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LEADERSHIP IN MUSIC TEACHING (THE CASE OF MERSIN PROVINCE)

Ayhan DEMİRÇİ*

Abdullah ÇALIŞKAN**

Taner ÇATI***

ABSTRACT: *This research aims to determine the leadership behaviors frequently exhibited by the music teachers in the schools that they work in Mersin city center and the effects of these behaviors in the organization, the relationship between the consistency of purpose and communication / collaboration within the organization. In the study, the purposes of the research, limitations and key definitions were explained. "Leader" and "Leadership" concepts were discussed with the finest details, Leadership styles and leadership theories were mentioned, the difference between management and leadership was scrutinized and the importance of the leaders in the organization was highlighted. The "Multi-Factor Leadership Scale" developed by Avolio and Bass (1999) was used in the research. In addition, the questionnaire which consists of "Consistency of Purpose within the Organization" and "Communication/Collaboration within the Organization" developed by Yalınkılıç (2010) was used in this study. And the universe and sample of the research were mentioned and required explanations regarding the collection and analysis of data were addressed. The research findings were assessed and commented. The results were evaluated. The extent of the relationship among dimensions were determined that make up the leadership approach, consistency of purpose, communication and cooperation. It is also one of the aims of this research to determine whether the music teachers' leadership behaviors vary according to their demographic characteristics.*

Key Words: *Consistency of Purpose, Communication/Cooperation, Leadership.*

Jel Classification: M10, M12.

DOI: 10.29131/uiibd.356948

ÖZET: *Bu araştırma, Mersin il merkezindeki okullarda çalışan müzik öğretmenlerinin sıklıkla sergilediği liderlik davranışlarını belirlemeyi ve bu davranışların örgüt içindeki etkileri ile kurum içindeki amaç tutarlılığı ve iletişim / işbirliği arasındaki ilişkiyi belirlemeyi amaçlamaktadır. Çalışmada, araştırmanın hedefi, sınırlamaları ve anahtar kelimeleri açıklanmıştır. "Lider" ve "Liderlik" kavramları en ince ayrıntılarıyla tartışılmış, liderlik tarzları ve liderlik teorilerinden bahsedilmiş, yönetici ve liderlik arasındaki fark irdelenmiş ve liderlerin örgütteki önemi vurgulanmıştır. Araştırmada Avolio ve Bass (1999) tarafından geliştirilen "Çok Faktörlü Liderlik Ölçeği" kullanılmıştır. Ayrıca, bu çalışmada Yalınkılıç (2010) tarafından geliştirilen "Örgüt İçi Amaç Tutarlılığı" ve "İletişim/İşbirliği" kapsamlı anket kullanılmıştır. Araştırmanın evren ve örnekleme belirtilmiş, verilerin toplanması ve analizi ile ilgili açıklamalar yapılmaya çalışılmıştır. Araştırma bulguları değerlendirilip yorumlanmış, sonuçlar değerlendirilmiştir. Liderlik yaklaşımlarını, amaç tutarlılığını, iletişim/işbirliğini oluşturan boyutlar arasındaki ilişkinin kapsamı belirlenmiştir. Bu araştırmanın başka bir amacı da müzik öğretmenlerinin liderlik davranışlarının demografik özelliklere göre farklılık gösterip göstermediğini belirlemektir.*

Anahtar Kelimeler: *Amaç tutarlılığı, İletişim/İşbirliği, Liderlik.*

Jel Sınıflandırması: M10, M12.

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1. PROLOGUE

Teachers are expected to demonstrate leadership qualities as much as they are in schools where teaching and learning services are provided, and are expected to be aware of and develop their leadership skills during their teaching and learning activities. This expectation can be related to the fact that the teachers who are the first to be influenced by the teaching-learning service are teachers who are influential on the students' views of life and future plans. Especially when thinking about music education, if art education is left idle in the education system or it is evaluated by managers in general, it is inevitable that teachers of art education in general should show leadership qualities in particular while music teachers continue their educational activities.

When a teacher's field of interest is considered, the students take first place. From this point of view, it is very important to know the leadership characteristics of the teacher in music education and the consistency of purpose in the school and its effect on communication-cooperation. Thus, in order to find out the nature and necessity of music education in the art education, which is considered idle and to determine the effect of these variables, knowing the leadership qualities displayed by music teachers in terms of developing communication and cooperation within the school and facilitating access to educational purposes and bringing suggestions to the practitioners of education and training services This research makes it important. As a result, it is expected that the results obtained from this study will contribute to the implementation of the programs that will increase the academic achievement of the applicants, the schools, and the development of educational activities.

2. METHOD

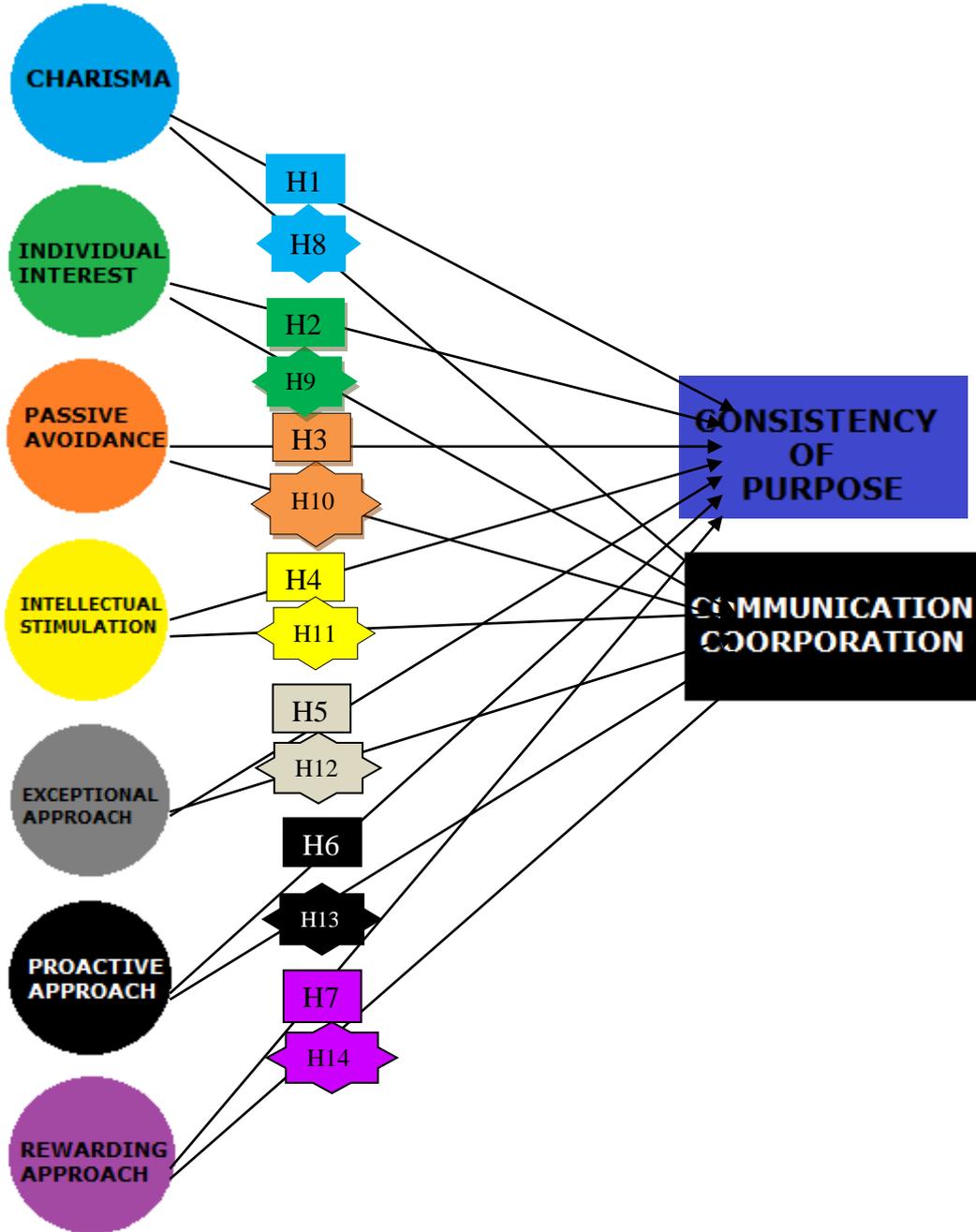
In this research which aims to determine the effect of leadership dimensions on organizational intent consistency and communication / cooperation, the universe constitutes music teachers working in public schools and private schools in Mersin. Within the scope of the research, firstly, information about samples and scales is given.

The data were gathered from the hand with the participation of the researcher himself. The Multi-Factor Leadership Scale developed by Avolio and Bass (1999) was used in the research. In addition, the scale consisted of questions about the consistency of purpose and intra-organizational communication/cooperation used in the research was developed by Yalınkılıç (2010). In the final part of the questionnaire, there are demographic questions about music teachers.

The music teachers who participated in the survey were asked to answer the questionnaires in the questionnaire using the 5-point Likert Scale. Factor analysis has been performed primarily to determine the factor loadings of the scales and to re-evaluate the scale dimensions. Then, reliability analyzes were performed and normal distribution test was performed on the data. Regression analyzes were conducted to determine the extent of the relationship between the dimensions of leadership approaches, consistency of purpose, communication and co-operation variables. Finally, t-test and one-way analysis of variance (ANOVA) were conducted to test whether the leadership behaviors exhibited by music teachers differed according to demographic characteristics, and the findings were interpreted at the level of 5% significance. The findings obtained from all these analyzes were compared with the existing literature and suggestions were made by the managers and researchers.

Hypotheses and research model based on theoretical and empirical research are presented in Figure 1.

Figure-1: Research Model



H1: Music teachers' Charisma Approach affects the consistency of purpose in the school in a meaningful and positive way.

H2: Music Teachers' Individual Interest Approach affects the consistency of purpose in school meaningfully and positively.

H3: The Passive Avoidance Approach of music teachers affects the consistency of purpose in school in a meaningful and negative way.

H4: The Intellectual Stimulation Approach of music teachers affects the consistency of purpose in school in a meaningful and positive way.

H5: The Music Teachers' Exceptional Approach affects the consistency of the purpose of the school in a meaningful and positive way.

H6: Proactive Approach of music teachers, effect the consistency of purpose in school in a meaningful and positive way.

H7: Rewarding Approach of music teachers affects consistency of purpose in school meaningfully and positively.

H8: The Charisma Approach of music teachers affects communication / cooperation in school in a meaningful and positive way.

H9: Music Teachers' Individual Interest Approach affects communication / cooperation in school meaningfully and positively.

H10: The Passive Avoidance Approach of music teachers affects communication / cooperation at school in a meaningful and negative way.

H11: Music teachers' Intellectual Stimulation Approach has a positive and positive effect on communication / cooperation in school.

H12: Music Teachers' Exceptional Management Approach affects communication / cooperation in the school in a meaningful and positive way.

H13: The Proactive Approach of music teachers affects communication / cooperation in school in a meaningful and positive way.

H14: Rewarding Approach of music teachers affects school communication / cooperation in a meaningful and positive way.

3. CONTRIBUTION

This study aimed to improve the communication and cooperation within the school, to strengthen the student-teacher ties and to contribute to the consistency of the purpose within the school. At the same time, this research can be regarded as important in terms of knowing the leadership characteristics of music teachers in terms of attaining educational objectives, determining the effect on these variables, revealing the necessity of music education and suggesting to the practitioners of education and training services. At the same time, it is expected that the results obtained without this work will contribute to the applicants, to the academic achievement of the schools, and to the applications that will improve the educational activities.

4. SCOPE

In this research on Leadership in Music Teaching, the effects of the leadership dimensions exhibited by the teachers in the school and the effect of communication / cooperation in the school were tried to be modeled with the scales gained in the domestic literature by making passages in foreign writings.

The Multi-Factor Leadership Scale developed by Avolio and Bass (1999) was used to determine the leadership dimensions of the teachers in the model created by the

theoretical path. In addition, questionnaire about consistency of purposes and intra-organizational communication/cooperation developed by Yalınkılıç (2010) were used in the research.

5. RESULTS

In this study, the change of leadership characteristics and approaches of 171 music teachers working in public and private schools in Mersin province center and central provinces in 2014-2015 academic year according to their effects on music education, school purpose consistency and communication / cooperativeness and demographic characteristics were investigated. The evaluations of the data were evaluated and interpreted at the 95% confidence interval and at the 5% significance level.

According to the analyzed factor analysis, 7 dimensions of the leadership dimension explained 48% of the total variance. The 7 dimensions; Charisma, Individual Interest, Passive Avoidance, Intellectual Stimulation, Exceptional Management, Proactive Approach and Rewarding. Objective Consistency and Communication / Cooperation scales consisted of one dimension, and the Consistency of Purpose Scale explained 96% of the total variance of this dimension and the Communication / Cooperation Scale revealed 90% of the total variance of the single dimension.

When the analysis results were examined, it was determined that the independent variables except the passive avoidant approach were related to the dependent variables (consistency of purpose and communication/cooperation) and affected the dependent variables in a meaningful and positive way.

Charisma is a leader approach that creates identities among leaders and followers to create the desire for followers to resemble the leader, creating a strong link between leader and followers (Crossan, 2008). As a matter of fact, the results of the research show that these expectations are in a positive way, and that the charisma approach presented by music teachers influences the dependent variables in a meaningful and positive way.

The Individual Interest approach, which is another of the leadership approaches, is an approach that provides time and resources to the members of the organization to fulfill their personal goals, and also provides opportunities for learning, communicative sense and organizational members when necessary (Estapa, 2009). It is therefore foreseen that this approach will influence the consistency of purpose and communication/cooperation in the organization in a positive way. The findings obtained in this context also confirm the research literature.

Since the intellectual stimulation approach is an approach that promotes the awareness and creativity of the members of the organization, it is anticipated that the intellectual stimulation approach will affect the dependent variables in a meaningful and positive way and the finding confirms this expectation.

The Exceptional Management approach is an approach that is consulted when there is a low performance in the organization and awaits followers' suggestions (Celep, 2004). It is predicted that this approach will affect dependent variables in a meaningful and positive way. As a matter of fact, the findings confirm this expectation.

It is foreseen that the Proactive approach, which is an approach that can quickly achieve the manager's success in crisis management and adapt to every situation in a flexible

way, positively affects the consistency of purpose and communication/cooperation within the organization. And it's seen that the findings obtained in the research have been confirmed.

Leaders give prizes to followers in the organization as a result of successful performances. The followers always believe that they will have the rewards they expect in the event of reaching their goals. These prizes may not only be material prizes, but also social prizes and spiritual prizes. It can not be denied that these prizes have served as a doping in incentive and motivation issues (Yılmaz, 2006). Within this context, it has been found that the rewarding approach has a positive and positive effect on the purpose of the organization and communication / cooperation.

When the table on the effect of Charisma, Individual Interest, Passive Avoidance, Intellectual Stimulation, Exceptional Management, Proactive Approach and Reward Variables on the consistency of purpose in the school is examined. According to the significance level value, the intellectual stimulation approach increases the consistency of purpose in the school by 35%; passive avoidant management approach reduces the consistency of the purpose of the school by about 19%. All of the independent variables affect consistency of purpose in the school by 15%. And all of the independent variables were found to affect approximately 12% of the change in school communication/cooperation. In other words, it can be said that teachers have a positive perception in terms of consistency of purpose and communication/cooperation. Therefore, the finding is consistent with theories and similar researches (Judge et al., 2006, Estapa, 2009, Tağraf and Aksan, 2003).

6. RECCOMENDATIONS

Encouraging teachers to make postgraduate education, providing the necessary time and motivating them by the managers would make a big contribution to the success of the students and the school. Students and their parents can also be included in the survey.

This study can be done not only in Mersin province but also in all regions. And a cross-regional comparison can be made.

It is thought that it would be beneficial to compare with the findings obtained in our country by the teachers' and students' participating in the research who come to Turkey with foreign education program.

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