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## A STUDY ON THE LEADERSHIP SKILLS OF PRIMARY SCHOOL PRINCIPALS

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### ABSTRACT

In today's information society, it has become increasingly challenging to manage people due to such reasons as increased education levels, and their ability to better express themselves (Adair, 2009). Therefore, the primary school principals who are responsible in areas that shape the future of a country are expected to be leaders that can gather several staff together with various fields of expertise around a common goal, and enable them to take risks pertaining to the future, use new and effective teaching methods, leverage the reflections of technology on education efficiently, and keep up with change and innovation.

The approach of school principals to their staff is quite important in primary schools. Leadership is one of the most important characteristics to be required of managers. School principals are expected to demonstrate leadership behavior to enable the institution to reach its goals by increasing the performance of their staff and enabling them to keep up with rapid occupational changes and innovations.

Within this context, the aim of our study is to examine the leadership skills of school principals in terms of some variables, based on the perceptions of teachers who work at the same school. This is a descriptive research project. The model of the study

is a scanning model. Scanning models are research approaches that aim to describe a situation exactly as it was in the past or how it currently is (Karasar, 2004:77).

The population of the study consists of primary schools that are located in the Şehitkamil and Şahinbey districts of Gaziantep. The sample was identified randomly. Data related to the leadership skills of school principals based on perceptions of teachers was collected using the "Leadership Practices Inventory" developed by Kouzes and Posner (2001). Parametric analysis techniques were used in the analysis of the data collected. A mean score of 101.46 points was obtained from the leadership practices' scale. This translates into a medium level in the leadership skills of school principals. School principals were observed to demonstrate leadership skills' sub-dimensions of guidance (20.76), encouragement of staff on improvement (20.71), encouragement by appreciating success (20.40) and establishment of a common vision (19.96) as the highest, and the questioning of process (19.62) as the lowest. Leadership skills of school principals were also examined in terms of gender, educational status, seniority and school type variables.

**Key Words:** Primary School, School Principal, Leadership

## INTRODUCTION

In today's information society, it has become increasingly challenging to manage people due to such reasons as increased education levels, and their ability to better express themselves (Adair, 2009). Therefore, the primary school principals who are responsible in areas that shape the future of a country are expected to be leaders that can gather several staff together with various fields of expertise around a common goal, and enable them to take risks pertaining to the future, use new and effective teaching methods, leverage the reflections of technology on education efficiently, and keep up with change and innovation.

The approach of school principals to their staff is quite important in primary schools. Leadership is one of the most important characteristics to be required of managers. School principals are expected to demonstrate leadership behavior to enable the institution to reach its goals by increasing the performance of their staff and enabling them to keep up with rapid occupational changes and innovations.

### Leadership

In his work entitled "*Leadership*", Burns defines leadership as the effort of individuals to activate their audience by using economic, political or similar powers and values in order to reach the goals they have identified independently or mutually (Burns, 1978).

Among the skills, characteristics and capabilities that must be displayed by a leader in order to influence the individuals within an organization in line with a target and to lead the organization towards that target, awareness in the leader of his/her own leadership skill and the efforts made to improve those leadership skills, have increased in importance (Wells and Hejna, 2009). Goor and Schwenn (1997) stated that an ability to collaborate, to demonstrate positive attitudes, to display effective listening skills, and to establish trust, all have an important place among the skills that must be demonstrated by a school principal as a leader. The complexity of roles undertaken by school principals results in the diversity of leadership skills that they require (Young, 1994).

**Historical Development of Leadership (Erçetin, 2000).**

1902	Leadership is at the center of social movements. C.H.Cooley
1911	Leadership is being able to deliver the strength of an entire group through one's own efforts. F.W.Blackmar
1921	Leadership is the ability to lead people to success through strong collaboration. E.L.Munson
1930	Leadership is the art of persuading and convincing people to do what one wants them to do. C.M.Bundel
1942	Leadership is the art of influencing people mentally, physically and emotionally. N.Copeland
1950	Leadership is the process of influencing a group in order for goals to be established and achieved. R.M.Stogdil
1968	Leadership is making decisions by exercising power. R.Dubin
1978	Leadership is creating a surplus of influence that will drive the members of an organization to demonstrate performance beyond a mechanical adaptation to routine tendencies of the organization. D.Katz & R.L.Kahn
1986	Leadership is a form of power that is used to influence the activities of others. R.R.Krausz
1994	Leadership is the ability to attribute various meanings to behavior in various cases. R.Heifetz
1997	Leadership is the process of influencing people to expend effort for the achievement of a goal with their full potential and with enthusiasm. K.Gallagher

Managers and leaders demonstrate different aspects in their attitudes and behaviors aimed at their targets. The attitudes of managers aimed at common goals are more subjective and timid. Leaders, on the other hand, are more dynamic and put forward new ideas rather than applying existing ideas. While managers focus on how to conduct their business, leaders focus on what kind of decisions need to be made to give effect to innovations and changes, to determine which targets are to be achieved, and to briefly assess the results (Genç, 2004).

Societies and organizations within a society can accept the reality of change and maintain their effectiveness. There is a projection where new changes are seen constantly

(Morgan, 1989; Ehrlich, 1997). It is unlikely that educational organizations or schools, which aim to positively influence and change human behavior, will not be affected by the process of change. Serving also to advance culture, the failure of educational institutions to be able to keep up with the pace of change and innovation will cause the societies affected by them to fall behind in innovation (Can, 2002).

It is claimed that organizations will not be able to keep up with the process of change today relying on old leadership behaviors, and transformational leaders will be most able to adapt to the pace of change. An educational leadership approach was replaced by transformational leadership in the 1990s even though the former had come to the forefront in effective school research (Çelik, 2003).

It is emphasized that in order for educational managers to maintain their existence in an information or post-modern society, they must apply thinking structures and leadership behaviors such as proactive action, a visionary mind, transformational leadership, management of change, and management of risks and crises (Aytaç, 2002).

Educational managers in Turkey must plan and implement as a process changes that will improve quality in education and create a more effective education system with increased digitalization (Karip and Köksal, 1996).

Educational institutions are entities with functions to lead social, political and economic developments and to pioneer such developments. Schools are at the heart of social, political and economic change (Sirotnik and Clark, 1988).

Transformational leadership behavior of school managers has a determinant role in the adaptation of schools to rapidly changing environmental conditions, and enables them to track scientific and technological developments and increase educational quality (Leithwood, 1992). Transformational leadership incorporates a wide range of common values such as liberty, equality, justice and fellowship (Erkuş and Günlü, 2008; Töremen and Yasan, 2010). Relations between the organization and society as well as the main goals of the organization form the focus within the scope of leadership objectives. Creating a vision and motivating the organization towards such a vision are essential in this type of leadership. (Çelik, 1999; Gül and Şahin, 2011; Tutar vd, 2009)

Sashkin and Rosenbach (1993) stated that transformational leadership focuses on charisma, indoctrination, creativity and individualized thoughts.

A transformational leader is a leader who displays the characteristics of motivation through suggestion, providing individual support, being visionary and energetic as well as taking risks beyond daily organizational processes (Açıklın, 2000:14).

As a result of the studies conducted by Kouzes and Posner regarding their statement on the behavior of a transformational leader, they identified five essential leadership characteristics. Behaviors that are the focus of our research can be listed as follows.

### **Guidance**

According to Kouzes and Posner (2003), for guidance the leader should “demonstrate his/her own personality by clearly exercising personal values” and should “be an example for others through actions combined with common values”. Demonstration of one’s own personality is very important in being a reliable leader. If a person does not demonstrate his/her own personality, he/she will have to use the words, mimicry or body language expressed or written and used by another person, will get away from being him/herself and therefore “imitate” someone else. If an individual is trying to exist by imitating, he/she will lose his/her credibility in a short time.

### **Establishment of a common vision**

Vision refers to the possession of the ability to foresee the future. Vision is a picture created in the mind of how the future could be. Vision is demonstrated by means of high/highest standards and values. It helps people to focus on the future. (Kouzes and Posner, 2003).

School principals must establish a vision of the future of their school, and must also continuously strive to achieve that vision. There must be a written vision statement that is jointly developed by the entire school staff that will be pursued under the guidance of the school principal. Therefore, a school-wide agreement should be reached on the future of the school, and school principals should help to achieve the identified targets. (Aytaç, 2000).

Kouzes and Posner states that what is necessary to establish a vision is “creating a picture of the future by imagining exciting possibilities” and “enabling others to imagine by making common desires apparent.”

### **Questioning the Process**

Kouzes and Posner (2003) stated that a leader must “search for innovative ways and opportunities for growth, improvement and change” and “take risks and experience by constantly learning from mistakes and creating small achievements” in order to question a process.

### **Encouragement of improvement of staff**

According to Kouzes and Posner, leaders must help to improve collaboration by developing trust- and collaboration-based goals, and empower their staff by sharing decision-making abilities and power in order to encourage staff to improve. (Kouzes and Posner, 2003).

It has been emphasized that staff will feel themselves important and an environment will be created to encourage a sense of inclusion within a business through the empowerment the staff. Employees must work in an environment where they can make their own decisions and use their own capabilities in a given task. Successful leaders are aware that their staff must be empowered to use their own strengths in the process of their work and leaders must share their power with the staff rather than hiding it. (Kouzes and Posner, 2003).

### **Encouragement of audience by appreciating success**

People like to be appreciated and liked for the work they perform. Any healthy individual would like that. Improvement of self-confidence and respect depends on this. Demonstration of admiration and appreciation would assist in the improvement of people as much as a high level of leadership and support. Other people’s realization of the work performed by a person would make him/her feel special. Such feelings meet the acceptance, appreciation, respect and confidence needs of a person directly in his/her consciousness. Such effects are among the strong motivational factors for the future (Bentley, 1999).

Leaders know that it is important to reward employees who contribute to the establishment of a common vision. They enable the team to stick together and adhere to the target by conducting celebrations as each of the main targets is achieved (Kouzes and Posner, 2003).

The aim of this research is to determine the level of transformational leadership characteristics of school principals who work in primary schools based on the perceptions of the teachers. In line with this aim, responses were sought to the following sub-problems:

1. What are teachers' thoughts on the leadership skills of school principals?
2. Do the perceptions of primary school teachers on the leadership skills of school principals vary significantly depending on the gender, educational status, seniority and school type variables?

## METHOD

Aiming to identify the leadership skills of school principals based on the perceptions of teachers who work in primary schools and to examine these skills in terms of certain variables, this research is a descriptive study based on a scanning model. Scanning models are research approaches that aim to describe a situation exactly as it was in the past or how it currently is (Karasar, 2004).

### Study Population and Sample

The population of the study consists of primary schools that are located in the Şehitkamil and Şahinbey districts of Gaziantep. Within the possibility based sampling methods, a Random Sampling method was used. 25 primary schools located in two districts were included in the study. Random sampling is the sampling method in which each element in the study population has an equal chance of being selected (Arlı and Nazik, 2004). 700 teachers who work in 25 primary schools constituted the sample of the study.

Table 1. Demographic Information about Participants

Variables	N	%
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<b>Gender</b>	Female	415	59.3
	Male	285	40.7
<b>Educational Status</b>	Associate's Degree	33	4.7
	Bachelor's Degree	608	86.9
	Post-graduate	59	8.4
<b>Seniority</b>	1-5 years	209	29.9
	6-10 years	170	24.3
	11-15 years	150	21.4
	16-20 years	110	15.7
	21 years or more	61	8.7
<b>School type</b>	Public school	640	91.4
	Private school	60	8.6
<b>Total</b>		700	100

Demographic information relating to participants is provided in Table 1. According to Table 1, 59.3% and 40.7% of the teachers who participated in the study were female and male, respectively. The educational status of 4.7%, 86.9% and 8.4% was an associate's degree, a bachelor's degree and post-graduate degree, respectively. 29.9% of the participants had a seniority of 1-5 years, 24.3% 6-10 years, 21.4% 11-15 years, 15.7% 16-20 years, and 8.7% 21 years and more. 91.4% of the participants worked in public schools whereas 8.6% worked in private schools.

### Data Collection Tool

Data related to the leadership skills of school principals based on the perceptions of teachers was collected using the "Leadership Practices Inventory" developed by Kouzes and Posner (2001). Duygulu (2007) carried out the Turkish adaptation, and reliability and validity studies of the Leadership Practices Inventory. Duygulu (2007) calculated the Cronbach Alpha internal consistency coefficient as .97. In our research the Cronbach Alpha internal consistency coefficient was found to be .98.

Leadership practices set forth 5 main leadership sub-behaviors as "guidance (1-6-11-16-21-26), establishment of a common vision (2-7-12-17-22-27), questioning the process (3-8-13-18-23-28), encouragement of staff on improvement (4-9-14-19-24-29) and encouragement of audience by appreciating success (5-10-15-20-25-30)". The original inventory was evaluated using a 10 point Likert scale. Duygulu (2007) evaluated the inventory using a 5 point Likert



scale. A 5 point Likert scale was also used in this study. Items in the inventory corresponded with options from (1) Almost never to (5) Almost always. The minimum and maximum points that can be received from each sub-dimension of leadership practices were 6 and 30, respectively. The minimum points that could be received from the entire inventory was 30 and the maximum was 150.

Of the 990 data collection tools that were delivered to 25 primary schools, 824 were returned. 124 data collection tools were excluded from evaluation due to reasons such as missing coding, coding the same points on all items, checking more than one option within the same item. 700 data collection tools were considered to be suitable for evaluation. Data was processed with SPSS 22.0 software.

In the study, the "KMO" analysis was performed to test the suitability of the sample size. Accordingly, it was seen that the KMO (Kaiser-Meyer-Olkin) test was greater than 0.60 (0.874) and the Bartlett test was significant ( $p < .001$ ). Therefore, it was decided that the sample was sufficient and the existence of a structure was detectable.

### Data analysis

SPSS for Windows 22 suite was used for the quantitative analysis of the research. Items in the "Leadership Practices Scale" used in the research were prepared with a five point Likert scale. Teachers' views were digitalized by giving 5 points for the "Almost always" option, 4 for the "Often/usually" option, 3 for the "Sometimes" option, 2 for the "Rarely/Scarcely" option and 1 for the "Almost never" option in the scale. In this way, information provided by the participants was coded to perform statistical calculations using the evaluation scale.

Table 2. Digital Limits of the Mean Points That Can Be Received from LPI and its Sub-Dimensions and the Corresponding Perception Levels

LPI Sub-Dimensions	Arithmetic Mean				
	Almost never	Rarely/Scarcely	Sometimes	Often/Usually	Almost always

<b>Guidance</b>	6-10.8	10.9-15.6	15.7-20.4	20.5-25.2	25.3-30
<b>Estab. of a common vision</b>	6-10.8	10.9-15.6	15.7-20.4	20.5-25.2	25.3-30
<b>Questioning the process</b>	6-10.8	10.9-15.6	15.7-20.4	20.5-25.2	25.3-30
<b>Encouragement of staff on impr.</b>	6-10.8	10.9-15.6	15.7-20.4	20.5-25.2	25.3-30
<b>Encouragement of aud. by apprec. success</b>	6-10.8	10.9-15.6	15.7-20.4	20.5-25.2	25.3-30
<b>Total</b>	30-54	31-78	79-102	103-126	127-150

## RESULTS

This section covers the analysis of the results of the views of primary school teachers on the leadership skills of school principals in terms of gender, educational status, seniority and school type variables.

Mean points provided by primary school teachers on the leadership skills of school principals and the corresponding perception levels are given in Table 4.

Table 4. Related to the Total Points Received From LPI and Sub-Dimensions

Variables	$\bar{X}$	Perception level	SD
<b>Guidance</b>	20.76	Often/usually	5.53
<b>Establishment of a common vision</b>	19.96	Sometimes	5.42
<b>Questioning the process</b>	19.62	Sometimes	5.52
<b>Encouragement on improvement of staff</b>	20.71	Often/usually	5.51
<b>Encouragement of audience by appreciating success</b>	20.40	Sometimes	5.80
<b>Total</b>	101.46	Sometimes	26.47

According to Table 4, primary school teachers think that school principals demonstrate guidance leadership skills ( $\bar{X}$  =20.76) often/usually, establishment of a common vision leadership skills ( $\bar{X}$  =19.96) sometimes, questioning process leadership skills ( $\bar{X}$  =19.62)

sometimes, encouragement of staff on improvement leadership skills ( $\bar{X}$  =20.71) often/usually, and encouragement of audience by appreciating success ( $\bar{X}$  =20.40) sometimes. It can be seen that the perception level corresponding to the total score of the Leadership Practices Inventory ( $\bar{X}$  =101.46) is sometimes.

It is observed that primary school teachers scored the guidance and encouragement of staff on the improvement of leadership skills of school principals higher as compared to others. It would be correct to say that school principals demonstrated the questioning of the process leadership skill at the lowest level.

**Table 5. Comparison of LPI Scores by Gender**

		<i>n</i>	$\bar{X}$	<i>SD</i>	<i>sd</i>	<i>t</i>	<i>p</i>
<b>Guidance</b>	Female	415	20.40	5.74	649.07	2.105	0.036*
	Male	285	21.28	5.17			
<b>Establishment of a common vision</b>	Female	415	19.60	5.65	652.31	2.167	0.031*
	Male	285	20.48	5.04			
<b>Questioning the process</b>	Female	415	19.29	5.77	654.94	1.985	0.048*
	Male	285	20.11	5.11			
<b>Encouragement of impr. of staff</b>	Female	415	20.34	5.68	698	2.153	0.032*
	Male	285	21.25	5.21			
<b>Encouragement of aud. by apprec. success</b>	Female	415	19.80	5.97	698	3.363	0.001*
	Male	285	21.29	5.44			

\* $p < .05$

According to Table 5, the gender of teachers was a factor that led to a significant difference in the dimensions of Guidance, Establishment of a Common Vision, Encouragement of Staff on Improvement, and Encouragement of Audience by Appreciating Success. Female teachers scored all sub-dimensions of the Leadership Practices Inventory statistically lower as compared to the male teachers. Female teachers demonstrated a more negative approach regarding the leadership skills of school principals as compared to the male teachers. In general, this result might be attributed to the fact that women see and evaluate events and situations in more detail.

Table 6. Comparison of LPI by Educational Status

Dimensions	Educational Status	N	$\bar{X}$	SD	F	p	Difference
<b>Guidance</b>	a)Associate's Degree	33	24.58	4.44	8.640	.001*	a>b
	b)Bachelor's Degree	608	20.52	5.50			a>c
	c)Post-graduate	59	21.02	5.65			
	Total	700	20.76	5.53			
<b>Establishment of a common vision</b>	a)Associate's Degree	33	23.45	5.24	7.546	.001*	a>b
	b)Bachelor's Degree	608	19.74	5.31			a>c
	c)Post-graduate	59	20.22	6.08			
	Total	700	19.96	5.42			
<b>Questioning the process</b>	a)Associate's Degree	33	23.36	4.93	8.535	.001*	a>b
	b)Bachelor's Degree	608	19.38	5.42			a>c
	c)Post-graduate	59	20.07	6.18			
	Total	700	19.62	5.52			
<b>Encouragement of impr. of staff</b>	a)Associate's Degree	33	24.52	4.56	8.439	.001*	a>b
	b)Bachelor's Degree	608	20.51	5.49			a>c
	c)Post-graduate	59	20.66	5.49			
	Total	700	20.71	5.51			
<b>Encouragement of aud. by apprec. success</b>	a)Associate's Degree	33	23.73	4.86	6.586	.001*	a>b
	b)Bachelor's Degree	608	20.15	5.78			a>c
	c)Post-graduate	59	21.15	5.97			
	Total	700	20.40	5.80			

\*p&lt;.05

According to Table 6, the educational status of primary school teachers was a factor that led to a significant difference in the dimensions of Guidance, Establishment of a Common Vision, Encouragement of Staff on Improvement, and Encouragement of Audience by Appreciating

Success. It was seen that teachers with Associate's Degree scored the leadership skills of school principals more positively as compared to the teachers with Bachelor's Degree and Post-Graduate Degree.

**Table 7. Comparison of LPI by Seniority Years**

Dimensions	Seniority Year	N	$\bar{X}$	SD	F	p	Difference
<b>Guidance</b>	a)1-5 years	209	20.08	5.37	6.774	.001	a<d,a<e
	b)6-10 years	170	19.98	5.84			b<d,b<e
	c)11-15 years	150	20.62	5.51			c<e
	d)16-20 years	110	21.98	5.37			
	e)21 <	61	23.43	4.35			
	Total	700	20.76	5.53			
<b>Establishment of a common vision</b>	a)1-5 years	209	19.15	5.46	6.401	.001	a<d,a<e
	b)6-10 years	170	19.24	5.64			b<d,b<e
	c)11-15 years	150	20.03	5.15			c<e
	d)16-20 years	110	21.16	5.30			
	e)21 <	61	22.34	4.57			
	Total	700	19.96	5.42			
<b>Questioning the process</b>	a)1-5 years	209	18.90	5.43	6.043	.001	a<d,a<e
	b)6-10 years	170	18.96	5.94			b<d,b<e
	c)11-15 years	150	19.56	5.14			c<e
	d)16-20 years	110	20.65	5.52			
	e)21 <	61	22.25	4.54			
	Total	700	19.62	5.52			
<b>Encouragement of impr. of staff</b>	a)1-5 years	209	19.91	5.39	7.954	.001	a<d,a<e
	b)6-10 years	170	19.98	5.66			b<d,b<e
	c)11-15 years	150	20.59	5.54			c<e
	d)16-20 years	110	21.84	5.46			
	e)21 <	61	23.75	4.12			
	Total	700	20.71	5.51			
<b>Encouragement of aud. by apprec. success</b>	a)1-5 years	209	19.63	5.41	5.100	.001	a<d,a<e
	b)6-10 years	170	19.72	6.06			b<d,b<e
	c)11-15 years	150	20.67	5.96			c<e
	d)16-20 years	110	21.17	5.99			
	e)21 <	61	22.93	4.73			
	Total	700	20.40	5.80			

\*p<.05

According to Table 7, the seniority years of primary teachers is a factor that led to a difference in all sub-dimensions of LPI. The LSD test was used to reveal the groups in which there was such a difference. It was seen that teachers with a seniority of 1-10 years scored the leadership skills of school principals in all dimensions significantly lower as compared to the teachers with a seniority of 16-20 years. It was seen that teachers with a seniority of 1-15 years scored the leadership skills of school principals in all dimensions significantly lower as compared to the teachers with a seniority of 21 years and more. These scores might be attributed to the fact that teachers with lower seniority did not agree with the management approaches of school principals who are expected to have higher seniority due to the educational methods of the former and the different characteristics of the society in which they were raised.

Table 8. Comparison of LPI Scores by School Type

		<i>n</i>	$\bar{X}$	<i>SD</i>	<i>sd</i>	<i>t</i>	<i>p</i>
<b>Guidance</b>	Public	640	20.48	5.58	84.046	6.133	.001*
	Private	60	23.82	3.86			
<b>Establishment of a common vision</b>	Public	640	19.62	5.44	85.069	7.434	.001*
	Private	60	23.52	3.70			
<b>Questioning the process</b>	Public	640	19.26	5.53	88.030	8.403	.001*
	Private	60	23.55	3.58			
<b>Encouragement of impr. of staff</b>	Public	640	20.43	5.56	84.189	6.093	.001*
	Private	60	23.73	3.84			
<b>Encouragement of aud. by apprec. success</b>	Public	640	20.07	5.85	87.445	7.128	.001*
	Private	60	23.95	3.82			

\*p<.05

According to Table 8, primary schools that worked in different forms either government or private scored the leadership skills demonstrated by school principals significantly differently. It was seen that teachers who worked in public schools agreed with all the sub-dimensions of LPI at a significantly lower level as compared to the teachers who worked in private schools. This might be attributed to the fact that school principals who work in private schools pursue innovations on behalf of the institutions and benefit more from leadership training. Principals who work in public schools might not be feeling the need to improve their

leadership skills and pursue innovations in their fields since they do not have any concerns about being dismissed.

### **CONCLUSION and DISCUSSION**

According to the results of research, perception levels corresponding to the total score in the Leadership Practices Inventory ( $\bar{X} = 101.46$ ) are sometimes seen. Teachers perceive the demonstration of transformational leadership levels of school principals at a medium level. As such, according to the conclusions of Yazıcı and Akyol (2017), teachers in their study also believed that school principals demonstrated transformational leadership behavior at a medium level. Contrary to our research, Çelik (1998) concluded that school principals found themselves successful in demonstrating transformational leadership behavior.

The transformational leadership sub-dimension that was perceived at the lowest level in our research was questioning the process. In the questioning the process dimension, leaders are expected not to maintain the available structure, but to challenge the processes for departing from the available structure to be successful. Taking risks has an important role in transformational leadership. Low scores given for risk-taking characteristics of school principals can be considered as a result of the bureaucratic structure. It is important to create suitable environments for de-bureaucratization, and for principals to be encouraged to take risks, and in the case of failure, they need to learn from their mistakes and constantly improve their learning skills.

The perception of teachers related to the leadership behavior of school principals varies significantly depending on the gender variable. Male teachers think that principals demonstrate leadership behavior more as compared to female teachers. In literature, there are studies with and without differences based on the gender variable. In the study of Yazıcı and Akyol (2017), the demonstration of transformational leadership levels of principals do not vary significantly depending on the gender of teachers. Similar to our study, male teachers perceived school principals more as transformational leaders when compared with the female teachers in the study of Gençay (2014). It can be said that primary school principals should support female teachers more in matters such as guidance, establishment of vision, questioning the process,

encouragement on self-improvement and making them feel that they are aware of the success of those teachers, and female teachers should be effectively included in these processes.

Teachers with associate's degree find the leadership behavior of school principals more lacking as compared to those with bachelor's and post-graduate degree. Contrary to our study, Töremen and Yasan (2010) found that the educational level of teachers did not lead to a significant difference in their views on the sub-dimensions of transformational leadership behavior. Similar to our study, Celep (2004) and Çelik and Eryılmaz (2006) also stated that teachers perceived the behaviors of school managers inadequately as their educational status increased.

According to the results of the research, it was seen that teachers having 1-10 years seniority scored the leadership skills of school principals in all dimensions significantly lower as compared to the teachers with 16-20 years seniority. It was seen that teachers with a seniority of 1-15 years scored the leadership skills of school principals in all dimensions significantly lower as compared to the teachers with a seniority of 21 years and more. Contrary to our study, Yazıcı and Akyol (2017) concluded that the mean value of the views of teachers with a seniority below 10 years on transformational leadership behavior of their principals was higher as compared to that of the teachers with a seniority of 10 years and more.

It was seen that teachers who worked in public schools agreed with all the sub-dimensions of LPI at a significantly lower level as compared to the teachers who worked in private schools. In parallel with our study, Kocabaş and Karaköse (2005) found no significant relationship in the views of teachers on the demonstration of attitudes and behaviors of school principals in various dimensions (management skills, interpersonal communication, recognition and appreciation of employees) as compared to other variables while they concluded a significant difference depending on the school type variable. In light of this data, teachers that work in private schools find their principals to be more successful in matters such as managements skills, interpersonal communication, recognition and appreciation of employees. Teachers working in public schools, on the other hand, find their principals less adequate in such areas. The reason behind the inadequacy of school principals working in public schools to demonstrate their leadership behavior must be researched, and it is important to take the necessary precautions.



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