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Leadership Expectations of Generation Z Teachers Working in Educational Organizations

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Abstract

Generation Z, known as millennial children, includes those born from 1995 to 2010, the period when the Internet and social networks became widely used, global communication increased, tolerance was given to different cultural elements, and there was flexibility. The aim of the present research was to establish the leadership expectations of teachers belonging to Generation Z working in educational organizations in the context of school principals. In this context, focus group interviews consisting of semi structured questions were conducted with thirteen teachers from Generation Z currently working in public schools in our research conducted with a phenomenological design. Considering the findings, the leadership expectations of the Generation Z teachers in the behavior sub-theme of inclusivity involved sincerity, flexibility, warm communication, horizontal relationship, consistent behavior, supportive behavior, motivating, problem solving, and smiling. In the sub-theme of

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competencies, they focused on innovations, communication skills, technological competence, mentoring, competence in the field, being solution-oriented, being a researcher, taking initiative, financial management skills, and entrepreneurship competencies. In the values sub-theme, they included being fair and compassionate, altruistic attitude, respect for differences, sensitivity, patience, empathy, and openness to criticism. In the sub-theme of characteristics, they focus on being charismatic and democratic, openness to innovations and teamwork, analytical skills, project orientation, and determination.

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Introduction

Various developments such as the revolutions in the field of information and technology that have occurred in the history of humanity affect the perspectives of generations on life and society. These changes have led to the naming of the process including the lifestyles of individuals born and brought up in the period of change. Thus, the historical process and the relevant literature revealed that different names have been used in the categorization and timing of generations.

What is Generation Z?

Generation is used to describe a cohort that experiences the same social and cultural conditions, feeds on the same technological

knowledge, and is based on historicity. In generational definitions, emphasis is placed on a sociological context beyond a biological reference. Reference is made to the difference between the elements that shape the social context based on the relationship with one another, such as working together, living, communicating, consumption habits, and decision-making (McCrindle & Wolfinger, 2010). The generation definition associates and determines the events and cultural context of the period with those born in that period and emphasizes the differences between them and other generations. In a sense, the definition of generation has the purpose of describing the context (Kohnová, Papula, & Salajová, 2021).

Generation Z (the Millennials) includes those born between 1995-1997 and 2010, who are known as the millennium children, and the period comprised the extensive use of the Internet and social networks, increase in global communication, tolerance to different cultural factors and the existence of flexibility and online environments (social networks, blogs, forums, etc.) affecting life significantly. This period, which involves those who were born between the beginning of the 2010s and the end of 2020, reveals new understandings of education and new individual expectations and a high level of technology affecting all the aspects of the life of the individual, and they are called the *Alpha Generation* (Andrea, Gabriella, & Tímea, 2016; Csobanka, 2016).

Characteristics of Generation Z

According to Oeken (2018), Generation Z individuals spend considerable time in communication and socialization with environmental elements (such as friends, peers), are successful in multitasking, and can do many things at the same time using technology. Because they have an entrepreneurial spirit, they are

willing to start a new business enterprise, they value their personal development and education within the framework of their desire to learn continuously, they come to the forefront with their helpful personality in doing favors, they use digital technologies (especially phones) intensively, they enjoy face-to-face communication despite being digital, and because they use information technologies a lot their attention span is short and they have difficulty concentrating.

According to Tari (2011), Generation Z individuals exhibit narcissistic characteristics that prioritize their personal interests. These narcissistic traits are also apparent in the weak relationships they have with their families. Individuals of this generation, who care more about the opinions of their peers, are weak in terms of emotional intelligence.

Generation Z individuals do not define themselves with a single identity and therefore have an ambiguous identity; thus, they do not express themselves via a single stereotype and experience different ways of being themselves. However, these individuals have a personality structure that supports less conflict and more dialogue; thus, they respect differences in opinion that are contrary to their personal values, including their own institutions and organizations, without rejecting them, and can easily establish a dialogue with traditional views and beliefs without compromising their personal beliefs. In this context, they do not completely reject what is contradictory to them, but pragmatically show an interest in what is meaningful. However, Generation Z individuals exhibit realistic behaviors and think more pragmatically and analytically in decision-making than previous generations and, in this sense, these individuals use independent learning methods more and try to control

environmental conditions by internalizing online information in a short time (Francis & Hoefel, 2018).

According to Balan and Vreja (2018), Generation Z individuals have a more optimistic point of view in terms of life expectations compared to other generations, and these individuals have a stronger belief that their expectations can be realized. According to Balan and Vreja (2018), the future expectations of Generation Z are as follows: (1) achieving goals, (2) financial security, (3) continuing education, (4) freedom of speech, (5) bequeathing to the future, and (6) a desire to own a home, in that order. Looking at gender differences, "achieving goals" ranks first in both groups, while men prioritize financial security and women prioritize continuing their education. However, while some researchers (Crunch, 2015; Howe, 2014) state that Generation Z is more concerned with job continuity or job security, some other researchers (Bernier, 2015) state that these individuals are more concerned about job fit, which involves the job suiting their abilities and skills, rather than job security and safety. These results contain important clues that will require organizations to change their human resource management strategies in terms of future workforce potential and characteristics. Generation Z individuals tend to be more sensitive to opportunities and adversities that often arise in the context of the market. This generation, which does not hesitate to reveal their own wishes and prioritizes jobs and work environments compatible with their qualifications, has high expectations in terms of making themselves visible (Silva Sousa, & Colauto, 2021).

In the research on Generation Z in Turkey, it has been revealed that individuals of this generation tend to continue their higher education in order to find a job abroad. However, it is seen that the uncertainty about finding a job creates anxiety and cynicism. In

addition, Generation Z individuals in Turkey, similar to their peers in other countries, attach importance to concepts such as freedom, success, respect, justice, happiness, love, and inner peace. Having a contradictory view in terms of consumption habits, Generation Z individuals in Turkey tend to use new consumer goods on the one hand, while tending to use second-hand goods more than their parents on the other (Tarı-Kasnakoğlu, Türe, & Kalender, 2020).

Generation Z and Business Life

Various organizational qualities of Generation Z also stand out. These individuals come to the forefront with their selective qualities in terms of whether demands are compatible with their careers rather than meeting the demands of any person in the organizational context. In this context, intrinsic motivation motivates them to take action, while Generation Z also embodies a significant entrepreneurial spirit and desire to change the world. However, the most important goals of these individuals in the organizational framework are to provide work/life balance and stability at work (Andrea et al., 2016). In this context, organizational leaders should consider the characteristics of Generation Z within the framework of organizational functioning and organizational goals.

According to Seemiller and Grace (2018), Generation Z individuals gradually enter and adapt to working life with age. For this reason, from the point of view of labor organizations, it is important to know the characteristics and expectations of this generation. Flippin (2017) found in her research that Generation Z individuals care more about "happiness" and give greater priority to it than other values such as health, relationships with family and friends, career, financial security, and faith. Generation Z is influenced by the motivations that manifest themselves in the psychosocial context. Economic and

organizational managerial motivations come after psychosocial motivations (Çevik & Deniz, 2021). In terms of gender, the research revealed that men care more about happiness and women care more about relationships, and the concept of faith was in last place for both genders. In her research, Flippin (2017) also focused on the professional values of Generation Z and determined six professional values in order of priority. According to her research, Generation Z prioritizes values such as (1) playing their current roles well, (2) making more money, (3) work/life balance, (4) getting a promotion, (5) career change, and (6) retirement, in that order. This result exhibits that the desire of Generation Z to play their professional roles better precedes their motivation to earn more money. Gender differences reveal that men prioritize earning more money and women prioritize being successful in their current roles.

In the organizational context, the expectations of Generation Z individuals from managers or leaders may differ from those of other generations. For example, according to Bresman and Rao (2021), the majority of Generation Z individuals expect more motivating behaviors from their managers and leaders in their organizations compared to other generations. At the same time, these individuals feel uneasy about being unsuccessful and therefore they feel anxiety about the leadership roles in the organization. This necessitates today's leaders to change their understanding to inspire their followers. According to Bresman and Rao (2021), another factor that raises concerns and creates expectations for Generation Z is the work/life balance in the organization; thus, today's organizations with a high level of awareness have to look for a variety of ways to find balance between the job and the individual to increase the productivity of the personnel and raising the quality of results. For this reason, organizational leaders need to understand the differences in workforce

expectations between generations, and this awareness enables better management of workforce potential.

Among the organizational expectations of Generation Z is supportive leadership. In the organizational environment where supportive leadership is exhibited, the working motivation and working time of the individuals increase, the honor of the employees is nourished in the leadership practices where the needs and expectations of the individuals are recognized and attempts are made to meet them, and that kind of environment makes the organization healthy by encouraging high performance (Jenkins, 2019).

In this sense, generational differences in organizations affect many organizational dimensions from organizational culture to performance. For this reason, organizational leaders need to adjust their leadership perspectives according to the characteristics of this generation (Craen, 2019). In this context, organizational leaders should consider some issues while leading their Generation Z teams. These points to consider (Craen, 2019) are as follows: (1) Since Generation Z uses technology effectively, organizational leaders embrace technology and technological developments and use them in communication and feedback processes, (2) Generation Z individuals are willing to be promoted due to their personality structure, which is oriented to learning and success, and therefore their individual and professional development must be encouraged, disseminating the culture of learning in organizational processes, (3) due to high digital fluency, rapid information sharing, a rapid impact creation environment, and the speed of Generation Z to adapt to this environment, organizational leaders have to be accessible, have good knowledge of technology, and act instantaneously in processes such as decision-making and feedback by using technology. According to

Sumitani (2020), on the other hand, to direct Generation Z personnel to organizational efficiency and organizational goals and to reveal, retain, and manage the talents of these individuals, organizational leaders need to (1) create a work environment in which these individuals find value, (2) encourage collaboration, (3) provide continuous feedback, (4) use multiple communication channels, and (5) maintain a work/life balance. Similar to Sumitani (2020), Regan (2020) emphasizes that Generation Z should not be regarded only as a digital generation and that this generation attaches more importance to face-to-face relationships and indicates that collaborative and team spirit-based practices should be increased in organizational processes. At the same time, according to Regan (2020), the individuals of this generation are sensitive to negative behaviors such as corruption and dishonesty in the organizational environment and, therefore, she refers to the need for organizational leaders to be transparent.

The research by Aguas (2019) on how Generation Z defines leadership or leaders exhibited that the expectations of Generation Z about leadership focus on being effective, result-oriented, a role model, a servant, a communicator, having the ability to develop his/her followers, giving confidence, activating the institution and its followers, and being visionary. According to Bresman and Rao (2018), Generation Z individuals expect more positive attitudes and clear goals from their managers. According to the Workforce Institute (2019), on the other hand, Generation Z expects constructive and direct feedback from leaders, hands-on training, employee opinions to be valued, freedom to work independently, clearly defined expectations, and supportive management.

Within the framework of all these evaluations, the number of teachers who are members of Generation Z and their appointments

have been increasing in educational organizations in recent years. Thus, according to 2017 data, 49.3 percent of teachers are under the age of 35 in Turkey (Hürriyet Newspaper, February 3, 2017); therefore, it is important to obtain the opinions of Generation Z teachers about their principals and to reveal their expectations. In this context, the aim in the present study is to determine the expectations of Generation Z teachers working in public schools from school principals, who are in the position of school leaders, and their leadership. Hence, answers to the following questions were sought in the study:

1. What are the perceptions and views of Generation Z teachers about the managerial understanding in educational organizations?
2. What are the expectations of Generation Z teachers from administrators in educational organizations?
3. What are the general leadership perceptions and views of Generation Z teachers?

Method

Research Design

In the research, the phenomenology design was employed to learn the leadership expectations of Generation Z teachers about school principals. This design is widely used in research, especially when the interview method is used, to extract universal meanings from the interviews and perform the analysis (Padgett, 2017). According to Cohen, Manion, and Morrison (2007) and Creswell (2013), perceptions, meanings, and experiences in the subjective consciousness of individuals about various phenomena can be revealed through the phenomenology design.

The focus group interview method, which is one of various interview methods, was used to collect data about the case discussed in the study. According to Krueger and Casey (2000), focus group interviews should be carefully planned, groups should preferably be between 6 and 8 people, an environment should be chosen where the participants feel comfortable, and the researcher should be skilled in group interviews. Basic questions as well as questions that arise during the interview were used to ensure that the participants expressed their opinions on the research topic at an optimal level during the interview. Thus, it was ensured that the research topic was discussed in accordance with the structure of the focus interview. In this context, two focus group interviews consisting of six people each were conducted with the participating teachers.

Focus Group

In the research, the criterion sampling method, which is a purposeful sampling method, was used to determine the participant teacher group. According to Patton (2002), purposive sampling is used in qualitative research to select and identify information-rich situations with limited resources. On the other hand, in criterion sampling, situations that comply with or exceed a certain criterion are selected and determined according to the structure of the research and the phenomenon it addresses (Palinkas et al., 2015). In this context, *"teachers who are currently working in public schools and who are in Generation Z according to their year of birth (1995-2010)"* were used as criteria to determine the participants. An examination of the age range of Generation Z reveals that they are in the 11-26 age range, and some of these individuals, especially those in the 22-26 age range, work as teachers. In this context, focus group interviews were conducted with thirteen teachers who met the criteria in the research. The demographic

information of the participants who make up the study groups is shown in Table 1 below.

Table 1.

Demographic Information of Teachers

Participant Code	Gender	Year of Birth	Age	Field of Study
P1	F	1997	24	Mathematics in Primary Education
P2	M	1996	25	Social Studies
P3	F	1996	25	Mathematics in Primary Education
P4	F	1997	24	Life Sciences
P5	F	1998	23	Mathematics in Primary Education
P6	M	1997	24	English
P7	M	1996	25	Social Studies
P8	F	1998	23	Life Sciences
P9	F	1997	24	Turkish
P10	M	1998	23	Turkish
P11	F	1997	24	Class Teacher
P12	M	1998	23	Religion and Ethics
P13	M	1996	25	Visual Arts

As seen in Table 1, seven of the teachers forming the study group are female and six are male. Moreover, four of the teachers are 23 years old, five are 24 years old, and four are 25 years old. Three of the teachers are teachers of Mathematics in Primary Education, two of Social Studies, two of Life Sciences, one of English, two of Turkish, one of Class Teaching, one of Religious Culture, and one of Visual Arts.

Data Collection Tools

In the research, semi-structured and unstructured questions were used to ensure that the participants expressed their opinions on the research topic at an optimal level during the interview. In semi-structured interview questions, questions of 'why' and 'how' are usually asked and the researchers try to learn the opinions, perceptions, and experiences of individuals by using a combination of closed-ended and open-ended questions. However, in such interviews, the interviewer should be ready to spend time and effort, be versatile, and have knowledge about the subject of the interview (Adams, 2015). However, unstructured questions asked to the participants during the interview are not based on a predetermined list of questions, and unwritten and undetermined questions are directed to the participants within the framework of the flow and naturalness of the interview (Sanchez, 2014). In this framework, before the focus group discussions were conducted with the participating teachers, the approval of the participants was obtained, and then the interview process was planned and the application was carried out in line with the interview form. Some of the questions asked to the teachers in the interview form are as follows:

1. How do you think a leader should be like and who is he/she?

2. What kind of behaviors do you expect from school principals as a leader?

3. What kind of values should school principals display in your opinion?

4. What kind of qualifications do you think school principals should have as leaders?

5. What personal characteristics do you think school principals should have as the leader of the school?

Data Collection

The relevant focus group meetings were conducted using online platforms (Zoom etc.) due to the pandemic. The interviews were carried out in the period that the participants requested and agreed to and the interviews were recorded electronically. The interviews with the participants during the research process were held in September and October 2021. Kvale (1996) states that during the interview process the researcher should establish a dialogue with the participants within the framework of trust. For this reason, during the interview process, attention was paid to the confidentiality of the data and, at the same time, sensitivity was shown to ensure that the participants rights were not infringed and their emotional state was not harmed.

Data Analysis

In the research, descriptive analysis was used to analyze the data obtained during the interviews. In the context of qualitative research, descriptive analysis is used to determine the characteristic features of the phenomenon. In this sense, it is a form of analysis that focuses on what happens rather than how and why (Gall, Gall, and Borg, 2007). By examining the data in detail, repetitive codes, themes, and concepts are revealed and categories are defined and interpreted (Nassaji, 2015). The data obtained in the research were firstly transcribed using a word processing program, then the relevant data were analyzed using the

program Maxquda, and the data obtained were coded under various categories and themes. Furthermore, to ensure participant safety, participant names were kept confidential and coded as P1, P2…P10 during the research process and reporting.

Validity and Reliability

Meriam (2018) states that to ensure validity and reliability in qualitative research researchers should be careful about (1) self-criticizing about choosing data suitable for their own subjective thinking, (2) reactivity that can be realized by the participants in the process, (3) confirming the data by the participants, and (4) giving detailed information about the study process. In order to ensure the content validity of the research, the literature was meticulously examined, the opinions of two academics in the field of educational psychology and educational administration were sought regarding the basic questions to be asked in the focus interview, and confirmation questions were asked during the interview to ensure that the interviewees could express themselves correctly. Thus, sufficient details were given about the research process to ensure validity and reliability in the research, and the coding, which was carried out to prevent subjective judgments and interpretations, was checked by another expert. However, to prevent participant reactivity, no intervention was made regarding the participants' opinions during the interview, and the data obtained after the interviews were sent back to the participants to confirm their opinions.

Findings

Within the framework of the research, first of all, the perception of Generation Z teachers towards Generation Z was revealed and then

their leadership expectations in the context of school principals were determined.

Generation Z Perception

When the participating teachers, who are members of Generation Z, were asked how they defined Generation Z individuals, they stated that this generation, which includes them, consists of individuals who are technology-centered, innovative, tolerant of differences, productive, flexible, and demanding, who care about their personal comfort and have digital communication skills.

Teachers (P1, P2, P3) emphasized that technological skills such as digital skills and digital communication are distinctive in defining Generation Z.

> *"When Generation Z is mentioned, I think of a generation that is intertwined with technology and uses technology very often in their lives. Therefore, I think that as a teacher I should follow technology very closely..." (P1)*

> *"...we are talking about a generation that has grown up more intertwined with technology, actually more intermediate. In other words, we are a generation that lacked technology in our youth and childhood and suddenly got technology. And, as you say, the ease of communication with the world pushes us to live life more comfortably." (P2)*

> *"We are definitely in the age of technology and it started to develop completely with us. In other words, it started to make real progress after us...." (P3)*

Teachers (P4, P7, P8) said that Generation Z individuals can tolerate differences, are flexible, care about their comfort, and, at the same time, are productive.

> *"When Generation Z is mentioned, I think of a generation that strives to improve their personal living spaces. I think of a generation that is very concerned with the quality of their personal living spaces, that is, they are more interested in and related to their personal spaces than others..." (P4)*

> *"I think our generation is more innovative compared to previous generations. I think these individuals respect different views..." (P7)*

> *"...I think our generation is a little more productive than previous generations. So, we don't have certain boundaries, we have thoughts on 'what we can do, how we can improve ourselves?'" (P8).*

One teacher (P11) said that one of the most distinguishing features of Generation Z is to adopt a life centered on their freedoms.

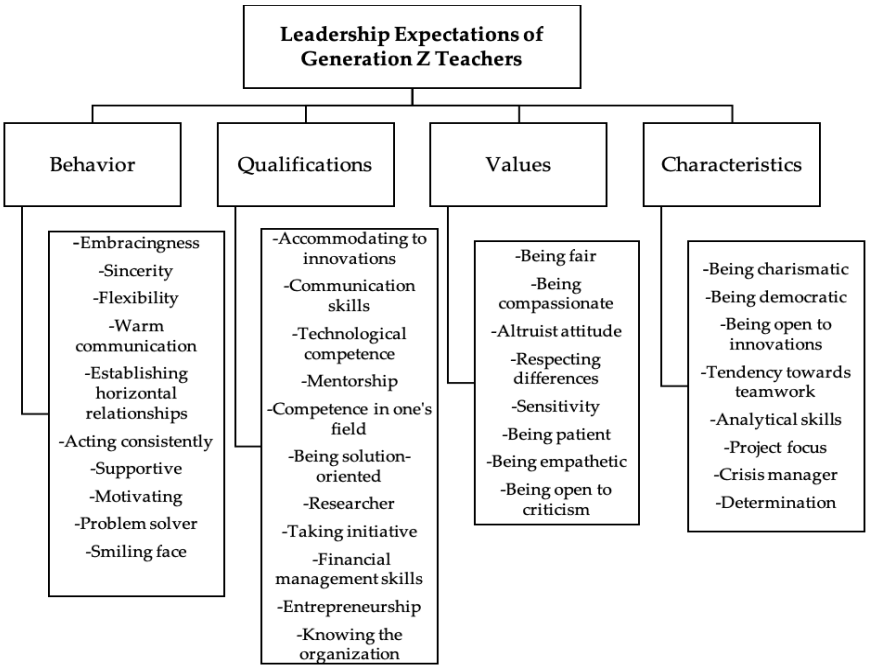
> *"... I think of individuals who are very fond of their freedom. That's why I think we need to provide the best education we can while respecting their areas of freedom." (P11)*

In the analysis based on the qualitative research model developed by Miles and Huberman (1994), data are formatted in a systematic context through reduction. In the coding phase, conceptualizations were created by making inferences on a descriptive basis and then patterns were created between these concepts. Miles

and Huberman's formula ($\Delta = C \div (C + \partial) \times 100$) was applied to ensure the reliability of the coding conducted by the researchers. The calculation made according to this formula showed the reliability to be 89%. The themes and codes that emerged at the end of the analysis based on the Miles–Huberman model are shown in Table 2. The views of Generation Z teachers on leadership expectations in the context of school principals exhibit that the obtained opinions and codes come together in the sub-themes of "behavior", "qualifications", "values", and "characteristics" within the framework of the literature and research questions.

Table 2.

Themes and Codes Established in Line with the Views of Generation Z Teachers on Leadership Expectations in the Context of the School Principal



Behaviors

Considering the views of Generation Z teachers on leadership expectations in the context of school principals, at the level of behavior, embracing, sincerity, flexibility, warm communication, establishing horizontal relationships, acting consistently, being supportive, motivating, problem-solving, and having a smiling face stood out.

Teachers (P3, P1, P6) emphasized that in the context of leadership expectations school principals should have embracing behaviors that do not exclude anyone, emphasize horizontal relationships, can communicate with all stakeholders and problem areas, and be flexible.

> *"First of all, in general, a leader should be embracing. In other words, they should be able to embrace everyone, be self-confident, flexible, and understanding. These are general characteristics. When we look at the leader as a manager, I think they should be mostly flexible, they should be smiling, understanding, and distant because if they are very sincere, things can go wrong. They should be able to maintain balance…" (P3).*

> *"…on teachers' day, the principal can come to our room and celebrate it, even if it is just a short expression of wishes. People look forward to special days because we are colleagues; we are in the same school. It's a small event; we can all have a cup of tea together. The principal can come and speak to us not only on teachers' day, even during breaktimes." (P6)*

Teachers (P2, P5, P10) also stated that they expect behaviors that emphasize the authenticity of human relations, warm communications, sincerity, and smiles from school administrators.

> *"Actually, as I said, when we see a gesture or facial expression, it is better if it is warm as a greeting. As I said, I saw three principals. One of our principals was unkind, for example, he created a feeling of tension in the other party. He used to look sincere in some other way and we had to smile at him or not be afraid when we go to him." (P2)*

> *"In behavioral terms, I expect the principal to be smiling. It is very important not to enter their room hesitantly when we are going to discuss something, and to know that they will listen to us...." (P5)*

> *"They should be one of us. That is, they should be someone who knows us well and knows our problems well..." (P10)*

Teachers (P12, P5) expect school principals to support them, to contribute to finding solutions to their problems, and to be motivated in overcoming the difficulties they encounter, their need to establish a work/life balance, and internalize organizational processes.

> *"While the teachers are making an extra effort in the field, I think the paperwork should be reduced and brought to a minimum. That is, it should not tire the teacher. It should be a facilitator." (P12)*

> *"The principal should be practical and solution-oriented. Since there are many different students every day, we may encounter a lot of problems or there may be a problem between students and teachers. They should know how to behave in the face of any unexpected situation." (P5)*

Another behavior that participant teachers (P3, P6) expect from school principals is consistency. Participants expect school principals to exhibit consistent behaviors in their decisions, interpersonal relations, and organizational processes.

> *"They should be able to keep their word and keep their promises. When they give a morning speech to both students and teachers and say that 'we are aiming for these for the school this year', they need to achieve those goals as soon as possible. They should be consistent." (P6)*

> *"....one of the most important characteristics of a leader is that when they make a decision they have to stand behind it until the end, good or bad, because I think that when a person hesitates, trust in that person decreases." (P3)*

Qualifications

Considering the views of Generation Z teachers on leadership expectations in the context of school principals, at the level of qualifications, the codes of communication skills, technological competence, mentoring ability, competence in the field, knowing the organization, being solution-oriented, taking initiative, financial management skills, entrepreneurship, and being a researcher were observed.

Teachers (P4, P9, P1, P6, P8, P13) emphasized that school principals should adapt to innovations, know the organization, and have technological competencies and communication skills.

> *"For example, the current Generation Z and the generation that comes after us, especially our younger ones, are very fond of social media. They use social media*

very actively. When we look at those closest, many activities, even in our school, are shared on social media; even Instagram is used for this. Students follow the events and themselves and their successes. Awards are given and these awards are shared. Or they can see themselves there with their names and pictures when they rank first. I mean I think they like it. I think that the principals who apply this keep pace with this generation" (P4).

"They should be able to follow not only technology but also the developing age. They should be able to keep up with the times. They should be able to keep up with cultural changes" (P9).

"When it is considered on a school basis, I think that the principal should know the school opportunities and the cultural structure of the students well..." (P1).

"The people after us are those who know how to settle for less, but ours is a generation that wants more and chases after their dreams. Of course, we are better off in terms of technology. There are still people who use it, of course, but our mothers and fathers still can't manage too many technological processes and I do that." (P6)

"I think the principal needs to be innovative as our teachers say. That is, that person needs to catch up with the new generation. Because the speed of our principals is not the same as ours due to age. That's why they need to catch up with technology" (P8).

"... in secondary school, the principal in our school was also very open to communication with students and parents in general. Since he did not have a rigid personality in that respect, he was helpful in every matter, and knowing the potential of the school, he was

introducing innovations or projects accordingly. He was very good in that respect." (P13)

Teachers (P11, P2, P8, P12) expect school principals to have mentoring skills, to be competent in their field, to be solution-oriented, to take initiative, and to have financial management skills and entrepreneurial orientation, especially in generating benefits in organizational processes.

"They should be able to take initiative and have the ability to turn their thoughts into action." (P11)

"I think Generation Z needs to be able to encourage its employees or it needs to have an educator personality who can convey their own experiences. Since he/she is a teacher, he/she should be someone who can convey his/her past experiences. Then, as you said, he/she should have financial management and managerial skills, should be assertive or solution-oriented for quick solutions, and not hesitate." (P2)

"I think the leader should be the person who has full knowledge of all matters. The more they have dominance, the easier it will be to lead; therefore, they should be the ones who have full knowledge" (P8).

"For example, Generation Y has advantages and Generation Z does too. I think that each group's advantages or disadvantages should be analyzed and studies should be carried out accordingly. In this way, parents, students, and teachers will get to know each other. In that case, I think progress will be faster and better" (P12).

A teacher (P7) emphasized the research ability of school principals to contribute to school processes.

> *"...The principal should be a researcher too. What is going on throughout the country; what is going on about education…? They should be able to research and contribute to the school in this way" (P7).*

Values

Considering the views of Generation Z teachers on leadership expectations in the context of school principals, at the level of values, the codes of being fair, being compassionate, respecting differences, showing sensitivity, being patient, and being empathetic were observed.

Teachers (P4, P9, P5) emphasized that it is important for school principals to have the values of being fair and compassionate and displaying altruistic attitudes in their relations with people, both inside and outside the organization.

> *"... First of all, I think the principal should treat everyone equally, this is what I want to say at the beginning; they should be conscientious and merciful anyway, they should be fair in the first place..." (P4).*

> *"...I think the most important thing is that justice should come first. If there is trust and respect, love will follow..." (P9).*

> *"I think a principal should have compassion and a conscience and they should act equally. Actually, that's not what I mean by equal; of course, if a person does his/her job better, the principal can treat him/her better. Everyone*

has their own truths and values. These should not be discrimination against the principal. He should be able to approach everyone at an equal distance. I think it is necessary..." (P5).

Teachers (P10, P7, P12, P6) stated that they expect school principals to respect differences be open to criticism, sensitive, patient, and empathetic.

"...He was also a person who tried to improve students not only with success but also with different values. I thought that our principal was good in this respect. I think it is very important that he is open to criticism. The fact that he does not just go his own way but is open to other opinions also makes a principal good" (P10).

"I think that a principal needs to have a high level of empathy to be able to understand a teacher. For example, let's think about a teacher who has just come to school. The principal needs to inform her about the process and direct him/her" (P7).

"Like..., the principal should be patient with teachers, school management, and other employees" (P12).

"...the leader should know what the people in his subgroup want" (P6).

Characteristics

Considering the views of Generation Z teachers on leadership expectations in the context of school principals, at the level of characteristics, the codes of being charismatic, being democratic, being

open to innovations, openness to teamwork, analytical skills, project focus, crisis management, and determination were observed.

Teachers (P5, P13, P9, P2) stated that school principals should be charismatic leaders in problem-solving, have democratic values in relations with people, and be open to teamwork at the point of organizational effectiveness.

> *"... The characteristic that I appreciate about our principal is that our school is crowded and the number of teachers is high, but it is clear that there is teamwork between our principal and vice-principals. I appreciate this characteristic of the principal" (P5).*
>
> *"I think the sense of unity should be high. That is, one should not assume all responsibilities for one thing but transfer responsibilities to someone else. In other words, they should be open to teamwork" (P13).*
>
> *"...In my opinion, the school principal should not be too authoritarian in their relationship with the teachers. He/she should not have an authoritarian attitude. In other words, he/she should not forget that he/she is also a teacher" (P9).*
>
> *"I think a leader should have charisma like Atatürk. He/she should definitely have the charisma of a leader. At the same time, he/she should not be emotional. He/she should follow a logical path, not an emotional one" (P2).*

Teachers (P1, P5) emphasized that school principals should have analytical skills and be project-oriented in organizational processes.

> *"For example, there is a principal, he follows projects, such as TÜBİTAK (the Scientific and Technological Research*

Council of Turkey) ...He does various studies in every field. For example, he asks questions that will attract the attention of students and he does this through social media..." (P1)

"I think school principals should be able to think quickly and analytically, considering Generation Z. They should be open to teamwork" (P5).

Teachers (P7, P6, P10) stated that school administrators should be crisis managers and show determination in overcoming the problems encountered in organizational processes.

"…but I think the principal should be someone who can solve the crisis and act fairly in times of crisis" (P7).

"The principal's communication should definitely be good. I think communication is very important at this point, as the principal will meet teachers, parents, and students. That person should manage crises well because he/she may encounter many problems" (P6).

"...Must be faithful and determined. Be able to implement an idea or project faithfully and be determined" (P10).

Discussion

The results obtained regarding the leadership orientations that Generation Z teachers expect from school principals reveal that these leadership expectations can be collected in four sub-themes (behavior, qualifications, values, and characteristics).

As stated by Andrea et al. (2016) and Csobanka (2016), the sense of embracement and flexibility, which tolerate differences in

particular, constitute the common characteristics of this generation. The participants in the present study similarly emphasized flexibility and inclusiveness. Francis and Hoefel (2018) stated that these individuals prefer inclusive communication ways and, in this context, as this research concluded, Generation Z teachers expect the same behaviors from school leaders. However, as Oeken (2018) states, Generation Z individuals make great efforts in terms of communication and socialization, come to the forefront with their helpful and supportive behaviors, and enjoy sincere and warm communication, especially face-to-face communication. Again, according to Turner (2015), these individuals communicate effectively via social communication networks and want to socially connect and communicate with everyone, including their managers. This determination was reflected in the leader expectations of the Generation Z teachers that emerged as a result of the research, and this generation expected its own characteristics to be present in the leader behaviors as well. At the same time, another issue that Bresman and Rao (2021) stated, which is one of the results of this research and reflected in the expectations of Generation Z teachers, is that they demand motivating behaviors from the leader. Thus, these individuals experience the anxiety of being unsuccessful in the organizations they are in and therefore they desire supportive leader roles (Jenkins, 2019).

Craen (2019) stated that Generation Z uses technology intensively and follows technological developments closely and, especially as determined as a result of the research, Generation Z individuals expect leaders to have this competence and use it in communication and feedback. In the context of qualifications, the characteristics of having a good command of technology, using communication skills, and being an expert in the field, which are

frequently emphasized by the participants in the present research, come to the fore at this point. Again, as Sumitani (2020) stated, Generation Z individuals want leaders to use rich communication channels and, as Aguas (2019) stated, they want their leaders to be role models and effective and to get to know their organization. In addition, according to Andrea et al. (2016), Generation Z has a structure that also attaches importance to entrepreneurial competencies. Thus, an evaluation of the opinions in the literature (Aguas, 2019; Andrea et al., 2016; Craen, 2019; Oeken, 2018; Sumitani, 2020) reveals that the competencies that are in line with the research results are also among the expectations of teachers belonging to Generation Z. However, Kislik (2020) stated that Generation Z individuals are highly invested by their parents, and so mentioned the importance of mentoring and a supportive attitude towards the individuals of this generation as seen in teacher expectations as a result of the research and stated that an orientation that will take place in this direction can motivate these individuals and inspire productivity and growth for them. One of the studies supporting this situation was by McGaha (2018). According to McGaha (2021), Generation Z individuals have a structure that has powerful and effective communication, a positive and embracing culture, and constant guidance and that encourages equality. According to Gabrielova and Buchko (2021), this individual structure prefers and defines a management style that describes transformational leadership. However, within the structural framework of generative leadership structured by Çetin and Demirbilek (2020) and again by Demirbilek and Çetin (2021), there is also a supportive leadership environment aiming to encourage individual freedom, creativity, innovation capacity and communication-based, free, democratic, relaxed and entrepreneurial spirit that supports individuals' potential and supports the comfort

zone of Generation Z. In this respect, it is possible that both transformational leadership and generative leadership offer the leadership that supports Generation Z.

According to the results obtained in the research, Generation Z teachers expect various values related to leadership from school principals. These values are the codes of being fair, being compassionate, respecting differences, sensitivity, being patient, empathy, and being open to criticism. Among these results, it is obvious that especially the attitude of respect for differences and easy dialogue with differences is evident in Generation Z, and the literature supports this (Andrea et al., 2016; Csobanka, 2016; Francis & Hoefel, 2018). Thus, according to Kislik (2020), Generation Z individuals expect their managers to be respected. In this way, as Sumitani (2020) states, leaders need to provide these individuals with a working environment in which they will find value, to observe their work/life balance, and, as Regan (2020) states, the leader must provide the transparency that will make them feel trust and justice. Hence, in their research, Grow and Yang (2018) indicate that Generation Z expects fair and self-confident, calm and constructive, and friendly and open-minded leadership from leaders. The sensitivity and empathy of the leaders acting within this framework will contribute to organizational happiness, as reflected in the expectations of Generation Z teachers from school leaders. Nevertheless, according to Boyle (2021), Generation Z grew up in a more diverse environment than previous generations, and therefore it expects respect, equality, and the sense of embracement from managers, and this state gains ground in their personal identities. At this point, the fact that the Generation Z teachers also have this identity structure has enabled the values that emerged

as a result of the research and reflected on the expectations to be shaped based on justice and respect.

According to Regan (2020), Generation Z individuals attach great importance to face-to-face communication and therefore Regan suggests that leaders should increase collaborative practices. Concordantly, Aguas (2019) states that Generation Z looks for the characteristic of "being team-oriented" in leaders. In the present research, characteristics such as being innovative, being open to teamwork, managing crises, and project-centered thinking about leaders revealed by the participants summarize the view of the leader–follower relationship in terms of Generation Z. However, as Francis and Hoefel (2018) stated, Generation Z individuals value different opinions, even those inconsistent with their personal values, support dialogue, and do not use rejecting language. They also harbor a democratic understanding that values freedom of speech (Balan & Vreja, 2018). Again, as Kislik (2020) states, these individuals attach great importance to the freedom to work, and the provision of the conditions for what they want to do by leaders makes them happy. This situation can be evaluated as a reflection of the democratic consciousness process in their generation structure as an expectation of the characteristics of the leaders. A similar situation is seen in analytical skills as well. Thus, according to Tari (2011) Generation Z individuals can multitask, this ability is also reflected in the expectations of Generation Z teachers for leaders, and the same analytical skills are expected from school leaders.

Conclusion

As seen in the results of the research, Generation Z describes itself as individuals that are technology-centered, innovative, tolerant

of differences, productive, flexible, caring about personal comfort, and demanding and have digital communication skills. The main factor that led to this result can be explained by the fact that the period in which the generation entered the growing process covered a process during which communication tools, social networks, technology, digital elements, and interaction were intense (Andrea et al., 2016; Csobanka, 2016). The expectations of the teachers belonging to Generation Z from authority, which can be defined as the school principal or leader in the schools where they work, are mostly shaped within the framework of the characteristics of the generation. For this reason, school principals recognizing the characteristics of the generation of teachers and other education stakeholders, who will be more intensively involved in the education processes in the future, and taking into account the expectations of this generation will have beneficial results in terms of organizational efficiency.

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