McManus (2018) notes that some people considers him as exemplary, so he deserves a seat in the pantheon of the world’s greatest coaches, whereas others regard him as an egotistical tyrant. Blasing (2020), on the other hand, has a word in the book of McManus (2018), noting that some of the information in the book rests on news media and the author has written a book without knowing much in Turkish culture. In fact, this debate is the issue of in the football literature in Türkiye, but is important to make connection between the metaphor and Fatih Terim in our analysis. At this point, what we interest is in this research is his achievements. Galatasaray won the final match and became the first Turkish team to win a major European trophy in Copenhagen in 2000. This is a fact and above all the discussions about the style of Fatih Terim. According to Nuhrat (2019, p. 383), Fatih Terim is called as “*Emperor*” in Türkiye due to his glorious career. The “*Fatih Terim*” metaphor is explained by a parent participant as follows:

My school principal is like Fatih Terim because he/she puts his efforts to our success and motivates us to achieve. Further, he/she prepares the students behind for the next match and make them do trainings. **P71**

“*Mehmet Akif Ersoy*” was a significant Turkish poet, who lived between 1873-1936), and is an important figure in Turkish History in that he wrote the lyrics for the National Anthem of Türkiye. Upon the declaration of Turkish Republic on 23rd April 1920, it was decided to hold a contest among poets to write lyrics for the possible national anthem and defined an amount of money for prize, but no application was found to be worthy. Then, Mehmet Akif Ersoy was asked to write the lyrics, and he accepted this offer and didn't accept the prize due to his patriotism and ethical considerations, and donated to a charity (Önder, 1986). Another aspect of Mehmet Akif Ersoy was that he would focus on the problems of the society in this writing to raise an awareness in the society (Baş, 2012). The “Mehmet Akif Ersoy” metaphor is explained by parent participants as follows:

My school principal is like Mehmet Akif Ersoy because he/she loves his homeland very much and can sacrifice himself and do everything for his country. **P62**

My school principal is like Mehmet Akif Ersoy because he/she is very successful but doesn't like talking about his achievements. **P106**

“*Yunus Emre*” is a poet and is also another important figure in Turkish territories, who lived between at the second half of the 13th century and at the beginning of the 14th century despite the limited information about his life. According to Taştan (2019), Yunus Emre pioneered the development of Turkish mysticism thinking across the Anatolia, and was credited with the notions of peace and self-perception of humans. The “Yunus Emre” metaphor is explained by a teacher participant as follows:

My school principal is like Yunus Emre because he/she is very tolerant person. **T76**

“*Mete Han*” is the leader of the Great Hun Empire who reigned between 209 B.C. and 174 B.C in the Asia continent. He is known for the controlling a vast area in the Asia. He is known as Mao-tun in the records of Chinese remnants (Cengiz, 2017). Son of the Teoman (Tuman), who was the founder of Hun Empire, Mete Han, who had a difficult and feisty temperament, got all Turks together and went beyond the Great Wall of China, which had been claimed to be impassable (Sarı, 2016). The “Mete Han” metaphor is explained by a deputy participant as follows:

My school principal is like Mete Han because he leads the school like the commander Mete Han who led his army with his flag in his hand on the Tian Shan Mountains. **D13**

Considered as a companion that one can count on, “*the Swiss Army Pocketknife*” is a kind of multifunctional pocketknife produced by Victorinox. Those who may need to be ready for anything often use this knife as it is a trusted tool of adventurers (www.swissarmy.com). It is noted for its convenience for travellers (Özcan, 2019). The “the Swiss Army Pocketknife” metaphor is explained by a student participant as follows:

My school principal is like a Swiss Army Pocket Knife because he can do everything in the school. **S203**

“*Bozkurt*” is the Wolf which is said to have showed the exit to the Turks getting stuck in Ergenekon region, surrounded by the mountains according to Ergenekon Epic (Sarı İbrahim, 2016, 2017). The “Bozkurt” metaphor is explained by a deputy participant as follows:

My school principal is like Bozkurt in Ergenekon epic because he always navigates staff and students in the event of obstacles and during the hard times just as the bozkurt showed the way out Turks stucked in Ergenekon. **D12**

“*The Mukhtar*” is the name of the official representative of the state in the villages (www.icisleri.gov.tr). The concept of “mukhtar” emerged as a part of local administrarions during the Ottoman Empire period almost two centuries ago (Demir, 2019). It can be noted that mukhtars in the villages are considered the authority and people whose ideas are important. Further, it is sometimes a traditional position in most villages in Türkiye, which is handed down to the next generations. The “Mukhtar” metaphor is explained by a student participant as follows:

My school principal is like a Mukhtar because a mukhtar has the responsibility of a region and is a disciplined, patient, and self-esteemed person. Our school principal resembles a mukhtar who organizes everything. **S84**

“*The mother in the series Yaprak Dökümü*” is another metaphor native to this research. Indeed, this metaphor can be also interpreted as the sole negative metaphor elicited on successful school principalship. “*Yaprak Dökümü*” was a soup opera broadcasted in 2016-2010 in Türkiye, which was adapted by the novel of Reşat Nuri Güntekin, who was a famous writer in Turkish Literature. The “*The mother in the series Yaprak Dökümü*” metaphor is explained by a teacher participant as follows:

My school principal is like “*The mother in the series Yaprak Dökümü*” because he always ignores the adverse events or attempts to avoid conflicts. He tries to protect the positive school climate, delaying or articulating the problems. **T30**

The findings show that the participants in our study also produced similar metaphors in the literature, but there are still differences among the common metaphors between the past research findings and ours. Accordingly, the participants added some adjectives or words to reinforce the the metaphors to strenghten the meaning. This can be attributed to their efforts to make the meaning strong. For example, the participants used “*a warrior on a horse*” rather than “*a warrior*”, “*a super hero*” rather than “*hero*”, “*a plane tree*” rather than “*tree*”, “*the captain of national team*” rather than “*a team captain*”, “*a close relative*” rather than “*relative*”, “*a commander in the war*” rather than “*a commander*”, “*a community leader*” rather than “*a leader*”, “*knowledge treasure*” rather than “*treasure*”, “*a light shining in the dark*” rather than “*a light*”, “*a professional artist*” rather than “*artist*”, “*a space researcher*” rather than “*a researcher*”, and “*rain clouds*” or “*white clouds*” rather than “*clouds*”. This nature of some of the metaphor in our study can be said to have stemmed from the achievement culture in these schools. The successful school leadership characteristics, attitudes and behaviours must have affected the thinking’s of the participants. In this sense, while producing metaphors, they must have thought that the words may not have sufficiently represent their point of view towards the successful school leadership. This can be observed in the participants’ own expressions listed below:

Upon combining the metaphors in a pool, there occurred 200 different metaphors. On the other hand, there were 43 common metaphors produced by the participants. The common metaphors are classified into groups with four, three and two participants in codes (T-teacher, D-deputy, S-student and P-parent). The common metaphors produced by the participants are presented in Figure 1.

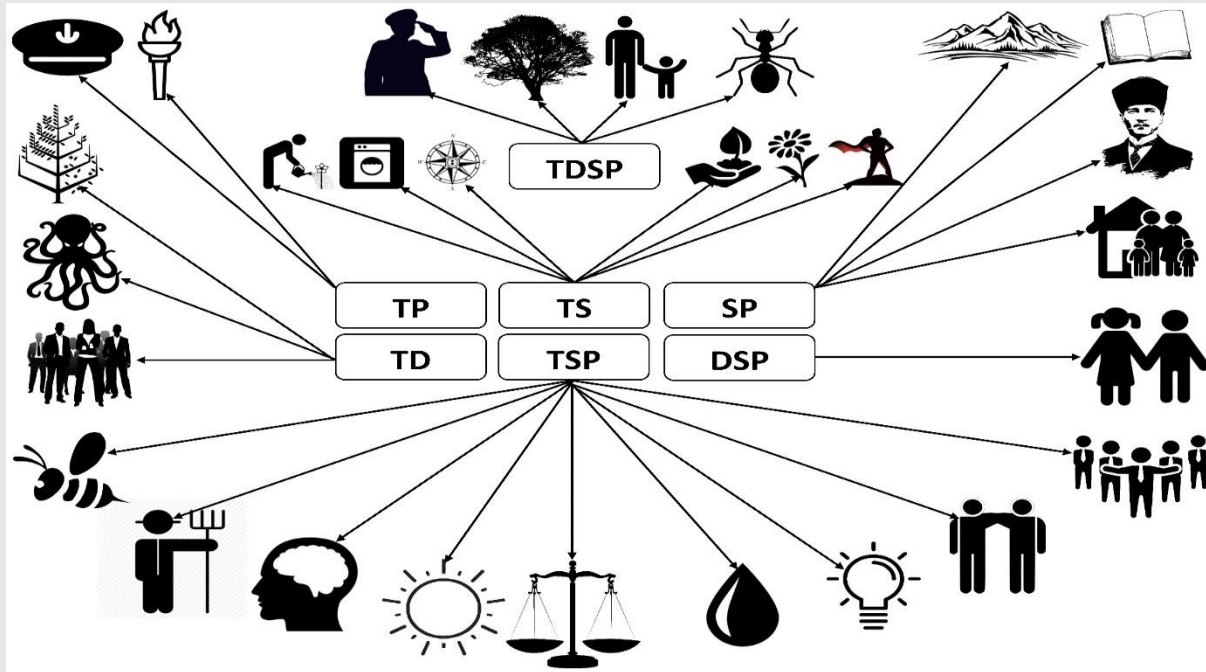


Figure 1. The common metaphors by the participants

As shown in Figure 1, the participants expressed several similar metaphors. This can be interpreted as an expected result as the research context is based on the successful school. In other words, it can be argued that this finding is the result of careful selection of participants. Due to space limitations and the abstract nature of some common metaphors, some of the common metaphors are not included. In this sense, it is seen that father, ant, tree and commander are the common metaphors by all participants. From this point, considering the explanations made by the participants who's some examples are provided below, it can be noted that successful school principals are considered as caring, protecting, helping and affectionate (father), diligent (ant), supporting and nurturing (Tree), and strict disciplinarian and leading (commander) figures.

The “father” metaphor in this study can be explained the Lakoff’s (1996) “Nurturant Parent Model”. In this model, Lakoff notes that people’s family conceptions in their minds has far-reaching consequences for their thinking on social issues (Kövecses, 2005). In this nurturant parent style, children learn in two ways: following the model of the parents’ behavior and becoming attuned to parents’ expectations due to secure attachments (Lakoff, 1996). Accordingly, considering the common the family structure in Türkiye (Baltaş, 2013) and collectivist cultural aspects of Turkish Culture (Hofstede, 1984), the participants produced this metaphor based on their cultural contexts. In terms of school leadership literature, this metaphor can be interpreted as a result of paternalist leadership styles of their successful school principals. Further, the attitudes and behaviours of the school principals that have paved the way success in the schools with socioeconomically disadvantaged contexts can be attributed to the use of the father metaphor.

socioeconomically disadvantage. In this sense, Crow, Day and Møller (2017) suggest that along with the professional, socially located dimensions of school principals' identity, the personal dimension includes such roles as father, son or partners according to the feedback from family (p. 270). Steyn (2014) conducted a study in a context in which successful school leadership with people oriented were observed, and concluded based on the teachers' data that the school principal was regarded as a "real father figure", protecting and respecting staff as well as giving them space to do things. Several examples from the participants' expressions on the "*father*" metaphor are included below:

My school principal is like a father because he administers this school, which is a very big family with the affection of a father as well as his authority and keep us together. **T24**

My school principal is like the leader of our family because he is open-minded, and we can consult and ask for help and support for everything. He has also good sense of humour. **D10**

My school principal is like a father because he attaches great importance to our education. Just as it is the same for a father, the wishes of the students are important for him. **S87**

My school principal is like a father because he always treats our children as if they were his own children. He always wishes the success and wellness for the students as it is in his own family. To achieve this, he always asks for feedback about the students. **P8**

Another common metaphor is "*the commander*". This metaphor shows that the participants consider their school principals as the authority. This can also be attributed to paternalist context due to the authoritarian dimension of the paternalistic leadership (Farh and Cheng, 2000). Several examples from the participants' expressions on the "*the commander*" metaphor is included below:

My school principal is like a commander, even a warrior on a horse because he always sheds lights on through his expertise and leadership skills. **T95**

My school principal is like a commander because he treats us well and leads, by motivating the challenges. **D8**

My school principal is like a commander because he expects strict discipline from us. **S150**

My school principal is like a commander because he exerts discipline over students and teachers in a respectful manner and administers the school. **P91**

The "ant" is also uttered by all participants. Bruce-Mitford, M. (2008) conceptualizes the meaning of the word "ant" as "it reflects industrious, orderly behavior, and signifies fertility (P.73). Further, it is noted by Ferber (2007) that the ant is credited with its wisdom, prudence, and foresight. The ant is known for its wisdom, prudence, or foresight. The reason why all participants produced ant can be attributed to the reputations of the successful school principals in the research context. Several examples from the participants' expressions on the "ant" metaphor are included below:

My school principal is like a leader ant because he is both a leader and a hardworking person. He gives great efforts when doing a task. He is decisive and self-sacrifice. He always creates new paths for teachers and students. **T130**

My school principal is like an ant because he never stops working. **S4**

The last common metaphor is "*the tree*". Goddard (2001) highlights that such concepts as bird, fish and tree are far from universal and these words may have different meanings in different languages. Regarding the meaning of tree in terms of metaphors, Ferber (2007) note that "anything

that can grow, “flourish,” bear “fruit,” and die might be likened to a tree: a person, a family, a nation, a cultural tradition (p. 219). In this research, as far as it is understood by the explanations of the metaphors, the participants used this metaphor to emphasize the productive sides of their successful school principals. Several examples from the participants’ expressions on the “the tree” metaphor are included below:

My school principal is like the roots of a tree because the other staff are the branches and the leaves. If the roots are powerful, the rest will be strong, too. **T9**

My school principal is like the roots of a tree because he grows students on his branches and leads them to be successful through the system he sets. He makes teachers happy. **D11**

My school principal is like a tree because a tree gives fruits to people just as my principal gives information to us. **S128**

Other common metaphors are presented in groups with three and two similar metaphors as codes (TSP, DSP, TP, TS, SP, TD). In this sense, bee, brain, friend, leader, light, scales, sun, water, farmer are included in group TSP, while big brother is the metaphor shared by DSP. Angle, Atatürk, book, cotton, disciplinarian, family, good person, guide, hero, mountain, navigator, president, and roof are the metaphors by SP. Child, flambeau, Hulusi Kentmen, Respected elder in the family, role model, and ship captain are the ones by TP. Compass, flower, gardener, soil, super hero, teacher, and washing machine are the ones by TS. Four seasons, octopus, and team player are the metaphors included in the group TD. In this sense, 43 metaphors are common by different group of participants in the groups with four, three and two participant categories.

Leadership Styles by Successful School Principals

School leadership theory is a trend issue among researchers, and the theories existing gain popularity over time or vice versa. most of the time, what leads to such changes cannot be exactly revealed (Bush & Glover, 2014). during this part of the analysis, we relied on both the and explanations. on the other hand, Bush and Glover (2014) opine that school leadership models have artificial distinctions since in most successful school leaders may employ most or all of these approaches. In this sense, this is also available in this paper, but we attempted to assign the metaphors based on the most apparent characteristics of leadership types, and it can be thought that this can provide an insight the most employed or desired school leadership types in socioeconomically disadvantaged contexts. we relied on explanations more than the metaphors themselves for this analysis. therefore, a similar metaphor has been assigned more than one leadership type.

Based on the analysis, the metaphors are classified into the school leadership styles as follows: Paternalistic School Leadership ($N = 175$), Transformational School Leadership ($N = 107$), Charismatic School Leadership ($N = 81$), Distributed/Teacher School Leadership ($N = 74$), Ethical/Moral/Values School Leadership ($N = 63$), Servant School Leadership ($N = 45$), Social Justice/Culturally Responsive School Leadership ($N = 33$) and Instructional School Leadership ($N = 25$).

The analysis of metaphors and their explanations show that teachers, deputies, students and parents mostly care about the positive school climate and school culture in their socioeconomically disadvantaged contexts. What is interesting is that instructional school leadership has the lowest frequency when compared to others. On the other hand, considering the selection criteria of the

schools, the school principals and the participants in this study after a rigid process based on several criteria's, this can be regarded as a paradox. However, school principalship is not a sole profession in Türkiye but a temporary one that is assigned to teachers following several steps, including exams and interviews. Therefore, the best teachers with exemplary instructional skills aren't always assigned as school principals in Türkiye. Instead, successful school principals mostly can improve schools and increase achievement through teachers and their characteristic natures. This motivates teachers, deputies, students and parents to be successful. Bush and Glover (2014) well explains school leadership models are partial and provide distinct but uni-dimensional perspectives and artificial distinctions, or 'ideal types', in that most successful leaders are likely to embody most or all of these approaches (p. 565).

Several metaphors like father, the sun, tree, bee, ant, family have been included in more than one school leadership style. This is because there are no sharp distinctions among school leaderships styles as also noted by Bush and Glover (2014). The Successful School Leadership Model based on the metaphors in socioeconomically disadvantaged contexts is presented in Figure 2.

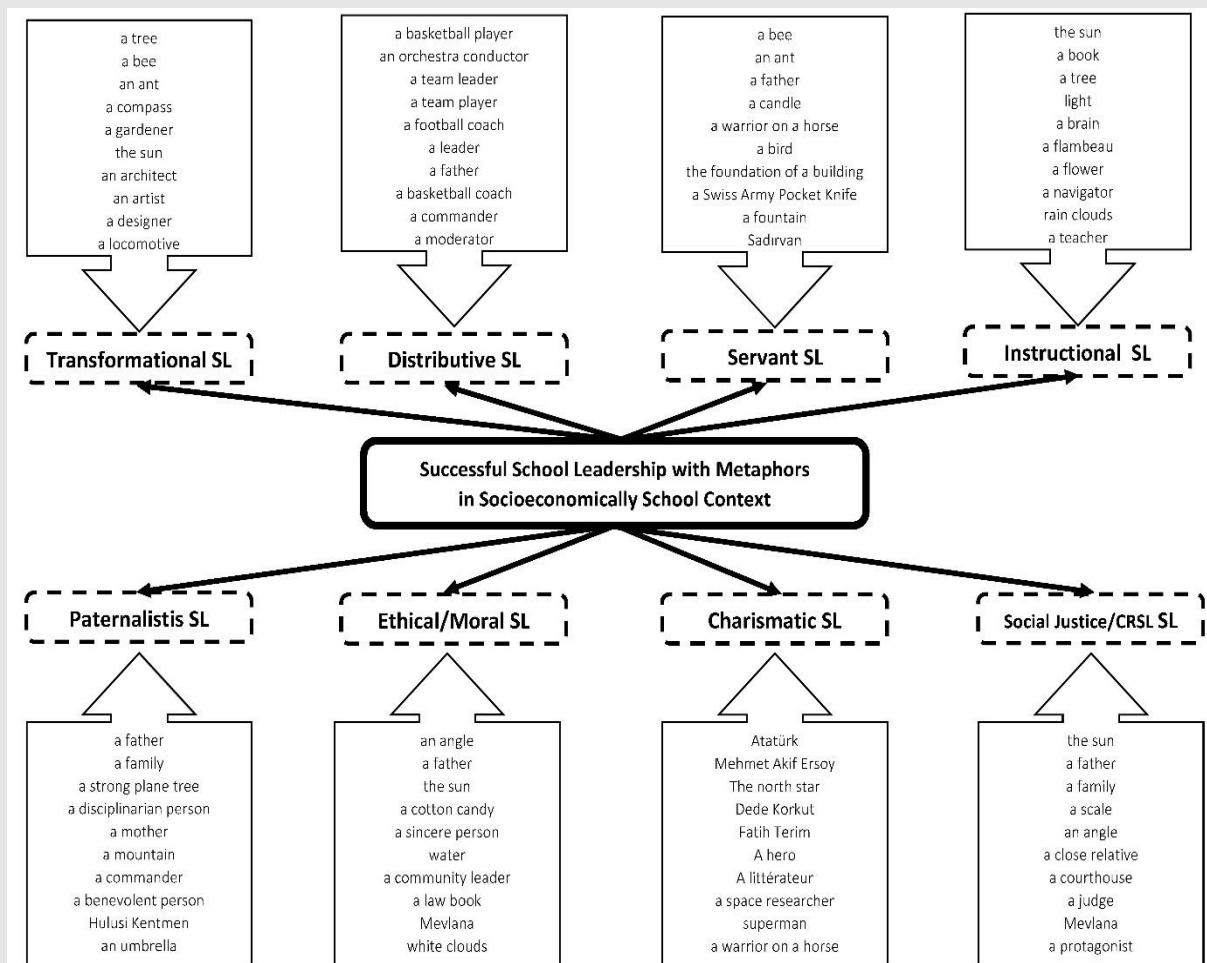


Figure 2. Successful school leadership with metaphors in socioeconomically school context

Metaphors related to Paternalist School Leadership

The metaphors related to paternalistic school leadership are as follows: “*a father*” ($N = 55$); “*a family*” ($N = 15$), “*a bee*” ($N = 8$), “*a strong plane tree*” ($N = 5$), “*a disciplined person*” ($N = 5$), “*a good manager*” ($N = 4$), “*a mother*” ($N = 4$); “*a mountain*” ($N = 4$); “*a roof*” ($N = 3$); “*a commander*” ($N = 3$); “*a tree*” ($N = 4$); “*a friend*” ($N = 3$); “*a respected elder in the family*” ($N = 3$), “*a good person*” ($N = 3$); “*a benevolent person*” ($N = 3$); “*a good person*” ($N = 3$); “*the trunk of a tree*” ($N = 2$); “*a shield*” ($N = 2$); “*the roots of a tree*” ($N = 2$); “*an elder brother*” ($N = 2$); “*a king*” ($N = 2$); “*the foundation of the building*” ($N = 2$) and “*Hulusi Kentmen*” ($N = 2$). Further, there are other metaphors included in paternalistic school leadership style as follows: “*an aubergine*” (S165), “*a bird*” (P30), “*a classmate*” (S140), “*a clock*” (P1), “*cotton*” (S29), “*a flower*” (S86), “*a funny person*” (S79), “*a gardener*” (S133), “*a harbor*” (D14), “*a hero*” (S147), “*a kind person*” (P117), “*a lion*” (S212), “*a master chef*” (T178), “*a monkey*” (S145), “*a mukhtar*” (S84), “*one of us*” (P44), “*an orchestra conductor*” (T118), “*a police*” (S8), “*a protector*” (P111), “*a referee*” (P108), “*rough sea*” (T96), “*a scale*” (T98), “*a sister*” (T46), “*a smiling person*” (S49), “*solar system*” (S219), “*a sympathetic person*” (P128), “*a teacher*” (S76), “*a tolerant person*” (S191), “*traffic lambs*” (T35), “*an umbrella*” (T172) and “*a watchman*” (P55). Some of the explanations of the metaphors in paternalistic school leadership style are as follows:

My school principal is like a mother or a sister because we can share our problems without time restrictions. We can share our joys and sorrows, as well. She pushes her limits to help us. Like a woman warrior, she stands up to the challenges for our wellness. **T43**

My school principal is like a safe harbour because he bravely and generously hosts and helps us whenever we have problems. **D14**

My school principal is like a father because he protects us against every kind of threat, tries to help us, and shows affection towards us. **S11**

My school principal is like a mother who cares her children, focus her efforts on children’s well-being, and share their feelings, such as happiness or sadness because she treats our children as if they were her children. **P34**

The metaphor in this category shows that paternalist leadership style is the most favored one in Turkish context, particularly in socioeconomically disadvantaged contexts. It is worth noting that successful school principals embrace many different school leadership styles in schools in their daily routines (Mungal & Sorenson, 2020). On the other hand, one explanation as to why paternalist school leadership was coded more than others could be the cultural elements of Turkish culture, based on the collectivist nature. The findings show that teachers provide effective instruction and students learn better when there is a family like school culture in which people respect, support and develop each other. Such metaphors as a father, a family, a strong plane tree, a disciplinarian person, a mother, a mountain, a commander, a benevolent person, Hulusi Kentmen and an umbrella are included in the paternalistic school leadership style.

Metaphors related to Transformational School Leadership

The metaphors related to transformational school leadership are as follows: “*a tree*” ($N = 10$), “*a bee*” ($N = 8$), “*an ant*” ($N = 7$), “*a book*” ($N = 5$), “*light*” ($N = 6$), “*a compass*” ($N = 4$), “*a gardener*” ($N = 4$), “*a basketball player*” ($N = 3$), “*a brain*” ($N = 3$), “*source of energy*” ($N = 3$), “*the sun*” ($N = 3$), “*a farmer*” ($N = 3$), “*a team captain*” ($N = 3$), “*a leader*” ($N = 2$), “*soil*” ($N = 2$), “*an octopus*” ($N = 2$), “*a washing machine*” ($N = 2$) and “*a captain*” ($N = 2$). Further, there are

other metaphors included in transformational school leadership style as follows: “*an architect*” (T196), “*an artist*” (P121), “*the captain of national team*” (T10), “*a cell*” (P27), “*a CEO*” (S55), “*a designer*” (S194), “*a direction sign post*” (S95), “*a dish washer*” (S30), “*an engineer*” (T166), “*an entrepreneur*” (S19), “*a father*” (P113), “*a food processor*” (S216), “*a friend*” (P51), “*a guide*” (P14), “*a hardworking person*” (P40), “*an interior designer*” (S60), “*knowledge treasure*” (P93), “*a locomotive*” (T231), “*a machine*” (S175), “*a manager*” (S176), “*a navigation*” (P107), “*a parent*” (P25), “*a pulled arrow string*” (D5), “*a researcher*” (P86), “*a role model*” (T84), “*a saver*” (S200), “*the school building*” (T182), “*a sculptor*” (T39), “*a statesman with good character*” (S5), “*a successful person*” (P42), “*the roots of a tree*” (T133), “*a tomato*” (T48), “*treasure*” (P52) and “*the turtle beating the rabbit*” (T230). Some of the explanations of the metaphors in transformational school leadership style are as follows:

My school principal is like a team captain because he always motivates us. Although there were many disadvantages in our school when he arrived, he put great efforts and changed the nature of our school culture. Further, he made everyone believe in him. **T20**

My school principal is like an octopus because he always engages in multitask works. He is always busy with every issue in the school and supports everyone in the school. **D3**

My school principal is like a life saver because he has changed our school from a ruin to a palace. Our school is a very nice place now. **S200**

My school principal is like a farmer because he works during the years so that the fruits and vegetables in his garden can take the water and sunlight needed for their survivals. He becomes happy when the fruits and vegetables grow and become delicious as he wishes. **P72**

The metaphors in this category shows that transformational school leadership style is the second one with more frequency rate. The participants drew attention to the transformational process both in the physical conditions and academic achievement in their schools. The successful school principals must have relied on some interventions to make a difference in their schools. This may have impacted the metaphorical perceptions of the participants. Such metaphors as a tree, a bee, an ant, a compass, a gardener, the sun, an architect, an artist, a designer, and a locomotive are included in the transformational school leadership style.

Metaphors related to Charismatic School Leadership

The metaphors related to charismatic school leadership are as follows: “the sun” (N = 7), “Atatürk” (N = 6), “a school leader” (N = 3), “a basketball player” (N = 3), “a compass” (N = 3), “a team captain” (N = 3), “a father” (N = 3), “the president” (N = 3), “Mehmet Akif Ersoy” (N = 2), “a tree” (N = 2), “a child” (N = 2), “light” (N = 2), “a ship captain” (N = 2), “a football captain” (N = 2) and “the north star” (N = 2). Further, there are other metaphors included in charismatic school leadership style as follows: “an air conditioner” (D2), “a bee” (T199), “a book” (S132), “a candle” (S16), “a captain” (P69), “Dede Korkut” (S92), “a driver” (T202), “an experienced soldier” (T38), “a family leader” (T97), “Fatih Terim” (P71), “a flambeau” (P54), “a flower” (T139), “four season” (D18), “a friend” (T103), “a good leader” (T73), “a good manager” (S54), “a hero” (P48), “a leader” (P50), “a littérateur” (S2), “a man on a knife-edge” (T128), “my school principal” (S10), “a pilot” (T229), “a poet” (P2), “a precious stone” (P23), “a prime minister” (P102), “a respected person” (S26), “a road” (S213), “sleep” (S107), “a snowdrop flower” (T47), “a space researcher” (T28), “a super hero” (S105), “Superman” (S206), “a surfer”

(T222), “a warrior on a horse” (T5) and “wheels of a clock” (T18). Some of the explanations of the metaphors in charismatic school leadership style are as follows:

My school principal is like a team captain because he makes us feel happy and relax as soon as we enter the school. His sincere approach makes us feel that the school is our home rather than a workplace. As a result, we, as a team with high motivations, can do useful works. **T132**

My school principal is like the four seasons because he is ready for all kind of situations, positive or negative. **D18**

My school principal is like the Atatürk because he has a decisive personality and a real leader. **S124**

My school principal is like a prime minister because he does his best for our children like a statesman who wants the best for the country. **P102**

The metaphor in this category shows that charismatic school leadership style is also popular in the successful schools in socioeconomically disadvantaged contexts. The findings clearly show that the participants consider their successful school principals as very important historical figures in Turkish culture. Such metaphors as Atatürk, Mehmet Akif Ersoy, the north star, Dede Korkut, Fatih Terim, a hero, a littérateur, a space researcher, a superman, and a warrior on a horse are included in the charismatic school leadership style.

Metaphors related to Distributed/Teacher School Leadership

The metaphors related to distribute/teacher school leadership are as follows: “*a basketball player*” ($N = 23$), “*an orchestra conductor*” ($N = 11$), “*a team leader*” ($N = 11$), “*a team player*” ($N = 5$), “*a football coach*” ($N = 4$), “*a leader*” ($N = 4$), “*a father*” ($N = 3$) and “*an ant*” ($N = 2$). Further, there are other metaphors included in distribute/teacher school leadership style as follows: “*an artist*” (T87), “*a basketball coach*” (T51), “*a big brother*” (D9), “*a commander*” (T126), “*a flower*” (*rose*) (T15), “*a friend/companion*” (T72), “*a moderator*” (T3), “*R&D manager*” (T78), “*roots of a tree*” (D11), “*a ship captain*” (T68), “*the sun*” (T64). Some of the explanations of the metaphors in distribute/teacher school leadership style are as follows:

My school principal is like a football coach because he determines the strategy and tactics for the team and the team leads to success. **T16**

My school principal is like the roots of a tree because he grows lots of successful students on his branches. Further, the teachers working with him are happy individuals who have nice workplaces. **D9**

The metaphor in this category shows that distributed/teacher school leadership style is also among the findings in socioeconomically disadvantaged contexts. The metaphors and their explanations reveal that successful school principals are aware of the fact that victory is not a sole destination. They collaborate with others and lead to their schools to the peaks of the achievement. Such metaphors as a basketball player, an orchestra conductor, a team player, a team leader, a football coach, a leader, a father, a basketball coach, a commander, and a moderator are included in the distributed/teacher school leadership style.

Metaphors related to Ethical/Moral School Leadership

The metaphors related to ethical/moral school leadership are as follows: “*an angle*” ($N = 8$), “*a father*” ($N = 6$), “*a good person*” ($N = 6$), “*the sun*” ($N = 4$), “*a cotton candy*” ($N = 4$), “*a sincere person*” ($N = 2$), “*water*” ($N = 2$), “*a pomagranate*” ($N = 2$) and “*scale*” ($N = 2$). Further, there are other metaphors included in ethical/moral school leadership style as follows: “*an ant*” (T220), “*the backbone*” (T92), “*a best friend*” (S109), “*a captain*” (T74), “*a commander*” (D8), “*a community leader*” (P70), “*cotton*” (P26), “*a decisive person*” (S18), “*an easygoing person*” (T157), “*a forest*” (P37), “*the foundation of a school*” (P96), “*a friend*” (P100), “*a hardworking person*” (P81), “*a human*” (S20), “*a law book*” (T160), “*Mevlana*” (T79), “*an NGO*” (S96), “*a politician*” (T212), “*psychologist*” (P79), “*role model teacher*” (P75), “*salt of the food*” (T124), “*a shield*” (S110), “*a ship captain*” (T142), “*a tidy person*” (S154), “*an understanding person*” (P132), “*a washing machine*” (T2) and “*white clouds*” (T169). Some of the explanations of the metaphors in ethical/moral school leadership style are as follows:

My school principal is like a commander who treats teachers, students and parents well and shows empathy, by motivating them. **D8**

My school principal is like Mevlâna because our school principal’s philosophy can be seen in the famous saying of Mevlana: “*Come, come, whoever you are.*” He never discriminates others. **T79**

My school principal is like an NGO because he always helps people, shares their problems. He forgives and helps even if we make mistakes. **S96**

My school principal is like a comrade because he always treats us like his friends or companions with whom he can collaborate while dealing with the issues on our children. **P100**

The metaphor in this category shows that ethical/moral school leadership style emerged from the findings. This provides evidence that successful school principal displays ethical behaviours and are committed to moral values in Turkish Culture. The participants’ metaphors and explanations point to the fact that people attach great importance to being ethical, moral, trustable and sincere. Such metaphors as an angle, a father, the sun, a cotton candy, a sincere person, water, a community leader, a law book, Mevlana and white clouds are included in the ethical/moral school leadership style.

Metaphors related to Servant School Leadership

The metaphors related to servant school leadership are as follows: “*a bee*” ($N = 9$), “*an ant*” ($N = 9$), “*a father*” ($N = 3$), “*a candle*” ($N = 2$) and “*a warrior on a horse*”. Further, there are other metaphors included in servant school leadership style as follows: “*a bird*” (P9), “*a mother*” (T180), “*a plane tree*” (P10), “*water*” (P19), “*an angle*” (P112), “*a sportman*” (P120), “*a lion*” (T146), “*a responsible person*” (S142), “*a swimmer*” (T147), “*the foundation of a building*” (S193), “*a Swiss army pocket knife*” (S203), “*a captain*” (T99), “*a cheetah*” (S215), “*a good manager*” (D16), “*a tolerant person*” (D17), “*a fountain*” (T13), “*a tree*” (T23), “*a woman warrior*” (T50), “*an elder brother*” (T61) and “*the sun*” (T94). Some of the explanations of the metaphors in servant school leadership style are as follows:

My school principal is like a traditional warrior called as Amazon Warrior because she is a successful school principal as a female administrator. The Amazon women led the tribes in old times. Similarly, she manages and administers our school. **T50**

My school principal is like a candle because he spends his energy for us and melts himself. He is a very self-sacrificing person. **S192**

The metaphor in this category shows that servant school leadership style emerged from the findings. It is seen that for being a successful school leader who leads to student achievement and school improvement requires great effort. Such metaphors as a bee, an ant, a father, a candle, a warrior on a horse, a bird, the foundation of a building, a Swiss Army Pocketknife, a fountain and Şadırvan are included in the servant school leadership style.

Metaphors related to Social Justice/Culturally Responsive School Leadership

The metaphors related to social justice/culturally responsive school leadership are as follows: “*the sun*” ($N = 4$), “*a father*” ($N = 3$), “*a family*” ($N = 3$), “*a scale*” ($N = 2$) and “*an angle*” ($N = 2$). Further, there are other metaphors included in social justice/culturally responsive school leadership style as follows: “*an almond*” (S161), “*a bee*” (P119), “*a book*” (S14), “*a close relative*” (P73), “*a courthouse*” (S220), “*a friend*” (P15), “*a judge*” (P16), “*a lamp*” (S37), “*a leader*” (P36), “*a life coach*” (S43), “*light*” (S58), “*Mevlana*” (T63), “*my characteristics*” (S207), “*a pineapple*” (S158) “*a protagonist*” (T98), “*a scale*” (T154), “*a ship wheel*” (S164), “*a sibling*” (P82) and “*a tree*” (S170). Some of the explanations of the metaphors in social justice/culturally responsive school leadership style are as follows:

My school principal is like Mevlana because he respects all kinds of opinions. **T63**

My school principal is like the sun because he saves us from the darkness of the life and provides opportunities. **S36**

My school principal is like a judge because he cares about the justice among the school, particularly for students. **P16**

The metaphor in this category shows that social justice/culturally responsive leadership style emerged from the findings, as well. This leadership style reflects the successful school principals’ understanding the context in their schools. In other words, they know the needs of the stakeholders and determine the pathways of the success. Such metaphors as the sun, a father, a family, a scale, an angle, a close relative, a courthouse, a judge, Mevlana and a protagonist are included in the social justice/culturally school leadership style.

Metaphors related to Instructional School Leadership

The metaphors related to instructional school leadership are as follows: “*the sun*” ($N = 5$), “*a book*” ($N = 4$), “*a tree*” ($N = 4$), “*light*” ($N = 2$), “*a leader*” ($N = 2$) and “*a brain*” ($N = 2$). Further, there are other metaphors included in instructional school leadership style as follows: “*a flambeau*” (T95), “*a flower*” (S12), “*a navigation*” (S173), “*rain clouds*” (T14), “*a teacher*” (T186) and “*team coach*” (T193). Some of the explanations of the metaphors in instructional school leadership style are as follows:

My school principal is like a flambeau because he always navigates us through his experiences. **T95**

My school principal is like a leader because he leads students to what is good. **S112**

My school principal is like a tree because the students are the fruit-buds of this tree and it cares about them. Finally, the tree bears delicious and ripe fruits. **P49**

The metaphor in this category shows that instructional school leadership style is also a leadership style adopted by successful school leaders. On the other hand, the fact that this is the least leadership style which was coded in the analyses is a surprising one, indeed. The reason why this paradox is that we recruited a diverse participant from successful schools with successful school principals whose academic achievements had been confirmed. The literature shows that instructional school leadership is directly related to student achievement (Reitzug, West & Angel, 2008) as it can be understood from the name of this school leadership style literally. However, this is the least mentioned in the metaphorical perceptions of the participants. This finding may be attributed to the fact that the participants may consider the teaching is the role of teachers, so may the achievements. The school principals may be considered as the one who prepare necessary conditions for teachers and students, namely positive school climate. Further, school principalship is not a sole profession in educational administration in Türkiye, and the school principalship is a temporary position for teachers. Therefore, school principals aren't provided special school principal preparation programmes or school leadership programmes as it is in the West. This means the successful school principals could win the victory by creating positive school culture and lead to the better student achievements and school improvements. Then, the stakeholders can accomplish their own responsibilities better. Such metaphors as the sun, a book, a tree, light, a brain, a flambeau, a flower, a navigator, rain clouds and a teacher are included in the social justice/culturally school leadership style.

Discussion, Conclusion and Suggestions

This qualitative inquiry was an attempt to determine the favoured school leadership styles in socioeconomically disadvantaged contexts in Turkish Education System through metaphorical perceptions of teachers, deputies, students, and parents. Previous literature has revealed a plethora of studies on metaphorical perceptions on school principals in general. With a few studies on successful school leadership based on the metaphors (Parylo & Zepeda, 2014; Trnavčević, & Roncelli Vaupot, 2009), this study has yielded fruitful outcomes in terms of both metaphors and successful school leadership.

In our analysis, we found that a commander, a tree, a father and an ant are the common metaphors by all participants, followed by gardener, washing machine, compass, soil, flower and superhero. Further, a father, a tree, a bee, a basketball a player, the sun, a family, an ant, light, a team captain, and an orchestra conductor are the ones with the highest frequency. An examination of literature has shown that these are the common metaphors on school principals in Turkish Context, as well (Akan, Yalçın, & Yıldırım, 2014; Akın-Kösterelioğlu, 2014; Akyol & Kapçak, 2017; Çobanoğlu & Gökalp, 2015; Koçak, 2011; Korkmaz & Çevik, 2018; Özgenel & Gökçe, 2019; Pesen, Kara & Gedik, 2015; Yalçın & Erginer, 2012; Zembat, Tunçeli & Akşin, 2015). The reason why the participants mostly refer their school principals as a father can be attributed to the paternalist nature of Turkish Context (Aycan, 2001; Aycan, Kanungo, & Mendonça, 2016; Dağlı, & Ağalday, 2017). This is explained by Zembat, Tunçeli and Akşin (2015) as people in Türkiye consider their school principals as integrative and knowledgeable individuals who navigates them. Akan, Yalçın and Yıldırım (2014), on the other hand, attribute this to the administrative styles and the bureaucratic nature of school principals as much as the education system. Further, Özgenel and

Gökçe (2019) conclude that students consider their schools as their own home and the second family after their own one, so the school principal is the father of this second home.

In this study, no negative metaphors have been revealed. This may have been the recruitment process and the nature of this research that delves into the successful school principalship. However, past research has provided mostly negative metaphors on school principals along with the positive ones (Örücü, 2014; Pesen, Kara & Gedik, 2015). This is found as a though-provoking findings by Örücü (2014), emphasizing that the school principals who were once teachers themselves may have changed due to systematic and individual causes, so this may account for the negative perceptions. Pesen, Kara and Gedik (2015), on the other hand, draw to the attention to the fact that the negative perceptions on school principals may have stemmed from that the pre-service teachers weren't accepted as real teachers by the school principals in their internship periods and treated accordingly, so they had negative images on school principals.

This study, on the other hand, has contributed to the literature on metaphorical analysis on school principals in two ways: providing new metaphors and delving into the metaphorical analysis successful school principalship rather than just school principalship. In this sense, when we interpret the metaphors by all participants along with the other common sets in the Figure 1 (TP, TS, SP, TD, TSP, DSP), it can be suggested that the metaphors corroborated with the previous literature. In this sense, Parylo and Zepeda (2014) conducted membership categorization analysis on effective school principals based on the perceptions of the central office leaders and concluded that an instructional leader, a team player, a perfect fit, a data leader, a community leader, a good manager, and a passionate leader are the representations of the effective school principals. The authors found that effective school principal is a devoted and caring leader and has the passion for kids and love for education. They also revealed that effective school principal is a team player, a good communicator, and a community leader.

In our analysis, the metaphors such as “Mevlana”, “Şadırvan”, “Hulusi Kentmen”, “the mother in the series called Yaprak Dökümü”, broadcasted in 2016-2010, and “Yunus Emre” (Teachers), “Bozkurt” and “Mevlana” (Deputies), “Atatürk”, “Dede Korkut”, “A Swiss Army Pocket Knife”, and “A muhtar” (Students) and “Mehmet Akif Ersoy”, “Atatürk”, “Fatih Terim”, and “Hulusi Kentmen” are the new, salient metaphors, and they can be said to represent the devoted and caring qualities of successful school principals.

These figures have important places in Turkish Culture. In this sense, Hulusi Kentmen, for example, is considered by Karaçizmeli and Kesken (2017) as an authoritarian and benevolent administrator image, highlighted by Likert (1967). In this image, Hulusi Kentmen was a paternalist but sometimes angry person who had a deep impact on Turkish people in the Turkish movies (Aslan & Özer, 2019).

When we consider the leadership styles emerging in our analysis, there is evidence to support in the literature. For example, Dağlı and Ağalday (2017) noted that paternalist school leadership was found to be the highest score in the moral and benevolent subdimensions, concluding that school principals care about stakeholders, particularly protecting the teachers from external criticisms or threats. Further, several studies have found negative correlations between paternalistic school leadership styles and negative issues, such as political tactics (Aktaş, 2019). From this point, it can be concluded that paternalistic school leadership really matters in such collectivist contexts as it is in Türkiye. There are also several studies lending support to this conclusion in Turkish contexts (Ağalday, & Dağlı, 2019; Aycan, 2001; Bolat, Seymen, Bolat,

Kinter, & Katı, 2018; Dağlı & Ağalday, 2018; Dursun, 2019; Erben, & Güneşer, 2008; Tan, & Dimmock, 2014; Uğurluoğlu, Aldoğan, Turgut, & Özatkan, 2018).

Bouchamma (2012) found in the study conducted in disadvantaged areas of Canada that effective school leadership practices are establishing goals and expectations; strategic resourcing; curriculum management; teacher supervision and coaching; ensuring order and support. The author focused their findings on instructional leadership style. Despite the least leadership style in terms of frequency, instructional leadership is among the findings in this study. Robinson, Lloyd and Rowe (2008) conducted a meta-analysis research and concluded that the average effect of instructional leadership on student outcomes was three to four times that of transformational leadership. In a study by Day & Gu (2018), it was noted that successful school principals in disadvantaged contexts have strong moral values and purposes, firmly aiming at providing the students with the best learning opportunities, and this underpins a strong sense of collective commitment to change by staff.

Successful school principals in disadvantaged contexts don't engage in school leadership that accepts the status quo. Instead, they follow the change which is triggered by a passionate belief in inclusivity and trust, core values and is pursued by transformational leadership focusing on improvement of achievement within ethics of care, compassion, and social justice (Day, 2005). In this study, according to the metaphors and explanations, the successful school principals are considered as change agents who create positive school climate. In the extensive meta-analysis by Marzano, Waters and McNulty (2005), it was concluded that transformational, servant, situational and instructional school leadership matter in student achievement.

Successful school principals are the ones who never fear from risk-taking and continuously look for new opportunities and experiences for the students to achieve more. While doing this, they need to be resilient themselves (Day, 2014). In our findings, the charismatic, servant and social justice/culturally responsive school leadership styles can be evaluated in terms of their resilience. The metaphors such as Atatürk, Mehmet Akif Ersoy, Fatih Terim are the figures who struggled much and achieved in their lives for their countries. This perception of the participants can be attributed to this resilience which they may have observed in their school principals' attitudes and behaviours.

In the study conducted by Day, Gu, and Sammons (2016), it was concluded that school improvement and student achievement are not primarily the result of school principal leadership style but of their diagnosis of the schools and students' needs, so successful school principals don't necessarily have to be heroic in the traditional sense, but need to possess common values and traits, including clarity of vision, determination, responsiveness, courage of conviction, openness, fairness as well as clearly articulated moral and ethical values shared by their colleagues. However, they noted that not only transformational but also instructional school leadership are essential for success.

Based on the findings and discussions above, this research, delving into the metaphorical perceptions of teachers, deputies, students, and parents in terms of successful school principalship, has been an attempt to draw some conclusions the school leadership styles. Even though the primary concern is not to reveal a rank among the school leadership theories, paternalist, transformational, charismatic and distributed school leadership styles have been found to be the most favored ones when compared to ethical/moral/values, servant, social justice/culturally responsive instructional school leadership styles.

Focusing on successful school principalship from inside the schools with metaphors, this study can draw new theoretical implications. First, school principals should embrace paternalistic school leadership attitudes and behaviours if they are to increase student achievement and school improvement. Second, being ethical and moral is of great importance in a culture based on close relations. Therefore, effective communication and egalitarian attitudes can build trust in schools. Second, the school principalship must be a separate profession and the candidates can have professional training before leading a school. At least, in Türkiye, for some school principals, the school leadership may have been learned through trial-error methods, but the schools are not so vulnerable that one can test several strategies. Instead, professional with expertise on school management, administration and leadership must lead schools.

When it comes to the practical implications of this study, it can be noted that in order for being a successful school principal in Turkish contexts, current school principals or those dreaming to be one in the future must figure out that close relations, being fair, standing strong, even sometimes being authoritarian but not autocrat matter in school leadership. Therefore, being able to hold the power like a father but being able to be affectionate like a mother can inspire people in schools. This paves the way for change and success. School principals must pay utmost care to every words of their expressions, every aspect of their attitudes and behaviours and every result of their decisions.

No research that is not objected to limitations can be found (Bloomberg & Volpe, 2008). This study is also subjected to several limitations. First, the research size selection poses two limitations: (1) context of successful schools and successful school principals and (2) the school level. There would have been different metaphors in different school levels, primary or high schools, even vocational high schools. Further, if we think that Türkiye is a country with diverse cultures, there may be different metaphors and leadership styles in different parts of the country. For the future research, it can be suggested that a study like this can be conducted in different regions. Second, this study is based on the metaphorical perceptions of the participants. New inquiries with different research methods and participants (e.g., successful school principals themselves) can provide new evidence in terms of successful school principalship. Further, a similar study can be conducted in different parts of the world, especially in the Western countries in which individualism is dominant so that new data can be obtained to make comparisons.

Implications

Theoretical Implications

This study enhances the current body of knowledge by highlighting the significance of culturally relevant leadership styles in educational environments, specifically in socioeconomically disadvantaged contexts in Türkiye. It enhances the comprehension of how metaphorical perspectives can influence the conceptualization of successful school leadership. The results emphasize the importance of paternalistic leadership in the educational setting in Türkiye. This is consistent with prior research on collectivist cultures, but it goes further by establishing a link between specific metaphors and paternalistic characteristics. This enhances the theoretical framework for understanding leadership styles in various cultural contexts. The study demonstrates the effectiveness of metaphorical analysis in revealing underlying perceptions of leadership attributes. This proposes an innovative method for conducting educational research, highlighting the significance of metaphorical language in uncovering intricate and subtle perspectives on leadership. This study examines various leadership metaphors and affirms the notion that different leadership styles (such as transformational, charismatic, and distributed) can

coexist and yield positive results, contingent upon cultural and contextual factors. The inclusion of ethical and moral values in leadership, as demonstrated using metaphors, enhances our comprehension of successful leadership in the field of education. It implies that ethical considerations are essential in how leadership is perceived and implemented.

Practical Implications

The findings of this study can be used to shape the structure of leadership development programs in Türkiye, with a focus on highlighting paternalistic, ethical, and moral aspects. For individuals who aspire to become school principals, it is especially important to receive specialized training that corresponds to these culturally specific leadership expectations. These insights can be utilized by educational policymakers to develop strategies and policies that align with cultural norms and encourage leadership styles. This may involve promoting specific leadership behaviours or reconsidering the procedures for recruiting and assessing school principals. To prioritize the significance of intimate connections and moral conduct, school principals ought to concentrate on cultivating proficient communication abilities and nurturing egalitarian relationships within educational institutions. This may result in heightened confidence and a more favourable atmosphere within the school. The study emphasizes the significance of adjusting leadership styles to the socio-cultural environment of a school. School principals should be aware of and understand the values and expectations of the local community and adjust their approach accordingly. The study's limitations point to areas for future research, including exploring metaphorical perceptions across different educational levels and regions in Türkiye, and contrasting these findings with contexts where individualistic values predominate. This has the potential to enhance our comprehension of how culture impacts leadership in the field of education. In summary, the study establishes a connection between theoretical concepts and practical applications in the field of educational leadership. It provides valuable perspectives for educators, policymakers, and researchers working in culturally diverse contexts.

Acknowledgements

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sector.

Conflicts of Interest

The authors declare that they have no conflict of interest related to the research, methodology, or findings presented in this paper. All collaborations between the authors were strictly for academic and research purposes, and no financial or other personal interests influenced the outcome of this work.

Ethics

The ethical issues were our main priority. First, the official permission from the Ministry of National Education was obtained. Before that, the ethical approval was granted by the Gazi University Ethics Committee (265295/No. 01 dated 11.01.2022). Second, the researchers kindly invited the participants, getting their full informant consents. Third, parents whose children involved in the research were asked to submit their permissions. The privacy, confidentiality, and anonymity were considered, as well. Several codes were used for the participants (Teachers “T”, students “S”, deputies “D”, and parents “P”). No personal data was taken from the participants, and the sociodemographic characteristics are presented in percentages. Finally, no participants were forced to answer research questions.

References

- Ağalday, B., & Dağlı, A. (2019). Examining paternalistic leadership behaviours of primary school principals based on the teachers perceptions in Turkey. *Artuklu Human and Social Science Journal*, 4(2), 1-22.
- Ağaoğlu, E., Şimşek, Y., Ceylan, M., & Kesim, E. (2012). The characteristics of successful Turkish principals: Three cases. *Journal of New World Sciences Academy*, 7(2), 812-822.
- Akan, D., Yalçın, S., & Yıldırım, İ. (2014). Okul müdürü kavramına ilişkin öğretmenlerin metaforik algıları. *İlköğretim Online*, 13(1), 169-179.
- Akın-Kösterelioğlu, M. (2014). Öğretmen adaylarının okul yöneticisi kavramına ilişkin metaforik algıları. *Zeitschrift für die Welt der Türken/Journal of World of Turks*, 6(3), 115-133.
- Aktaş, T. (2019). *Okul müdürlerinin paternalistik liderlik davranışları ile politik taktikleri arasındaki ilişkiler* (Master's thesis). Pamukkale University, Turkey. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>.
- Akyol, B., & Kapçak, C. B. (2017). Pre-service teachers' perceptions of "administration" and "school principal" reflected through metaphors. *European Journal of Education Studies*, 10(3), 293-309. <https://doi.org/10.5281/zenodo.1009723>.
- Allen, A. E. S. (2004). *Elementary principals' perceptions of the impact of Virginia's standards-based accountability reform initiative on their professional roles* (Unpublished Doctoral Dissertation). Virginia Commonwealth University, United States.
- Alqahtani, A. S., Noman, M., & Kaur, A. (2020). Core leadership practices of school principals in the Kingdom of Saudi Arabia. *Educational Management Administration & Leadership*, 1-15. <https://doi.org/1741143220901857>.
- Argyropoulou, E., & Hatira, K. (2014). Metaphors and drawings as research tools of head teachers' perceptions on their management and leadership roles and responsibilities. *European Early Childhood Education Research Journal*, 22(4), 496-512. <https://doi.org/10.1080/1350293X.2014.947832>
- Asiedu-Kumi, A. O. (2013). *Model leadership: Discovering successful principals' skills, strategies, and approaches for student success* (Unpublished doctoral dissertation). University of Southern California, USA.
- Aslan, Ş., & Özer, K. (2019). Türkiye'de kültürel liderlik bağlamında "Hulusi Kentmen" tipolojisi ve mizahi lider "Nasreddin Hoca. *Uluslararası Sosyal Bilgilerde Yeni Yaklaşımlar Dergisi (IJONASS)*, 3(2), 126-145.
- Aycan, Z. (2001). Paternalizm: Yönetim ve liderlik anlayışına ilişkin üç görgül çalışma. *Yönetim Araştırmaları Dergisi*, 1(1), 1-19.
- Aycan, Z., Kanungo, R.N. ve Mendonça, M. (2016). *Organizations and Management in Cross-Cultural Context*. (Çev. A. Kayapalı) İstanbul: KÜY.
- Aydoğdu, E. (2008). *İlköğretim okullarındaki öğrenci ve öğretmenlerin sahip oldukları okul algıları ile ideal okul algılarının metaforlar (mecazlar) yoluyla analizi*. (Yayımlanmamış Yüksek Lisans Tezi). Osmangazi Üniversitesi, Eskişehir.
- Balitewicz, T. F. (2015). *Principal leadership in high-achieving, high-poverty schools* (Unpublished doctoral dissertation). Indiana State University, USA.

- Bartell, C. A. (1989). Outstanding secondary principals reflect on instructional leadership. *The High School Journal*, 73(2), 118-128. Retrieved from <https://www.jstor.org/stable/40364672>.
- Beck, L. G., & Murphy, J. (1993). *Understanding the principalship. Metaphorical themes 1920's - 1990's*. New York: Teachers College Press.
- Bennett, J. V. & Murakami, E. T. (2016). Heroic leadership redefined in the United States border context: Cases studies of successful principals in Arizona and Texas. *ISEA*, 44(1), 5-23.
- Bipath, K., & Moyo, E. (2016). Principals shaping school culture for school effectiveness in South Africa. *Journal of Social Sciences*, 48(3), 174-186. <https://doi.org/10.1080/09718923.2016.11893581>
- Bloomberg, L. D., & Volpe, M. (2008). *Completing your qualitative dissertation: A roadmap from beginning to end*. Los Angeles: SAGE.
- Bolat, T., Seymen A., O., Bolat, İ., Kinter, O. & Katı, Y. (2018). Güç mesafesi ve paternalist liderlik ilişkisi: Kuşaklar açısından bir değerlendirme. *International Social Sciences Studies Journal*, 4(25), 5496-5502.
- Bouchamma, Y. (2012). Leadership practices in effective schools in disadvantaged areas of Canada. *Education Research International*, 1-16. <https://doi.org/10.1155/2012/712149>
- redeson, P. V. (1987). Languages of leadership: Metaphor making in educational administration. *Administrator's Notebook*, 32(6), 1-5. Retrieved from <https://files.eric.ed.gov/fulltext/ED294296.pdf>
- Brinkerhoff, R. (2003). *The success case method: Find out quickly what's working and what's not*. San Francisco: Berrett-Koehler Publishers.
- Brookover, W. L., Beamer, L., Esthin, H., Hataway, D., Lezotte, L., Miller, S., . . . Tornetsky, L. (1982). *Creating effective schools*. Holmes Beach, FL: Learning Publications.
- Bush, T., & Glover, D. (2014). School leadership models: What do we know?. *School Leadership & Management*, 34(5), 553-571. <https://doi.org/10.1080/13632434.2014.928680>
- Cemaloğlu, N. (2005). Türkiye de okul yöneticisi yetiştirme ve istihdamı varolan durum, gelecekteki olası gelişmeler ve sorunlar. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 25(2), 249-274.
- Cerit, Y. (2008). Öğrenci, Öğretmen ve Yöneticilerin Müdür Kavramı ile İlgili Metaforlara İlişkin Görüşleri. *Eğitim ve Bilim*, 33(147), 3-13.
- Çobanoğlu, N., & Gökalp, S. (2015). Öğretmen adaylarının okul müdürüne ilişkin meteforik algıları/metaphoric perceptions of teacher candidates for school managers. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 12(31), 279-295.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: SAGE.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London: SAGE.
- Crum, K. S., & Sherman, W. H. (2008). Facilitating high achievement: High school principals' reflections on their successful leadership practices. *Journal of Educational Administration*, 46(5), 562-580. <https://doi.org/10.1108/09578230810895492>

- Dağlı, A., & Ağalday, B. (2017). Developing a headmasters' paternalistic leadership behaviours scale in Türkiye. *Journal of Education and Practice*, 8(30), 190-200.
- Dağlı, A., & Ağalday, B. (2018). Okul müdürlerinin paternalist liderlik davranışlarının incelenmesi. *Elektronik Sosyal Bilimler Dergisi*, 17(66), 518-534.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice?. *European Journal of Teacher Education*, 40(3), 291-309. <https://doi.org/10.1080/02619768.2017.1315399>
- Day, C. (2005). Principals who sustain success: Making a difference in schools in challenging circumstances. *International Journal of Leadership in Education*, 8(4), 273-290. <https://doi.org/10.1080/13603120500330485>
- Day, C. (2007). Sustaining success in challenging contexts: Leadership in english schools. In C. Day & K. Leithwood (Eds.), *Successful principal leadership in times of change* (pp. 59–70). Dordrecht, The Netherlands: Springer.
- Day, C. (2014). Resilient principals in challenging schools: The courage and costs of conviction. *Teachers and Teaching*, 20(5), 638-654. <https://doi.org/10.1080/13540602.2014.937959>
- Day, C. (2015). International successful school principals project (ISSPP): Multi-perspective research on school principals. Retrieved from Nottingham: University of Nottingham. https://www.uv.uio.no/ils/english/research/projects/isspp/isspp-brochure-27_jul_final_amended.pdf
- Day, C., & Leithwood, K. (Eds.). (2007). *Successful principal leadership in times of change: An international perspective*. Springer Science & Business Media.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 52(2), 221-258. <https://doi.org/10.1177/0013161X15616863>
- De Lisle, J., Annisette, S., & Bowrin-Williams, C. (2020). Leading high-poverty primary schools in Trinidad and Tobago—what do successful principals do?. *Educational Management Administration & Leadership*, 48(4), 703-723. <https://doi.org/1741143219827304>.
- Dimmock, C. A., & O'Donoghue, T. A. (1997). Managerial imperatives for the improvement of school reporting to parents. *International Journal of Educational Management*, 11(4), 149-158. <https://doi.org/10.1108/09513549710186254>
- Dönmez, Ö. (2008). *Türk eğitim sisteminde kullanılan yönetici metaforları* (Yüksek Lisans Tezi). Erciyes Üniversitesi, Kayseri.
- Drysdale, L., & Gurr, D. (2011). Theory and practice of successful school leadership in Australia. *School Leadership & Management*, 31(4), 355-368. <https://doi.org/10.1080/13632434.2011.606273>
- Drysdale, L., Gurr, D., & Goode, H. (2021). How successful school principals balance their leadership and management roles to make a difference. In M. Lee, K. Pollock, & P. Tulowitzki (Eds.), *How school principals use their time: Implications for school improvement, administration and leadership* (pp.126-141). London: Routledge.

- Dursun, İ. E. (2019). *Okul müdürlerinin paternalist liderlik davranışlarının okul kültürü oluşturmadaki etkisi* [The effect of paternalistic leadership behaviors of school principals on creating school culture] (Master's thesis). İstanbul Sabahattin Zaim University, İstanbul.
- Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership*, 22, 22–23.
- Elçi, B., & Tan, Ç. (2015). Başarılı okul müdürleri arasında öğretmenlere yaklaşımları yönüyle hangi motivasyon faktörlerinin daha etkili olduğunun incelenmesi. *Journal of Computer and Education Research*, 3(6), 168-187.
- Engels, N., Hotton, G. , Devos, G. , Bouckenoghe, D. & Aelterman, A. (2008). Principals in schools with a positive school culture. *Educational Studies*, 34(3), 159-174. <https://doi.org/10.1080/03055690701811263>.
- Erben, G., S., & Güneşer, A., B. (2008). The Relationship Between Paternalist Leadership and Organizational Commitment: Investigating The Role of Climate Regarding Ethics. *Journal of Business Ethics*, 82,955-968. <https://doi.org/10.1007/s10551-007-9605-z>
- Erden, A. (2016). Proposing primary school principalship model through positive and negative metaphoric perspective. *Universal Journal of Educational Research*, 4(n12A), 71-80.
- Fennell, H. A. (1996). *An exploration of principals' metaphors for leadership and power*. Retrieved from: <https://files.eric.ed.gov/fulltext/ED399626.pdf> Frederickson, J. R., & Edmonds, R. R. (1979, April). Identification of instructionally effective and ineffective schools. *Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA*.
- Fullwood, J. (2016). *Common leadership responsibilities of principals of successful turnaround model schools* (Unpublished doctoral dissertation). Brandman University, California.
- Garza Jr., E., Murakami-Ramvalho, E. & Merchant, B. (2011). Leadership succession and successful leadership: The case of Laura Martinez. *Leadership and Policy in Schools*, 10(4), 428-443. <https://doi.org/10.1080/15700763.2011.610558>.
- Giancola, J. M., & Hutchison, J. K. (2005). *Transforming the culture of school leadership: Humanizing our practice*. California: Corwin Press.
- Greenfield, T.B. (1984). Leaders and schools: Willfulness and nonnatural order in organizations. In T.J. Sergiovanni & J.E. Corbally (Eds.), *Leadership and organizational culture* (pp. 142-169). Chicago, IL: University of Illinois Press.
- Grint, K. (2005). Problems, problems, problems: The social construction of 'leadership'. *Human relations*, 58(11), 1467-1494. <https://doi.org/10.1177/0018726705061314>
- Gu, Q., Day, C., Walker, A., & Leithwood, K. (2018). How successful secondary school principals enact policy. *Leadership and Policy in Schools*, 17(3), 327-331. <https://doi.org/10.1080/15700763.2018.1496343>
- Gürbüz, R., Erdem, E., & Yıldırım, K. (2013). Başarılı okul müdürlerinin özellikleri. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 20, 167-179.
- Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44. <https://doi.org/10.1177/0013161X96032001002>

- Heffernan, A. (2019). The 'punk rock principal': A metaphor for rethinking educational leadership. *Journal of Educational Administration and History*, 51(2), 117-132. <https://doi.org/10.1080/00220620.2019.1582476>
- Heffernan, A., Netolicky, D., & Mockler, N. (2019). New and alternative metaphors for school leadership. *Journal of Educational Administration and History*, 51(2), 83-86. <https://doi.org/10.1080/00220620.2019.1585768>
- Hernández-Amorós, M. J., & Martínez Ruiz, M. A. (2018). Principals' metaphors as a lens to understand how they perceive leadership. *Educational Management Administration & Leadership*, 46(4), 602-623. <https://doi.org/10.1177/1741143216688470>
- Holly, M. R. (2009). *Effective leadership qualities and characteristics of urban school principals* (Unpublished doctoral dissertation). Robert Morris University, USA.
- Inbar, E. (1996). Free educational prison: Metaphors and images. *Educational Research*, 38(1), 77-92. <https://doi.org/10.1080/0013188960380106>
- Johnson, A. B. (2005). *The relationship between leadership behaviors of elementary principals from various school contexts and student achievement*. Argosy University/Schaumburg (Unpublished doctoral dissertation). Argosy University, Chicago.
- Kadi, A., & Beytekin, O. F. (2017). Metaphorical Perceptions of Teachers, Principals and Staff on School Management. *Journal of Education and Practice*, 8(15), 29-35.
- Karaçizmeli, A., & Kesken, J. (2017). 1960'lardan 2000'lere Türk sinemasında değişen patron temsilleri: Tüketim ve yönetim göstergeleri üzerinden bir analiz. *Ege Akademik Bakış*, 17(1), 127. doi:10.21121/eab.2017123472
- Karahasanoğlu, M. (2014). *İlköğretim okullarında görev yapan öğretmen algularına göre etkili okul müdürü özelliklerinin incelenmesi* (Üsküdar İlçesi Örneği). Sosyal Bilimler Enstitüsü, İstanbul.
- Kaul, V. K. (2015). *Principles and practices of management*. India: Vikas Publishing House.
- Kızıldeniz, M. (2017). *Başarılı okul müdürlerinin yönetim uygulamalarının değerlendirilmesi* (Yayımlanmamış Yüksek Lisans Tezi). Yüzüncü Yıl Üniversitesi, Van.
- Koçak, O. (2011). *Okul müdürlerinin; öğrencilik, öğretmenlik ve müdürlük dönemlerindeki okul yöneticiliğine ilişkin metaforik alguları* (Yüksek Lisans Tezi). Gaziosmanpaşa Üniversitesi, Tokat.
- Korkmaz, M., & Çevik M. S. (2018). Ortaokul öğretmenlerinin müdür kavramına ilişkin metaforik alguları. *Kuramsal Eğitimbilim Dergisi*, 11(4), 973-1002.
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York, NY: The Wallace Foundation. <http://eric.ed.gov/?id=EJ527505>
- Leo, U., & Wickenberg, P. (2013). Professional norms in school leadership: Change efforts in implementation of education for sustainable development. *Journal of Educational Change*, 14, 403-422. <https://doi.org/10.1007/s10833-013-9207-8>
- Lezotte, L. W. (1986). *School effectiveness: Reflections and future directions*. Paper delivered at the annual meeting of the American Educational Research Association. San Francisco, April.
- Likert, R. (1967). *The human organization: Its management and value*. New York: McGraw-Hill.

- Linn, G.B., Sherman, R. & Gill, P.B. (2007). Making meaning of educational leadership: the principalship in metaphor. *NASSP Bulletin*, 91(2), 161-171.
- Llorent-Bedmar, V., Cobano-Delgado, V., & Navarro-Granados, M. (2019). School leadership in disadvantaged contexts in Spain: Obstacles and improvements. *Educational Management Administration & Leadership*, 47(1), 147-164. <https://doi.org/10.1177/174114321772808>
- Maguire, M., & Braun, A. (2019). Headship as policy narration: generating metaphors of leading in the English primary school. *Journal of Educational Administration and History*, 51(2), 103-116.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://eric.ed.gov/?id=ED509055>
- Meyer, F., & Patuawa, J. (2022). Novice principals in small schools: Making sense of the challenges and contextual complexities of school leadership. *Leadership and Policy in Schools*, 21(2), 167-184. <https://doi.org/10.1080/15700763.2020.1757722>
- Meyers, C. V., & Hambrick Hitt, D. (2017). School turnaround principals: What does initial research literature suggest they are doing to be successful?. *Journal of Education for Students Placed at Risk (JESPAR)*, 22(1), 38-56.
- Monroe, C. E. S. (2003). *An analysis of principalship metaphors at the beginning of the new millennium* (Unpublished doctoral dissertation). University of North Carolina, Greensboro
- Moral, C., Martín-Romera, A., Martínez-Valdivia, E., & Olmo-Extremera, M. (2018). Successful secondary school principalship in disadvantaged contexts from a leadership for learning perspective. *School Leadership & Management*, 38(1), 32-52. <https://doi.org/10.1080/13632434.2017.1358161>
- Murakami, E. T. & Orr, M. T. (2012). International successful school principal project: Cases of improvement and sustainability in North American Schools. *Journal of Cases in Educational Leadership*, 15(3) 3–6. <https://doi.org/10.1177/1555458912447795>.
- Naidoo, B. & Perumal, J. (2014). Female principals leading at disadvantaged schools in Johannesburg, South Africa. *Educational Management Administration & Leadership*, 42(6) 808–824. <https://doi.org/10.1177/1741143214543202>.
- Nichols, S., Glass, G., & Berliner, D. (2012). High-stakes testing and student achievement: Updated analyses with NAEP data. *Education Policy Analysis Archives*, 20, 1-35 <https://doi.org/10.14507/epaa.v20n20.2012>
- Noman, M., Awang Hashim, R., & Abdullah, S. (2018). Contextual leadership practices: The case of a successful school principal in Malaysia. *Educational Management Administration & Leadership*, 46(3), 474-490. <https://doi.org/10.1177/1741143216665840>
- Örücü, D. (2014). Öğretmen adaylarının okul, okul yönetimi ve Türk eğitim sistemine yönelik metaforik algıları. *Kuram ve Uygulamada Eğitim Yönetimi*, 20(3), 327-358. <https://doi.org/10.14527/kuey.2014.014>
- Özgenel, M. & Gökçe, B. D. (2019). Metaphorical analysis of the perceptions of the primary school students on the concepts of school, teacher and principal. *International Online Journal of Educational Sciences*, 11(1), 100-122.

- Parylo, O., & Zepeda, S. J. (2014). Describing an 'effective' principal: Perceptions of the central office leaders. *School Leadership and Management: Formerly School Organization*, 34(5), 518-537. <https://doi.org/10.1080/13632434.2014.928684>
- Payne, G., & Williams, M. (2005). Generalization in qualitative research. *Sociology*, 39(2), 295-314. <https://doi.org/10.1177/0038038505050540>
- Pesen, A., & Kara, İ. & Gedik, M. (2015). Çocuk gelişimi bölümü 2. sınıf öğrencilerinin “müdür” kavramına ilişkin metafor algıları. *Siirt Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 4, 39-61.
- Reid, D. B. (2021). US principals' sensemaking of the future roles and responsibilities of school principals. *Educational Management Administration & Leadership*, 49(2), 251-267. <https://doi.org/10.1741143219896072>.
- Ritchie, J., Lewis, J., McNaughton, N.C., & Ormston, R. (2014). *Qualitative research practice: A guide for social science students and researchers*. Thousand Oaks: Sage Publications.
- Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674. <https://doi.org/10.1177/0013161X08321509>.
- Samier, E. A. (2019). The theory and uses of metaphor in educational administration and leadership: a rejoinder. *Journal of Educational Administration and History*, 51(2), 182-195. <https://doi.org/10.1080/00220620.2019.1596889>
- Santaella, C. M. (2018). A comparative study of the professional identity of two secondary school principals in disadvantaged contexts. *Leadership and Policy in Schools*, 19(2), 145-170. <https://doi.org/10.1080/15700763.2018.1513152>.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. London: Teachers College Press.
- Steyn, G. M. (2014). Exploring successful principalship in South Africa: A case study. *Journal of Asian and African Studies*, 49(3) 347-361. <https://doi.org/10.1177/0021909613486621>.
- Tan, C. Y., & Dimmock, C. (2014). How a 'top-performing' Asian school system formulates and implements policy: the case of Singapore. *Educational Management Administration & Leadership*, 42(5), 743-763. <https://doi.org/10.1177/174114321351050>
- Todd, Z., & Harrison, S. J. (2008). Metaphor analysis. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of Emergent Methods* (pp. 479-93). New York: Guilford
- Trancevic, A. & Vaupot, S. R. (2009). Exploring aspiring principals' perceptions of principalship: A Slovenian case study. *Educational Management Administration & Leadership*, 37(1) 85-105. doi: 10.1177/1741143208099331.
- Tubin, D. (2017). Leadership identity construction practices: The case of successful Israeli school principals. *Educational Management Administration & Leadership*, 45(5) 790-805. <https://doi.org/10.1177/1741143216682503>.
- Turhan, M., & Yaraş, Z. (2013). Öğretmen ve öğrencilerin öğretmen, disiplin, müdür, sınıf kuralları, ödül ve ceza kavramlarına ilişkin metafor algıları. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 23(1), 129-145

- Tüzel, E. & Şahin, D., (2014). İlköğretim birinci kademe öğrencilerinin okul yöneticilerine ilişkin metaforları. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (17), 355-396. <https://doi.org/10.14520/adyusbd.736>
- Tvnavcevic, A., & Vaupot, S. R. (2009). Exploring aspiring principals' perceptions of principalship: A Slovenian case. *Educational Management Administration and Leadership*, 37(1), 85-105. <https://doi.org/10.1177/1741143208099331>
- Uğurluoglu, O., Aldogan, E. U., Turgut, M., & Ozatkan, Y. (2018). The effect of paternalistic leadership on job performance and intention to leave the job. *Journal of Health Management*, 20(1), 46-55.
- Wildy, H. (2003). Meaning and method: Using metaphors in qualitative research. In T. A. O'Donoghue, & K. Punch (Eds.), *Qualitative educational research in action* (pp. 121-135). London: Routledge.
- Wong, C. S., & Law, K. S. (2017). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. In C. Wong & K. S. Law (Eds.), *Leadership perspectives* (pp. 97-128). London: Routledge.
- Yalçın, M., & Erginer, A. (2012). İlköğretim okullarında okul müdürüne ilişkin metaforik algılar. *Öğretmen Eğitimi ve Eğitimcileri Dergisi*, 1(2), 229-256.
- Yalçın, M., & Erginer, A. (2014). İlköğretim okulu öğrencilerinin okul müdürü algılarına ilişkin yaptıkları çizimler. *Eğitim ve Bilim*, 39(171), 270-285.
- Yin, R. K. (2016). *Qualitative research from start to finish*. New York: Guilford Press.
- Ylimaki, R. M., L. Jacobson, S. L. & Drysdale, L. (2007). Making a difference in challenging, high-poverty schools: Successful principals in the USA, England, and Australia. *School Effectiveness and School Improvement*, 18(4), 361-381. <https://doi.org/10.1080/09243450701712486>.
- Zembat, R., Tunçeli, H. İ., & Akşin, E. (2015). Okul Öncesi öğretmen adaylarının "okul yöneticisi" kavramına ilişkin algılarına yönelik metafor çalışması. *Hacettepe University Faculty of Health Sciences Journal*, 1, 446-459.