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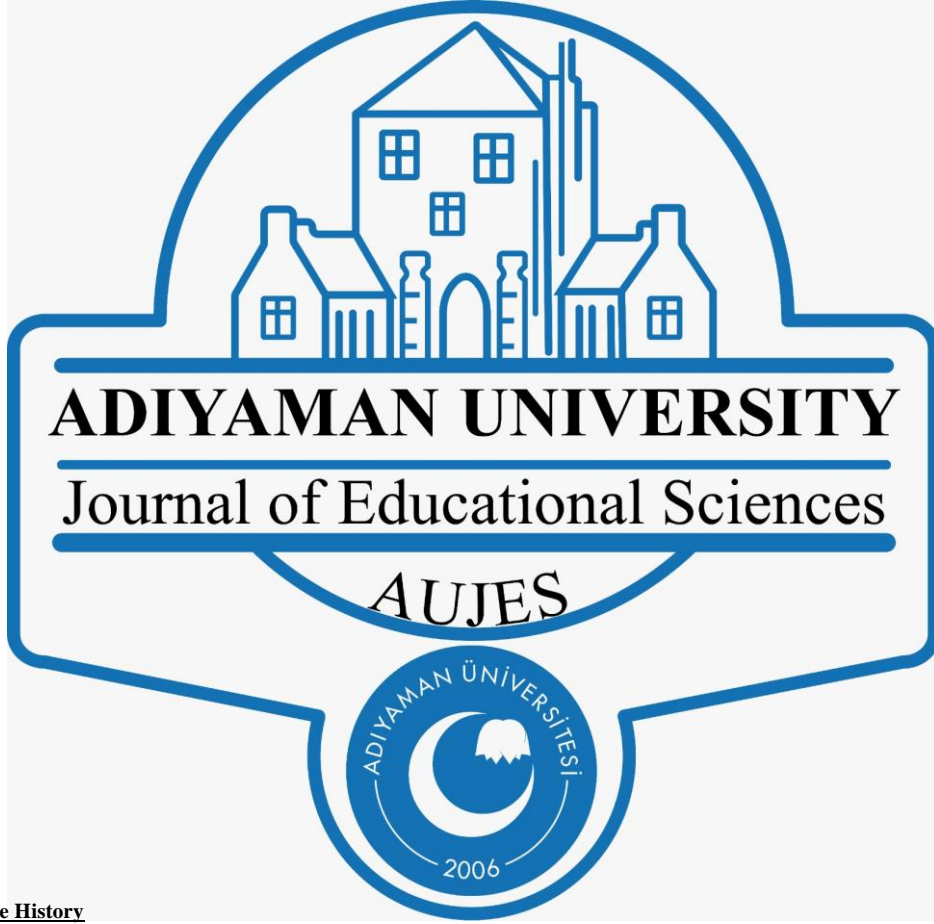
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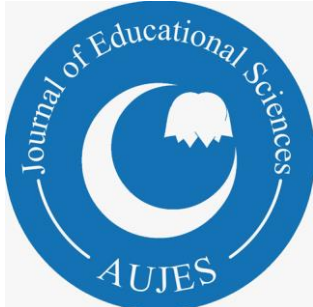
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Investigation of the Effects of "First Managers" on Teachers' Professional Lives According to Different Variables

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Investigation of the Effects of "First Managers" on Teachers' Professional Lives According to Different Variables

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Abstract

Leadership and education have been two topics that researchers have been interested in for years. Many studies have been conducted, especially on relationship-oriented and task-oriented leadership styles. This study examined the impact of the first school administrator teachers worked with on their future careers. Data was collected through a digital survey that included a leadership style scale developed by researchers and demographic information. Exploratory and confirmatory factor analyses were conducted for the developed scale. Later, data was collected from a different group and confirmatory factor analysis was performed again. The study was conducted on a sample group of 530 individuals. The collected data was analyzed with ANOVA and t-test. The findings showed that 70% of the teachers revealed that their first administrator had an impact on their career. It was found that the impact did not differ based on the leadership style used. In addition, it was revealed that there were differences in how teachers were influenced based on the administrator's seniority and the educational level of the first school they worked at. The finding that the impact did not differ based on task-oriented and relationship-oriented leadership style is in line with the literature.

Key words: Teachers' first administrators, The impact of first administrators on teachers' careers, Task-oriented and relationship-oriented leadership.

Introduction

Education and leadership are two issues that humanity, and particularly scientists, have focused on in the past as well as today. While education is the foundation of raising societies, leadership is seen as the core issue in managing them. At this point, the common aspect of these two issues can be seen as the point of providing social well-being. Education is carried out by teachers under the management of the Ministry of National Education, while schools are managed by school principals and vice principals. Therefore, the ability of teachers to carry out education services effectively and efficiently is directly related to the leadership styles of the managers, that is, school principals.

The efforts of new teachers who are newly appointed to the teaching profession to implement the theoretical knowledge they have received in pre-service training, and to get to know the school, the profession, and the students while in the candidate teaching process, increase their need for guidance in the first years of teaching. The duty of school administrators in this regard is great. The leadership style shown by the administrator can contribute to the easy transition of the teacher through this process, or conversely, can cause the teacher to become disillusioned with the profession. This study aims to reveal whether the school administrators of the schools where teachers first start working have an impact on their professional lives, and if this effect differs or not based on the administrator's leadership style (relationship or task-oriented).

Two factors can be mentioned that can affect the future professional lives of newly employed workers. The first one is the organizational culture. When we examine the literature related to organizational culture, we can see many studies. The second factor can be seen as the leadership style of the administrator. Here, we can frequently see studies in the literature that examine the effects of leadership styles on employees. However, the subject of the effects of first administrators is generally disregarded. In this respect, the study has features that can contribute to the field.

Conceptual Framework

The fact that there are approximately 11 million results when the keyword "liderlik" is entered into a search engine may be an indication of the importance given to this topic. When the keyword is changed to "Leadership," approximately 5.5 billion results are found. When an academic search engine is used, these numbers are about 109,000 (Liderlik) and 5 million (Leadership) results. Similarly, the fact that there are about 60 million results when the keyword "eğitim-öğretim" is entered into a search engine may be an indication of

the importance given to this topic. When changed to “education-teaching,” approximately 3.8 billion results are found. Similarly, when an academic search engine is used, these numbers confirm the information given in the first paragraph, with approximately 500,000 results for “eğitim-öğretim” and 410,000 for “education-teaching.” Both leadership and education-teaching are at the forefront of globally prominent topics. The relationship between effective education and management, that is, the leadership style, has been mentioned above. When research studies conducted worldwide are analyzed, it is possible to see that many different leadership theories have been proposed in the last century. For example, traits approach (Byrman; 1992, Lord, DeVader and Alliger;1986, Kirkpatrick and Locke; 1991, Stogdill;1948, 1974, Mann;1959), skills approach (Katz; 1955, Bass; 1990, Mumford, Zaccaro, Harding, Jacobs, & Fleishman; 2000, Yammarino; 2000), style approach (Hemphill & Coons; 1957, Stogdill;1963, Cartwright and Zander, 1960; Katz & Kahn; 1951, Likert; 1961, 1967, Bowers & Seashore; 1966, Kahn; 1956, Blake & McCanse; 1991, Blake and Mouton; 1964) can be listed. Situational approach (Hersey and Blanchard;1969, Blanchard, Zigarmi, and Nelson; 1993; Blanchard, Zigarmi, and Zigarmi; 1985; Hersey and Blanchard; 1993), path-goal approach (Evans;1970, House;1971, House and Dessler;1974, House and Mitchell; 1974), leader-member exchange theory (Dansereau et al; 1975, Graen; 1976, Graen & Uhl-Bien, 1995, Anand, Hu, Liden, and Vidyarthi;2011, Atwater and Carmeli;2009, Harris, Wheeler, and Kacmar; 2009), and similar theories can be produced.

Leadership theories have mainly focused on whether the leader is task-oriented or relationship-oriented. Although expressed by different concepts, the focus of the leader is whether they are directed towards the task or the relationship.

The Trait Approach

Regarding the trait approach, Judge, Bono, Ilies, and Gerhardt (2002) conducted a meta-analysis of 78 studies on leadership and personality traits. Their studies revealed a particularly strong relationship between versatility and leadership. These findings can be characterized as both relationship and task-oriented. Additionally, among the 10 personality traits presented by Stogdill (Northouse, 2013), qualities such as being motivated to complete tasks, being willing to take responsibility, being persistent in achieving goals, being innovative in problem-solving, and taking risks emphasize task-orientation. On the other hand, behaviors that affect employee behavior, being socially at the forefront of social events, being willing to eliminate interpersonal stress, and shaping social relationships in line with goals emphasize relationship-orientation.

The Skills Approach

The Skills Approach, which is based on Katz’s (1955) studies, focuses on three basic skills in the leader. These two fundamental skills can be seen as job-oriented skills, and human-oriented skills can also be seen as relationship-oriented. Theoretical skills emphasize efficiency in the task. In this context, theoretical skills involve effective activities within the organization’s main products and processes (Northouse, 2013). On the other hand, human skills are related to the ability to work and cooperate with people. This skill is quite different from theoretical skills (Katz 1955). In summary, people skills are the leader’s ability to get along with others. Conceptual skills are also associated with providing better products and services. In other words, they are more focused on the job or task. In the model developed by Mumford and colleagues (2000), personal characteristics and competencies interact to form leadership outcomes. They defined competencies as problem-solving, social judgments, and knowledge skills and identified them as key factors for effective performance (Zaccaro, Mumford, Connelly, Marks, & Gilbert, 2000, p. 46). Social judgment skills define relationship-oriented leadership, whereas problem-solving and knowledge skills emphasize task-orientation.

Still Approach

In Style Approach studies, emphasis is placed on the two types of behavior that leaders exhibit: Task behaviors and relationship behaviors. Task behavior facilitates goal achievement. It emphasizes helping group members achieve their goals. Relationship behavior, on the other hand, helps subordinates feel comfortable. It helps employees discover themselves alongside everyone else and in accordance with their position. The main aim of the style approach is to explain how these two behavior approaches affect subordinates’ ability to achieve their goals (Northouse, 2013). Stogdill’s (1974) aggressive structure behaviors focus on the leader’s task orientation, while his attentive behaviors emphasize the relationship orientation. The ideas and findings that emerged from the Michigan and Ohio State studies are closely related and parallel; Leader behaviors directed towards task and relationship. Two independent leadership styles are identified in the Ohio State studies (Kahn, 1956). When these two behavior approaches are considered independent orientations, leaders are recommended to be both production-oriented and employee-oriented at the same time.

Leadership Grid

The theory known as the Leadership Grid was later renamed the Managerial Grid (Blake & McCanse, 1991; Blake and Mouton, 1964, 1978, 1985). The Managerial Grid was designed to explain leaders' goals by paying attention to two factors: those concerning people and those concerning production. While some studies indicate a two-fold leadership nature (high task and/or high relationship) in all cases (Northouse, 2013), Misumi (1985) points out that research results in this field are not effective enough. In some studies, the most effective leadership style is stated to be high in both task and relationship (Blake & McCanse, 1991; Misumi, 1985). However, this may not always be the case.

The Situational Approach

The Situational Approach focuses on leadership based on the situation. The precursor of the theory is that different situations require different types of leadership. From this perspective, being an effective leader requires a person to adapt their style to the requirements of different situations. The situational approach emphasizes that leadership consists of both directive and supportive dimensions, and each must be applied appropriately in a given situation. The situational approach, developed by Hersey and Blanchard (1969), is based on Reddin's (1967) 3D management style theory. Situational Leadership is about the leader's behavior in influencing their followers. This includes both directive (task) behaviors and supportive (relationship) behaviors. Directive behaviors help employees achieve their goals by giving them instructions, setting goals and evaluation methods, creating a timeline, defining roles, and demonstrating how to achieve goals. Supportive behaviors help members feel comfortable with their colleagues and the situation. Supportive behaviors include two-way communication and responses that provide social and emotional support to others (Northous; 2013).

The Path-Goal Theory

The Path-Goal Theory is based on three key factors. These are the interaction of leader behavior with follower characteristics and task characteristics that produce performance. They also explain leader behavior using four subfactors: directive, supportive, participative, and achievement-oriented behaviors (House & Mitchell, 1974, p.83). Directive and achievement-oriented leader behaviors can be linked to task orientation, while supportive and participative behaviors can be considered relationship-oriented.

The Leader-Member Exchange Theory

The Leader-Member Exchange theory divides employees into two groups based on their proximity to the leader: those who are close and those who are distant. These are defined as the in-group and the out-group. Out-group members behave quite differently from in-group members. Instead of trying to do extra work, out-group members only work within the orders of their organizational roles. They do what is required of them but never go the extra mile. Leaders evaluate out-group members neutrally and according to their formal agreements but do not show them special attention. Out-group members accept the standard return defined by their professional statements for their efforts. This shows that the leader is task-oriented towards the out-group. In-group members are more willing to fulfill their job description and seek innovative ways to advance the group's goals. They also have more freedom in their behavior. In response to their extra effort, leaders give them more responsibility and opportunities. Additionally, leaders give most of their time and support to in-group members. This situation indicates that the leader is more relationship-oriented towards the in-group. Out-group members are less compatible with the leader and generally come to work, do their job and go home (Dansereau et al., 1975). In-group members do extra things for the leader compared to out-group members, and the leader does the same for them.

This study was conducted to determine whether the leadership style used by school administrators (task-oriented or relationship-oriented) affects the professional careers of novice teachers. To this end, the following questions were investigated:

- 1- Does school administrator influence the professional careers of novice teachers?
- 2- Does this influence differ according to the gender of the teachers?
- 3- Does the effect of school administrators on the professional careers of novice teachers vary according to:
 - a. Leadership style used,
 - b. Gender of the administrators,
 - c. Location of the school,
 - d. Years of experience as an administrator,
 - e. Type and level of the school?

Method

Research Model

In this study, the relational scanning model of quantitative research methods was used. Analyses were performed on the data collected from teachers, accessible through Google Drive, using the scale and participant information form that were utilized.

Participants

The participants of the study are teachers who work with at least two different school administrators. Data were collected from teachers who work at every level of schooling, regardless of the level at which they are teaching. The convenience sampling method was preferred in order to reach a larger sample size. The sample distribution by professional seniority, gender, place of residence, workplace, gender of the first administrator they worked with and the seniority of that administrator, has been presented in tables below.

Table 1. Demographic characteristics of participating teachers

Variable		N	%
Seniority	10 Years or Less	209	39,4
	11-20 Years	189	35,7
	21 Years or More	131	24,7
	No answer	1	,2
Total		530	100,0
Gender	Female	352	66,4
	Male	178	33,6
Total		530	100,0
Place of Residence	City Center	167	31,5
	District Center	243	45,8
	Village	120	22,6
Total		530	100,0
Institution	Elementary School	96	18,1
	Middle School	90	17,0
	High School	94	17,7
	Vocational High School	112	21,1
	Primary Education	71	13,4
	Private School	67	12,6
Total		530	100,0

Of those who participated in the study, 66.4% were female teachers and 33.6% were male teachers. When the professional seniorities of the teachers are examined, it is observed that 39.4% have 10 years or less, 35.7% have between 11-20 years, and 24.7% have 21 years or more of professional seniority. 45.8% of the participants stated that their first place of employment was in a district, 31.5% in a city center, and 22.6% in a village. The participants' teachers' first places of duty were as follows: 18.1% in primary school, 17% in secondary school, 17.7% in high school, 21.1% in vocational high school, 13.4% in primary school, and 12.6% in private schools.

Table 2. Demographic characteristics of administrators

Your first manager	Variable	N	%
Gender	Female	50	9,4
	Male	480	90,6
Total		530	100,0
Seniority	Don't remember	21	4,0
	10 Years or Less	149	28,1
	11-20 Years	171	32,3
	21 Years or more	188	35,5

	No answer	1	,2
Total		530	100,0

When the settlement areas where participating teachers served as their first duty was examined, it was stated that 45.8% began their duty in district centers, 31.5% in provincial centers, and 22.6% worked in villages. Of the participating teachers, 21.1% served in vocational high schools, 18.1% in primary schools, and 17.7% in high schools as their first duty. When the distribution of the first administrators of the participating teachers according to gender is examined, it is seen that 90.6% were male and 9.4% were female. Additionally, when the distribution of the first administrators of the participating teachers was examined according to seniority, it was observed that 35.5% had 21 years or more, 32.3% had between 11-20 years, and 28.1% had 10 years or less of seniority.

Data Collection Tools

The data collection tool consists of two parts. In the first part, personal information such as the gender of the participants, the location of the school, the level of the school where they work, and whether their profession has affected their career was requested under the heading of the information form. Additionally, information concerning the gender and seniority of the managers was also requested under this heading.

The second part is aimed at determining the leadership style used by the managers, based on a developed scale. The measurement tool, consisting of two sections, used a seven-point Likert-type scale with 18 items separating leadership style into two main groups: task-oriented and relationship-oriented, and the first section asked demographic questions about teachers. Data was collected from teachers digitally. The Cronbach's alpha reliability coefficient for the original scale was 0.936 for task-oriented leadership and for the data used in this study, it was found to be 0.971. For the relationship-oriented leadership factor, the Cronbach's alpha reliability coefficient was 0.943, and for the data used in this study, it was found to be 0.958. The Cronbach's alpha reliability coefficient for the entire scale was 0.961, and for the data used in this study, it was found to be 0.980. The total explained variance is 67.18%. DFA was performed on the leadership style scale developed in the thesis using the same data (367 participants). In this study, two DFAs were compared by repeating data collection from different teachers (530 participants). The similar results are given in the table below.

Table 3. Goodness of fit indices

N	χ^2	df	p	χ^2/df	GFI	CFI	RMSEA	RMR	SRMR
367	357,65	131	,000	2,730	,899	,958	,069	,144	,0392
530	491,291	132	,000	3,722	,908	,971	,071	,098	,0206

Kelloway (1998) suggests that a χ^2/sd value below 5 indicates a good fit. In this study, the χ^2/sd value was found to be 3.517 in the final model. Schermelleh-Engel, Moosbrugger, and Müller (2003) argue that the SRMR value should be between 0 and 1, with values approaching 0 indicating a good fit. In this analysis, the SRMR value was found to be 0.0210, which can be considered a good fit. GFI values greater than 0.90 are indicative of good fit, with values greater than 0.95 indicating better fit (Schermelleh-Engel, Moosbrugger, and Müller, 2003; Vieira, 2011; Hooper, Coughlan, and Mullen, 2008). In this study, the GFI value was 0.913, indicating that the model is a good fit. A high CFI value, which can range between 0 and 1, is also indicative of good fit (Schermelleh-Engel, Moosbrugger, and Müller, 2003; Brown, 2006; Harrington, 2009; Byrne, 2010; Kline, 2011). In this study, the CFI value was 0.973, indicating a good fit. According to Hu and Bentler (1999), an IFI value between 0.90 and 0.95 suggests an acceptable fit, while a value over 0.95 indicates a good fit. In this study, the IFI value was 0.973, indicating a good fit. Kline (2011) defines RMSEA values below 0.05 as indicating a very good fit, values below 0.08 as indicating a good fit, and values between 0.08 and 0.1 as indicative of an acceptable fit. In this study, the RMSEA value was 0.069, indicating a good fit. According to Schermelleh-Engel, Moosbrugger, and Müller (2003), TLI values above 0.90 are acceptable, and those above 0.95 indicate a good fit. In this study, the TLI value was 0.968, indicating a good fit. The RMR value ranges from 0 to 1, with values approaching 0 indicating a good fit, and high values indicating a poor fit. In this study, the RMR value was found to be 0.019, indicating a good fit.

As seen in Table 3, all of the indices obtained from the confirmatory factor analysis conducted with two different sample groups indicate that the established model is consistent.

Data Analysis Process

To determine the demographics of the participants, descriptive statistics were used for scale development. Exploratory factor analyses were then followed by confirmatory factor analyses and goodness of fit indices were

calculated. With the developed scale, t-tests, ANOVA tests, and Post Hoc Tukey and Post Hoc LSD tests were then used to calculate differences in the collected data.

Result

The findings obtained as a result of the analysis of the data gathered under this heading have been presented in tables.

The Impact of School Administrators on the Professional Careers of Novice Teachers

The answers provided by the teachers to assess whether school principals who started their careers in charge had an impact on their professional careers were tabulated as percentages in Table 4.

Table 4. The effect of first principals on teachers' professional lives

The Effect of your first principal	Yes	374	70,6
	No	156	29,4
Total		530	100,0

Of the teachers who participated in the study, 70.6% expressed that their first administrators whom they worked together with influenced their teaching careers. It has been stated that 29.4% mentioned that administrators did not significantly affect their teaching careers. This finding can also be interpreted as an indication that about 30% did not feel that administrators had sufficient impact on their careers.

Variations in the effect of school administrators on the career development of newly appointed teachers based on their gender

A t-test has been carried out to determine whether the leadership style used by school administrators and the influence of teachers on their professional careers differs according to gender. The results are given in Table 5.

Table 5. Post Hoc Tukey test by gender

Leadership Style	Teacher Gender	N	Mean	Sd.	t	df	Sig.
Relationship-Oriented	Female	352	38,23	17,67	-1,357	528	,175
	Male	178	40,43	17,41			
Task-Oriented	Female	352	29,71	15,03	-1,412	528	,159
	Male	178	31,67	15,15			

The t test conducted on whether there is a difference in how male and female teachers are influenced in their future careers by school managers exhibiting both relationship and task-oriented leadership styles found no difference based on gender. The findings indicate that there is no difference in the impact of gender on the career development of administrators and teachers. This finding suggests that school administrators tend to avoid gender discrimination while performing their duties.

Examining the Differences Between Administrators Who Influence and Do Not Influence Teachers' Professional Careers According to Relationship- and Task-Oriented Leadership Styles

A t-test was performed to determine whether the leadership style used by school administrators had an impact on the professional careers of teachers. The results were presented in Table 6 to ascertain any differences.

Table 6. The effect of first principals according to their leadership styles

Leadership Style	Has it affected your professional career?	\bar{x}	Ss	t	df	Ort Fark	p
Relationship-Oriented	Yes	41,10	18,46	4,894	375,63	7,24	,000
	No	33,86	14,20				
Task-Oriented	Yes	32,01	15,74	4,318	359,97	5,59	,000
	No	26,42	12,57				

As a result of the analysis, it was found that managers who exhibit both relationship-oriented and task-oriented leadership styles have a statistically significant difference at $p < .001$ level in influencing the future professional lives of teachers. The mean score for managers exhibiting relationship-oriented leadership in influencing their teachers was found as 41.10, whereas for those who don't have this leadership style, it was 33.86. For task-oriented managers, it was found as 32.01 and 26.42, respectively. This result indicates that the leadership style

demonstrated by administrators does not make a difference in affecting teachers' future careers. However, considering the average scores, it can be argued that teachers who exhibit a relationship-oriented leadership style are more successful than those who exhibit a task-oriented leadership style in influencing their future professional careers.

Effect of Professionalism of New Teachers on Their Careers and the Difference According to the Gender of School Administrators

A t-test was conducted to determine if the gender of school administrators affects the professional careers of teachers. The results of this test showed the following findings.

A t-test conducted based on the gender of the first managers exhibiting both relationship-oriented ($t(df: 59.11):1.127$ and $p:0.264$) and task-oriented ($t(df: 528):1.07$ and $p:0.282$) leadership styles showed no statistically significant difference in influencing the future professional lives of teachers. This finding is valid for all managers exhibiting both relationship and task-oriented leadership styles. For managers who exhibit relationship-oriented leadership, the mean influence score for female managers was found as $\bar{x}=41.70$, while for male managers, it was $\bar{x}=38.69$. For task-oriented female managers, the mean influence score was found as $\bar{x}=32.56$, while for male managers, it was $\bar{x}=30.14$.

The investigation of the differentiation of the influence of school administrators on the professional careers of newly appointed teachers based on the location of the school's settlement.

According to the results of the ANOVA test, it was found that the effect of school administrators on the professional careers of teachers does not vary depending on the location of the school. For school administrators exhibiting a relationship-oriented leadership style, the $F(df\ 2, 527)$ was 0.146 and the p-value was 0.864, while for those exhibiting a task-oriented leadership style, the $F(df\ 2, 527)$ was 0.372 and the p-value was 0.689. It can be observed that there is no difference in the effect of administrators on the professional careers of teachers based on the location of the school for both leadership styles.

Examining the Variation of School Administrators' Influence on Teachers' Professional Careers Depending on the Location of the School

An ANOVA test conducted revealed no significant difference in the influence of first administrators on teachers' future careers based on the location of the school they work with, regardless of whether they exhibit relationship-oriented ($F(df: 2-527):0.146$ and $p:0.848$) or task-oriented ($F(df: 2-527):0.372$ and $p:0.389$) leadership styles.

Examining the Effect of School Administrators' Seniority on the Professional Careers of Newly-Hired Teachers

The homogeneity test of variance conducted showed that the variance is distributed homogeneously for managers exhibiting both relationship-oriented (Levene ($df=3-525$)= $1,337$ and $p=,262$) and task-oriented (Levene ($df=3-525$)= $,404$ and $p=,750$) leadership styles.

Table 7. ANOVA test by manager seniority

Leadership Style		Sum of Squares	df	Mean Square	F	Sig.
Relationship- Oriented	Between Groups	2001,26	3	667,089	2,163	,091
	Within Groups	161903,22	525	308,387		
Task-Oriented	Between Groups	1397,481	3	465,827	2,055	,105
	Within Groups	119011,39	525	226,688		

Based on the ANOVA test, when examining the influence of both relationship-oriented ($F(df=3-525)=2.163$ and $p=0.091$) and task-oriented ($F(df=3-525)=2.055$ and $p=0.105$) leadership styles on teachers' seniority, the p-values were found to be very close to 0.05. Therefore, it was decided to examine the differences between groups using an LSD test to investigate which groups had differences, because the p-value was close to 0.05.

Table 8. Descriptive statistics by managerial tenure

Leadership Style	Managerial Seniority	N	\bar{x}	Ss
Relationship-Oriented	Do Not Remember	21	38,57	16,963
	10 Years or Less	149	36,36	16,325
	11-20 Years	171	41,37	18,178

Task-Oriented	21 Years or More	188	38,90	17,990
	Do Not Remember	21	30,71	14,283
	10 Years or Less	149	28,21	14,540
	11-20 Years	171	32,39	15,304
	21 Years or More	188	30,22	15,307

When the total score of the managers who apply relationship-oriented leadership style on influencing their teachers was examined, it was found that the group with 11-20 years of managerial seniority (\bar{x} : 41.37) had the highest influence score. This result also shows similar results for task-oriented leadership style (\bar{x} : 32.39). The findings also indicate that, regardless of task or relationship-oriented leadership style, school principals with less management experience are ineffective in influencing teachers' professional careers.

Table 9. Differences in influence among groups by manager tenure

Variable	Teaching Seniority of the Manager		Ortalama Fark		Sh	p.
	10 Years and Below	Do Not Remember and 11-20 Years 21 Years or More				
Relationship-Oriented	10 Years and Below	Do Not Remember	-2,206	4,093		,590
		11-20 Years	-5,006*	1,968		,011
		21 Years or More	-2,541	1,926		,188
Task-Oriented	10 Years and Below	Do Not Remember	-2,499	3,509		,477
		11-20 Years	-4,176*	1,687		,014
		21 Years or More	-2,009	1,651		,224

An LSD test was conducted to examine whether the first supervisor influenced the future career of teachers based on their seniority. A statistically significant difference was found at $p < 0.05$ level between those with 10 years or less seniority and those with 11-20 years seniority (Mean=41.37 for relationship-oriented supervisors and Mean=32.39 for task-oriented supervisors) for both relationship-oriented (Mean=36.36) and task-oriented (Mean=30.71) supervisors. The difference was in favor of supervisors with more seniority. No difference was found between the other groups. Findings demonstrate that school administrators with 11-20 years of managerial experience are influential in shaping teachers' professional careers. This can be interpreted as an indication of the limited capabilities of administrators with 10 years or less of experience and those with 21 years or more of experience in affecting teachers' career trajectories.

The impact of teachers on their students' future careers varies according to the level of the school where they had their first teaching experience.

As a result of the homogeneity of variance test, it was observed that the variance was homogeneously distributed for both relationship-oriented (Levene(Sd=5-524)=0.995 and $p=0.420$) and task-oriented (Levene(Sd=3-524)=1.514 and $p=0.184$) leadership styles exhibited by the managers.

Table 10. Anova test by school level

		Sum of Squares	df	Mean Square	F	Sig.
Relationship -Oriented	Between Groups	5939,297	5	1187,859	3,940	,002
	Within Groups	157965,19	524	301,460		
Task-Oriented	Between Groups	4388,364	5	877,673	3,964	,002
	Within Groups	116026,16	524	221,424		

Anova test was conducted to examine whether the type of school where managers of both relationship-oriented ($F_{(Sd=3-524)}=3.940$ and $p=0.002$) and task-oriented ($F_{(Sd=3-524)}=3.964$ and $p=0.002$) styles worked influenced their teachers' performance. It was found that the p-values were less than 0.01. Due to the p-value being less than 0.001 and the variances being homogeneous, Tukey test was decided to be used to determine which groups differ in terms of influence on teachers' performance. The results of the Tukey test are shown in Table 10.

Table 11. Basic Statistics by School Level

Variables		N	Mean	Sd.	Std. Error
Relationship-Oriented	Primary school	96	39,63	17,31	1,76
	Middle School	90	38,89	18,56	1,95
	High School	94	37,16	17,16	1,77

Task-Oriented	Vocational High School	112	35,24	17,29	1,63
	Elementary School	71	46,50	15,94	1,89
	Private School	67	38,92	17,59	2,14
	Primary School	96	31,77	15,52	1,58
	Middle School	90	29,91	16,24	1,71
	High School	94	29,39	15,14	1,56
	Vocational High School	112	26,79	14,31	1,35
	Elementary School	71	36,46	14,00	1,66
	Private School	67	29,89	13,38	1,63

Whether the future career of teachers is differentiated based on the first school level where they worked was examined by the Tukey test. A significant difference was found in career impact among teachers who exhibited relationship-oriented leadership style and worked in primary schools (Mean=37.66) compared to those who worked in vocational high schools (Mean=26.79, $p=0.000$) and high schools (Mean=37.16, $p=0.009$). Similarly, a significant difference was found in career impact among teachers whose first work experience was in primary schools (Mean=36.46) and were managed by supervisors with task-oriented leadership style compared to those who worked in vocational high schools (Mean=26.79, $p=0.001$) and high schools (Mean=29.39, $p=0.05$). The findings indicate that regardless of task or relationship-oriented leadership styles of administrators, elementary school principals exerted the most influence within groups participating in researching teachers' professional careers, while vocational school principals exerted the least influence.

Table 12. Post Hoc Tukey test by school levels.

Dependent Variable	First Institution Type	You Worked in	Mean Differ	Std. Error	Sig.
Relationship-Oriented	Elementary School	Primary School	6,867	2,717	,118
		Middle School	7,612	2,755	,065
		High School	9,347*	2,730	,009
		Vocational High School	11,262*	2,633	,000
		Private School	7,581	2,957	,108
Task-Oriented	Elementary School	Primary School	4,693	2,329	,335
		Middle School	6,558	2,361	,063
		High School	7,077*	2,339	,031
		Vocational High School	9,676*	2,257	,000
		Private School	6,573	2,534	,101

Post Hoc Tukey test revealed that school managers exhibiting both relationship and task-oriented leadership styles have a greater influence on primary school teachers' (\bar{x} :46.50) future careers compared to teachers working at high school (\bar{x} :37.16) and vocational high school (\bar{x} :35.24) schools. When considering the findings along with the results shown in Table 10, it can be seen that the difference only occurs in primary schools. This difference was significant at the level of $p < .001$ for administrators exhibiting a task-oriented leadership style in vocational high schools, while it was found at the level of $p < .05$ for secondary schools. For administrators exhibiting a relationship-oriented leadership style, the difference was significant at the level of $p < .001$ for vocational high schools, and at the level of $p < .01$ for secondary schools. The schools with the highest influence power among the groups were primary schools followed by elementary schools.

Conclusion, Discussion, Recommendations and Limitation

In this study, which is a continuation of a master's thesis project, the leadership style scale was utilized, and its Confirmatory Factor Analyses of two different groups showed that the two-dimensional model of Relationship and Task orientation were usable (Table 1). It was found that 70.6% of the teachers were affected by their management style during their first assignment, but the impact did not differ according to the leadership style used by the managers. The finding of the study was that managers who demonstrate both relationship and task-oriented leadership behavior affect the future careers of teachers.

The results of the t-test showed that the effect of both task-oriented and relationship-oriented leadership styles displayed by school administrators on teachers' career progression did not differ based on their gender, and the results of the ANOVA test indicated that the effect of school administrators on teachers' career progression did not vary based on the location of the school where they worked.

The analysis also found that as the tenure of school managers increased, teachers were more influenced. The group with the least contribution to the influence of teachers' future careers was found to be the managers with 10 years or less of professional tenure. This does not differ from managers exhibiting both task and relationship-oriented leadership behavior.

Another interesting finding is that there is a difference in how managers influence teachers based on the level of the school. Primary school (schools providing eight years of uninterrupted education) managers exhibiting both task and relationship-oriented behavior were found to influence teachers more than high school and vocational high school managers.

In their qualitative study conducted in 2021, Durgut and Kartal examined the behaviours of school administrators towards newly appointed teachers. The study found that school administrators were able to influence teachers through sharing professional experiences, supporting and appreciating their work, informing them about regulations and the profession, fostering a sense of belonging, and instilling the idea that teaching is a labour of love. These findings are consistent with the results that 70% of the surveyed teachers were affected by their first administrators in their professional careers.

Although Tabernero et al. (2009) found that leaders exhibiting relationship-oriented behavior created more harmony among group members, they also stated that leaders exhibiting task-oriented behavior did not create differentiation among group members. This study showed that leaders exhibiting both behavior styles influenced teachers' future career paths.

Akçekoce and Bilgin found in their study that the ethical, transformational, cultural, instructional, and visionary leadership styles of school principals had a positive effect on teacher performance. These leadership styles incorporate both task- and relationship-oriented approaches. In line with their study findings.

Rüzgar (2019) also found that a task-oriented leadership style had a statistically significant effect on employees' selflessness behavior, while a relationship-oriented leadership style did not. However, the findings regarding relationship-oriented leadership style were not consistent with those of the managers in the study, which may be due to the different demographic characteristics of the samples used in the studies. Rüzgar conducted the study on employees in the retail sector, while Akçekoce and Bilgin's study was conducted on teachers.

Fayyaz, Naheed, and Hasan (2014) found in their study that both task- and relationship-oriented leadership styles were positively and significantly related to employee performance, and that both styles had predictive power over employee performance. These results support the finding of the study that school administrators influence the performance of novice teachers.

This result can be attributed to the fact that the managers of new teachers in the profession effectively influence teachers by establishing good relationships and providing guidance in learning their duties. In the study conducted by Henkel et al. (2019), it was found that both task-oriented and relationship-oriented leadership behaviors were used, especially in project studies carried out with group work. The findings show similar results to those of this study. This may be due to the efforts of managers and other teachers in educational organizations such as schools to work together to achieve harmony, especially for new teachers in the profession.

Moreover, there are several researchers who define leadership behavior as a combination of both relationship-oriented and task-oriented behaviors (Burkus, 2023; Hemphill & Coons, 1957; Fernandez, 2008; Stogdill, 1950). The findings of this study support the views of these researchers. It was observed that school managers affect new teachers in the profession regardless of their exhibited behavior style. Some studies have shown that there is no one best leadership style, and managers tend to change their leadership behaviors depending on the situation (Krahn & Hartman, 2006; Fielder, 1967; Hersey, 2009; Mulcahy, 2018).

In the study conducted by Özdeveci and Kanigür, it was found that both relationship-oriented and task-oriented leadership behaviors affected employee performance. Relationship-oriented leadership behavior was found to result in higher job quality and job satisfaction within groups, while task-oriented leadership led to increased performance but decreased satisfaction (Özdevecioğlu and Kanigür, 2009). The results support the findings of this study.

Considering that the leadership behavior exhibited by the school administrators where novice teacher candidates begin their teaching career is important, even if it does not differ, it is appropriate for them to complete their internships in schools where administrators with 11 years or more seniority are present.

In addition, investigating the reasons for the influence with qualitative research may provide new information to the literature.

The study is limited to 367 teachers who served in the 2019-2020 academic year for the first stage of conducting exploratory and confirmatory factor analyses. For the second stage of conducting confirmatory

factor analysis on a different sample and answering the research questions and sub-questions, the study is limited to 530 teachers. The study is restricted to teachers' views. The study group is limited to teachers serving in official primary, secondary, elementary, high schools, vocational schools, and private schools.

In this study, it has been revealed that the administrators who worked together with novice teachers had an influence on their future careers. Seventy percent of the participants stated that the first administrators they worked with impacted them. This situation did not vary depending on the task or relationship-oriented style used by the administrator, the gender of the administrator, the location of the school, or the seniority of the first administrator in the teaching profession. However, there was a difference between administrators with a tenure of 10 years or less and those with a tenure between 11-20 years. Additionally, differences were observed according to the level of the school. Primary school teachers were the most affected by their first administrators, followed by elementary, middle, high schools, and vocational schools, respectively.

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Ethic Approval

Ethics committee approval has been obtained through decision number 2 taken at the meeting number 1 of the Kastamonu University Social and Humanitarian Research and Publication Ethics Committee on the date of 27.08.2019, for the conduct of the study.

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