



# INESJOURNAL

ULUSLARARASI EĞİTİM BİLİMLERİ DERGİSİ  
THE JOURNAL OF INTERNATIONAL EDUCATION SCIENCE

Yıl: 3, Sayı: 6, Mart 2016, s. 309-322

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## COMPARISON OF SOCIOTROPIC AND AUTONOMIC PERSONALITY TRAITS OF EDUCATIONAL MANAGERS IN TERMS OF SOME VARIABLES<sup>2</sup>

### Abstract

Sociotropic and autonomic personality traits are of great importance for individuals to establish positive relationships and effective communication with others, and for managers to cope with management problems, make right decisions, and manage employees. The aim of this study is to compare sociotropic and autonomic personality traits of educational managers in terms of such variables as gender, marital status, tenure of office, job satisfaction and interest in art. This study is a descriptive survey model, and consists of a total 153 educational managers, sixty of whom are school principals, eighty assistant principals and thirteen educational supervisors. To determine the personality traits of educational managers, we used Sociotropy Autonomy Scale (SAS) developed by Beck et al. and adapted to Turkish by Şahin et al. As a result of statistical evaluation through SPSS, sociotropic and autonomic scores of school principals, assistant principals and educational supervisors indicated that statistically significant difference was hardly observed between the groups in terms of gender, marital status and interest in art, while there were significant differences between the groups in terms of tenure of office and job satisfaction.

**Key Words:** Sociotropy, Autonomy, Educational Managers, Educational Management, Personality Traits.

## EĞİTİM YÖNETİCİLERİNİN BAZI DEĞİŞKENLERE GÖRE SOSYOTROPİ OTONOMİ KİŞİLİK ÖZELLİKLERİNİN KARŞILAŞTIRILMASI

### Özet

Sosyotropi ve otonomi kişilik özellikleri, bireylerin başkalarıyla olumlu ilişkiler ve etkili iletişim kurabilmesi, yöneticilerin ise yönetim sorunlarıyla başa çıkabilmesi, doğru kararlar verebilmesi ve çalışanları yönetebilmesi açısından büyük öneme sahiptir. Bu çalışmanın amacı cinsiyet, medeni durum, görev süresi, iş memnuniyeti ve bir sanatla ilgilenmesi gibi çeşitli değişkenler açısından eğitim yöneticilerinin sosyotropi otonomi kişilik özelliklerini karşılaştırmaktır. Çalışma betimsel tarama modeliyle yapılmış ve çalışma evrenini 60 okul müdürü, 80 okul müdür yardımcısı ve 13 eğitim müfettişi olmak üzere toplam 153 eğitim yöneticisinden oluşmaktadır. Eğitim yöneticilerinin kişilik özelliklerini belirlemek için, Beck ve arkadaşları tarafından geliştirilen, Şahin ve arkadaşları tarafından Türkçe'ye uyarlanan Sosyotropi otonomi ölçeği kullanılmıştır. SPSS ile yapılan istatistik analizleri sonucunda, okul müdürleri, müdür yardımcıları ve müfettişlerin sosyotropi otonomi puanları cinsiyet, medeni durum ve sanatla ilgilenme açısından aralarında bir fark olmadığını ortaya koyarken, görev süresi ve iş memnuniyeti açısından ise aralarında önemli farklar olduğu ortaya çıkmıştır.

**Anahtar Kelimeler:** Sosyotropi, Otonomi, Eğitim Yöneticileri, Eğitim Yönetimi, Kişilik Özellikleri

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2 The paper has been produced from the author's doctorate thesis

## INTRODUCTION

It is the school principals, school administrators and school directors that are responsible for the management and academic activities in the schools and supervisors that are responsible for the inspection and investigation of these principals, administrators and directors and their educational activities of management. The skills, knowledge and behaviours of educational managers are effective primarily on teachers and students and non-teaching staff and parents. As the schools constitute the basis of the education system, school administrators need to have specific and certain competencies as well as personality traits suitable for school management.

### Sociotropy

Sociotropy is the personality trait involving the need for other's approval and praise (Robins et al., 1994). The sociotropic individuals may also be goal driven and suffer from extreme perfectionism. Sociotropic individuals have a strong need for care and often behave in ways to satisfy and please others. Fairbrother and Moretti (1998) hypothesized in their study that sociotropic individuals depend on the love and attention of others for the maintenance of their self-esteem, and are particularly at risk for developing depression when faced with threats in the interpersonal domain. According to Ateş (2015), there may be various factors that prevent individuals from having effective interpersonal relationship and communication. One of these factors is stated to be social anxiety, which is also one of the main traits of sociotropic individuals

As shown in Table 1, sociotropic personality traits are observed more in females than males. They concern about what other people think about them, they are easily persuaded, but negatively affected by criticism. Unlike autonomic individuals, they are vulnerable to external contingencies and social pressures and negative interpersonal events. They tend to need for approval by others and fear of rejection. These personality traits are of great importance in management as these traits are extremely profound in relations between management staff and employees.

**Table 1:** *Sociotropic Personality Traits*

<p><i>*More in females    *Concern about what other think    *Dependency</i></p> <p><i>*Pleasing others    *Easily persuaded    *Negatively affected by criticism</i></p> <p><i>*Vulnerable to external contingencies and social pressures</i></p> <p><i>*Vulnerable to negative interpersonal events    *Need for approval by others</i></p> <p><i>*Preference of affiliation    *Higher stress    *Fear of criticism    *Social anxiety</i></p> <p><i>*Fear of rejection    *Striving for meaningful social contact    *Self-schema of sociality</i></p> <p><i>*Relational interdependence    *Poor responsiveness to drug treatment</i></p> <p><i>*More reflective    *Impeded by external directives and demands</i></p> <p><i>*Susceptible to persuasion</i></p>
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### Autonomy

Autonomy is the personality trait involving the need for self-accomplishment, perfectionism, and independence (Clark et al., 1995). According to Fairbrother and Moretti (1998), autonomous individuals have a high need for independence and are very goal oriented and self critical, sensitive to personal failure and lack of control over goal attainment. They tend to experience feelings of doubt and self-criticism.

As shown in Table 2, autonomic personality traits are observed more in males. They tend to be self-determined, self-organized, self-esteem, self-confidence and self-endorsed. They have greater energy and vitality, lower stress and higher well-being, strong authorship and interest-taking. They are aware of their values and feelings, and indifferent to praise and criticism. These personality traits are often observed in successful management.

**Table 2:** *Autonomic Personality Traits*

*\*More in males \*Perfectionism \*Self-criticism, \*Self-endorsed, \*Self-regulated, \*Self-determined, \*Self-organized, \*Self-esteem, \*Self-congruence, \*Self-confidence, \*Self-schema of independence, \*Self-reliance \*Need for control \*Defensive separation \*Congruent with their values and interests \*Fully assenting to the actions \*Creative learning and engagement \*Greater energy and vitality \*Lower stress and higher well-being \*More rewarding socialization and relationships \*Open to and interested in self-exploration \*Awareness of his or her values and feelings \*Strong authorship and interest-taking \*Indifferent to praise and criticism \*Ability to direct their activities without external interference \*Ability to keep their freedom of choice without constraint \*Hardly persuaded*

### Educational Managers

School principals or school managers, administrators, assistant principals and education supervisors and inspectors in education system or educational organization are regarded as educational managers. The ability of an educational organization to maintain its existence depends on its adaptation to changing environmental conditions. One of the main missions of organizational management is to develop its ability to adapt and remain in harmony. For the management to fulfil this duty is possible with the managers who are equipped with the technical knowledge and skills, dynamic, aware of the importance of good relationship with others, have the skills and abilities to overcome the difficulties with team spirit, and intellectual ability to take effective decisions. The managers with these features have the abilities to use their knowledge and skills to explore the conditions, to direct the employees, to solve the problems and conflicts and to make right decisions (Dikerel, 2008).

### School Principals

School administrators should have the qualifications of determining the school's policy and publicising it, explaining the school's aims and philosophy, developing a participatory and democratic management in school, establishing effective communication with in-school and out-school elements, building relationships between individuals and groups in school, meeting the needs for school activities, planning educational and training activities, examining the environmental value, and ensuring coordination with them, developing and implementing an

effective business management, constantly monitoring and evaluating teaching and management activities.

Regarding to the personality traits, effective principals are reported to have a lot of energy, work for hours, be a good listener and observer, capable of transferring knowledge, tolerance to stress, and establish successful interpersonal relationships. From this point, the principals who are tolerance to stress, indifferent to praise and criticism, have strong authorship and interest-taking, ability to attain meaningful goals, to direct their activities without external interference and to keep their freedom of choice without constraint, demonstrate autonomic personality. On the other hand, those who are easily persuaded, negatively affected by criticism, vulnerable to external contingencies and social pressures as well as negative interpersonal events, need for approval by others and fear of rejection demonstrate sociotropic personality.

### **Assistant Principals**

Assistant principals, like school principals, are in charge of general administrative tasks, and help them manage the school and employees. The assistant principals usually do the planning, coordinating services and maintaining order. Although these tasks vary from district to district and even school to school, broadly they consult with the principal, administer the school's mission and priorities, develop master course schedules, and implement school programs and activities. To reduce the work load of principals, the assistant principals do the adjusting class schedules; evaluating, and training new staffers, ordering textbooks, equipment and supplies; communicating with colleagues, teachers, parents and students, and supervising student transportation services. While maintaining order in schools, they monitor classrooms, aisles and garden, prepare reports for student follow-ups, following and doing the assessment of teacher performance, responding to complaints about school management and policy, disciplining students, meeting with social workers, novice officers and parents to discuss options for permanently misbehaving or troubled students.

### **Educational Supervisors**

Educational supervision or inspection is an instructional leadership that supports organizational activities, coordinates interaction, ensures the continuity and development of the instructional program, and assesses the achievement of target (Krey and Burke, 1989). According to Neagley and Evans (1980), the educational supervision is positive, dynamic and democratic actions designed to develop teaching, learning, curriculum and the all related issues. Sergiovanni and Starrat (2002) define the supervision as the teachers and supervisors learning more about applications and helping to use them in the best way for their organizations and environment. Considering the definitions on this topic, educational supervision is regarded as a process that helps to improve instruction (Glickman et al. 2004; Olivia and Pawlas, 2001).

The topics such as the place and roles of supervisors in education system, their responsibilities and communication skills, their relationships with teachers and school principals, how they are perceived by others, their works towards their profession, their views on other educators and various instructional topics and their organizational behaviours have been discussed for years, and a lot of research has been done on this topics (Tok, 2013)

The qualifications that educational inspectors should have and the behaviours that they should act are all shaped in the concepts of communication skills, personality traits and

impartiality/bias. The success of supervisors is determined by their relationship with other people rather than their technical and theoretical knowledge and skills. The concepts such as collaboration, team work, democracy and guidance are emphasized instead of supervision. In this point, the personality traits such as empathy, sincerity, honesty, loyalty, friendship, helpfulness, facilitation, innovation, effectiveness, collaboration, patience, a sense of humour, persuasive, professional enthusiasm are of great importance to determine sociotropic and autonomic personality traits of educational supervisors.

### **LITERATURE REVIEW**

Though the roles of supervisors in Turkey have been observed to shift from inspection to guidance, the studies carried out on this subject suggest that supervisors are more authoritarian, critical and tend to investigate rather than guide, insisting on control-oriented supervisor duties (Açıkgöz, 1990; Memişoğlu, 2007; Ünal and Gürsel, 2007; Yaman et al., 2008, Yavuz, 1995).

Kabakçı (2001) carried out a research on sociotropic and autonomic personality traits, life experiences and depressive attitudes of university students. Ulupınar (2004) researched 152 obese individual in terms of their sociotropic and autonomic traits and compare them with their problem solving skills. Kaya et al. (2006) studied sociotropic and autonomic traits and related factors of student nurses. Yüncü et al. (2006) researched the relation between drug addiction and al autonomic personality traits of 20 adults and explored that autonomic features were significant factor in terms of drug addiction.

Çetin (2008), carried out a research on 128 elderly over 65 years of age and tried to find out the relationship between al and autonomic personality traits and depression. Ceylan (2009) researched the relationship between burnout, depression, anger, assertiveness and al and autonomic personality traits of 120 individuals doing the windsurfing and recreational kite surfing during the summer season.

Allen et al. (1997) studied sociotropic and autonomic personality traits of 80 elderly people for depression treatment and determined that there was a significant relationship between depression and trait while there was no relationship between it and autonomic trait. In the study carried out by Otani et al. (2012), they argued that interpersonal sensitivity was related to al autonomic personality traits. They assessed interpersonal sensitivity using Interpersonal Sensitivity Measure (IPSM), while they assessed sociotropy and autonomy using sociotropy autonomy subfactors.

Sato and Gonzales (2009) researched interpersonal models in close relations in terms of sociotropy and autonomy roles. They argue that the data obtained through self-report and behaviours observations suggest that the individuals high in sociotropy are quite controlled against those close to themselves

Campbell et al. (2003) applied sociotropy autonomy and adaptation scales to 165 individuals, and found out that autonomy is concerned with insufficient social adaptation, while sociotropy is not related to social adaptation.

Shih Josephine H. (2006), Koichi et al. (2012) and McBride et al (2005) argue in their studies that sociotropic and autonomic personality traits suggest differences in gender of the participants and sociotropic traits are observed more in females

## MATERIALS AND METHOD

### Problems of the Research

As this study is a descriptive survey model, in accordance with the items of Sociotropy Autonomy Scale, the problems of the research are determined as “Are there any differences between sociotropic and autonomic personality traits of education managers in terms of (1) gender, (2) marital status, (3) tenure of office, (4) job satisfaction, and (5) interest in art?”

### Participants

The research consists of total 153 educational managers, 60 of whom are school principals, 80 assistant principals and 13 educational supervisors. We tried to determine their sociotropic and autonomic personality traits regarding as gender, marital status, tenure of office, job satisfaction, and interest in art. The participants were chosen randomly in sixty K-12 schools in Erzincan City through the permission of Province Directory of National Education. We applied the Sociotropy-Autonomy Scale (SAS) to the participants upon their consent for the survey. Of all the participants in our study, 115 are males and 38 females, 140 married and 13 single.

### Research Instrument

In the study, we used Sociotropy Autonomy Scale (SAS), a 60-item self-report inventory, developed by Beck et al (1983) and adapted to Turkish by Şahin et al. (1993), measuring two stable, independent dimensions of cognitive personality traits called sociotropy and autonomy. Sociotropy refers to dependent traits, characterized by an intense need for love, approval and being esteemed by others. Autonomy is defined as perfectionism, self-criticism, self-congruence, self-esteem, strong authorship and interest-taking, indifferent to praise and criticism, ability to direct the activities without external interference and to keep freedom of choice without constraint. The assessment of sociotropy is determined by the first thirty items and that of autonomy by the other thirty items, indicated on a 5-point Likert scale. Some examples of SAS-statements are: *"It is important to be liked and approved by others"* (sociotropy) *"I am afraid of hurting other people's feelings"* (sociotropy) or *"The possibility of being rejected by others for standing up for my rights would not stop me"* (autonomy). In the original study, the internal reliabilities of sociotropy and autonomy were found to be high as indicated by Chronbach alfas of .90 and .83, respectively (Beck et al, 1983). In another study, Robins et al (1989) found that the test-retest reliabilities over 10 weeks were .80 for sociotropy and .76 for autonomy in student samples.

## FINDINGS AND DISCUSSION

From the statistical analysis of the data in terms of gender, tenure of service and marital status of school principals, assistant principals and education inspectors as educational managers, as shown in Table 3, we have found that of all the participants in our study, 75.2% are male and 24.8% are female; 91.5% are married and 8.5% are single; 26.8% of the participants are on duty for 16-20 years, 26.1% for 11-15 years, 21.6% for over 21 years, 19.6% for 6-10 years and 5.9% for 1-5 years.

**Comparison of Sociotropic and Autonomic Personality Traits of Educational Managers in terms of Some Variables**

**Table 3:** Demographic Features of Educational Managers in terms of Gender, Marital Status and Tenure of Service

Variable	Group	f	%
<b>Gender</b>	Male	115	75.2
	Female	38	24.8
	Total	153	100
<b>Marital Status</b>	Single	13	8.5
	Married (0-5 years)	26	17.0
	Married (6-10 years)	60	39.2
	Married (+11 years)	54	35.3
	Total	153	100
<b>Tenure of Service</b>	1-5 years	9	5.9
	6-10 years	30	19.6
	11-15 years	40	26.1
	16-20 years	41	26.8
	+21 years	33	21.6
	Total	153	100

From the statistical analysis of the data in terms of job satisfaction, as shown in Table 4, we have found that 66.7% of the participants are pleased, 22.9% partly pleased, 10.5 unpleased; 51% are interested in art, while 49% not interested in art.

**Table 4:** Demographic Features of Educational Managers in terms of Job Satisfaction and Interest in Art.

Variable	Group	f	%
<b>Job satisfaction</b>	Pleased	102	66.7
	Partly Pleased	35	22.9
	Unpleased	16	10.5
	Total	153	100
<b>Interest in Art</b>	Yes	78	51.0
	No	75	49.0
	Total	153	100

As shown in Table 5, in comparison of sociotropy and autonomy scores of school principals, assistant principals and education supervisors, we determined that there was not statistically significant difference between the scores of male and female participants in terms of gender through Mann-Whitney U Test ( $p > 0.05$ ).

**Table 5:** Comparison of Sociotropy Autonomy Scores of Educational Managers in terms of Gender through Mann-Whitney U Test.

Factor	Variable	N	Median	Average rank	Total rank	Z	P
<b>Sociotropy</b>	Male	115	89	75,87	8725,50	-,547	,584
	Female	38	90.5	80,41	3055,50		
<b>Autonomy</b>	Male	115	91	74,93	8617,50	-1,004	,315
	Female	38	93,5	83,25	3163,50		

However, in some studies carried out on sociotropic autonomic personality traits, women have been found to be more sociotropic than men. On the other hand, men have been found to have more autonomic features than women (Caroline McBride, et al, 2004). Women pay more attention to the relations with others, while men tend to demonstrate more individualistic autonomic behaviour compared to women (Kirsch G. A., Kuiper N. A., 2002).

**Table 6:** Comparison of Sociotropy Autonomy Scores of Educational Managers in terms of Marital Status through Kruskal-Wallis H Test.

Factor	Variable	N	Mean Rank	X <sup>2</sup>	P
<b>Sociotropy</b>	Single	13	83,77	3,116	,374
	Married (0-5 years)	26	89,29		
	Married (6-10 years)	60	72,41		
	Married (+11 years)	54	74,56		
<b>Autonomy</b>	Single	13	79,81	1,029	,794
	Married (0-5 years)	26	84,19		
	Married (6-10 years)	60	74,03		
	Married (+11 years)	54	76,17		

In comparison of sociotropy and autonomy scores of school principals, assistant principals and education supervisors, as shown in Table 6, we determined that there was not statistically significant difference between the scores of single and married participants in terms of marital status ( $p > 0.05$ ). The statistical results were obtained through Kruskal-Wallis H Test.

According to Beck, life satisfaction of individuals who have sociotropic traits depends on relationships with people. From this perspective married individuals are anticipated to have marriage satisfaction in terms of personality trait and to remain in close relationship with the problems experienced in marriage. However, individuals with autonomic traits are unlikely to base their life satisfaction on their relationship with other people. They were seen more success and freedom-oriented. These people give importance to creating the conditions to live as themselves. In addition, as they give importance to freedom, they give importance to loneliness even in marriage. This situation can be described as freedom for themselves. Therefore, autonomic individuals who manage to live alone may not experience conflict in the marriage once they create conditions to remain alone.

**Table 7:** Comparison of Sociotropy Autonomy Scores of Educational Managers in terms of Tenure of Office through Kruskal-Wallis H Test.

Factor	Variable	N	Mean Rank	X <sup>2</sup>	P
<b>Sociotropy</b>	0-5 years	9	95,28	5,258	,262
	6-10 years	30	89,02		
	11-15 years	40	69,83		
	16-20 years	41	75,05		
	+21 years	33	72,21		



**Comparison of Sociotropic and Autonomic Personality Traits of Educational Managers in terms of Some Variables**

<b>Autonomy</b>	0-5 years	9	94,78	3,853	,426
	6-10 years	30	86,00		
	11-15 years	40	70,76		
	16-20 years	41	76,30		
	+21 years	33	72,39		

In comparison of sociotropy and autonomy scores of school principals, assistant principals and education supervisors, as shown in Table 7, we determined that there was not statistically significant difference between the scores of single and married participants in terms of tenure of service through Kruskal-Wallis H Test ( $p>0.05$ ). On the other hand, we determined that as the tenure of service of educational managers increased, sociotropic autonomic mean ranks decreased.

**Table 8:** Comparison of Sociotropy Autonomy Scores of Educational Managers in terms of Job Satisfaction through Kruskal-Wallis H Test.

Factor	Variable	N	Mean Rank	X <sup>2</sup>	P
<b>Sociotropy</b>	Satisfied	102	77,52	7,590	,022*
	Partly Satisfied	35	64,44		
	Unsatisfied	16	101,16		
<b>Autonomy</b>	Satisfied	102	75,73	7,719	,021*
	Partly Satisfied	35	68,09		
	Unsatisfied	16	104,59		

\*  $p<0.05$

In comparison of sociotropy and autonomy scores of school principals, assistant principals and education supervisors, as shown in Table 8, we determined that there was a statistically significant difference between the scores of the satisfied ones and the unsatisfied ones, also between those of the partly satisfied ones and unsatisfied ones in terms of job satisfaction through Kruskal-Wallis H Test ( $p>0.05$ ).

In this context, when professional criteria or managers criteria are examined in terms of the traits of employee, job satisfaction of the employee is of great importance. These individuals should willingly do their jobs, and have certain skills such as autonomy, self-control, personal responsibility and critical thinking (Adams and Miller 2001, Kelleci and Gölbaşı 2004). Because employees will do their best and contribute to increasing the effectiveness in terms of work-efficiency as long as they are satisfied with their jobs.

**Table 9:** Comparison of Sociotropy Autonomy Scores of Educational Managers in terms of Interest in Art through Mann-Whitney U test.

Factor	Variable	N	Mean Rank	Total Rank	Z	P
<b>Sociotropy</b>	Yes	78	71,95	5612,00	-1,439	,150
	No	75	82,25	6169,00		
<b>Autonomy</b>	Yes	78	71,24	5557,00	-1,640	,101
	No	75	82,99	6224,00		

As shown in Table 9, in comparison of sociotropy and autonomy scores of school principals, assistant principals and education supervisors, we determined that there was not statistically significant difference between the scores of participants in terms of interest in art through Mann-Whitney U Test.

### **CONCLUSION AND SUGGESTIONS**

The only requirement for the success of all institutions and organizations, as it is known, is a successful management (Şahin, 2003). In this context, the job satisfaction of private and public sector managers, including private and public school managers should be determined and their needs for expectations. In other words, like all the institutions and organizations, educational institutions and organizations should satisfy the managers, provide all necessities and help them fulfil their expectations and wishes. The school managers such as school principals, assistant principals and educational supervisors allowed to achieve their needs and satisfy their expectations and objectives do not only prove more peaceful and happier conditions for themselves, but they also provide a peaceful and happy atmosphere for their employees and other educational staff. In the study we determined that 66.7% of the participants were satisfied with their jobs. Moreover, they were found to have autonomic personal traits. In the related studies we have already found out that autonomic managers are very successful in their management jobs and have certain skills such as autonomy, self-control, personal responsibility and critical thinking (Adams and Miller 2001, Kelleci and Gölbaşı 2004).

With the idea that the profession of educational supervision requires different qualifications and competencies apart from the professions of teaching and management, and that the core of supervisory activities is interaction and guidance, certain personality traits should be determined as criteria for choosing supervisor candidates. Thus the supervisors should have some autonomic personality traits in order to be successful in their profession, unbiased in their relationship with those that they inspect in school environment, and to establish an effective communication with the other educational managers and staff.

The issues of human relations, personality, guidance and communication should be handled mainly in the pre-service and in-service programs organized in order to educate supervisors. Today's societies need individuals who can communicate effectively, think critically, and who have skills in problem solving and responsibility (Kayalar, 2016). Due to these necessary features, the school managers should have autonomic personalities.

The tenure of service is also fairly significant for the school principals, assistant principals and educational supervisors. In the study we have found that the longer the tenure of service, the more autonomic traits and the less sociotropic traits appear.

As a consequence of the study, we have the conclusion that sociotropic and autonomic personality traits of the school managers, teachers, instructors, trainers and mentors should be carried out together with their skills of decision making, conflict resolution, stress management, burn-out and job satisfaction, as sociotropy and autonomy are very important for these subjects.

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### **GENİŞ ÖZET**

Bu çalışma eğitim yöneticisi olarak okul müdürleri, okul müdür yardımcıları ve eğitim denetmenlerinin bazı değişkenlere göre sosyotropik ve otonomik kişilik özelliklerini belirlemek amacı ile yapılmıştır. Bu amaç doğrultusunda Erzincan ilinde görev yapan 60 okul müdürü, 80 okul müdür yardımcısı ve 13 eğitim müfettişi olmak üzere toplam 153 eğitim yöneticisinin sosyotropik ve otonomik kişilik özellikleri belirlemeye yönelik Beck, Epstein, Harrison ve Emery’nin geliştirmiş olduğu Sosyotropi ve Otonomi kişilik ölçeği uygulanmış ve çeşitli değişkenlere göre bu özellikleri karşılaştırılmıştır.

Yöneticilerin Sosyotropi ve Otonomi özelliklerinin tüm gruplara göre genel ortalama değerlerini belirlemek amacı ile elde edilen verilerin frekans ve yüzde değerleri hesaplanmış, bu amaçla betimsel tarama yönteminden yararlanılmıştır. Normallik analizi sonucunda bağımsız iki grup karşılaştırmalarında non-parametrik testlerden Mann-Whithney U, çoklu grup karşılaştırmalarında ise Kruskal-Wallis H testi yapılmıştır. İstatistiksel anlamlılık tespit edilen çoklu gruplarda ise ikili gruplar halinde Mann-Whithney U testleri yapılmıştır.

Çalışmamızda okul müdürlerinin, müdür yardımcılarının, eğitim müfettişlerinin yani genel olarak tüm eğitim yöneticilerinin Sosyotropi ve Otonomi puanları arasında cinsiyetlerine, medeni durumlarına, kamudaki hizmet sürelerine, iş memnuniyeti ve ilgilendiği sanat dalı gibi değişkenlerle karşılaştırıldığında gruplar arasında ( $p>0.05$ ) istatistiksel olarak anlamlı bir fark görülmemektedir.

Görevlerinde memnuniyet düzeylerine göre okul müdürlerinin ve eğitim müfettişlerinin Sosyotropi ve Otonomi puanları karşılaştırıldığında gruplar arasında istatistiksel olarak anlamlı bir fark tespit edilmiştir. Okul müdür yardımcılarının görevlerinden memnuniyet düzeylerine göre Sosyotropi puanları karşılaştırıldığında gruplar arasında istatistiksel olarak anlamlı bir fark

görülmez iken ( $p>0.05$ ) Otonomi puanları karşılaştırıldığında ise memnun olanlar ile memnun olmayanlar ve kısmen memnun olanlar ile memnun olmayanlar arasında  $p<0.05$  düzeyinde istatistiksel olarak anlamlı bir fark tespit edilmiştir. Tüm eğitim yöneticilerinin görevlerinden memnuniyet düzeylerine göre Sosyotropi ve Otonomi puanları karşılaştırıldığında memnun olanlar ile memnun olmayanlar ve kısmen memnun olanlar ile memnun olmayanlar arasında  $p<0.05$  düzeyinde istatistiksel olarak anlamlı bir fark tespit edilmiştir.

Herhangi bir sanat dalıyla ilgilenme durumlarına göre okul müdürlerinin Sosyotropi ve Otonomi puanları karşılaştırıldığında gruplar arasında  $p<0.05$  düzeyinde istatistiksel olarak anlamlı fark görülürken, okul müdür yardımcılarının, eğitim Denetmenlerinin ve tüm eğitim yöneticilerinin Sosyotropi ve Otonomi puanları karşılaştırıldığında gruplar arasında istatistiksel olarak anlamlı bir fark olmadığı sonucuna ulaşılmıştır( $p>0.05$ ).