

Full Length Research Paper

Principals' leadership in school administration: A study of principal effectiveness in Turkish public schools

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The purpose of this study was to investigate the opinions of teachers about the administrative behaviour of all the principals working in Pazaryeri, one of the towns in the city of Bilecik, Turkey. The sufficiency of principals have been investigated in terms of administration of instructional processes and curriculum, assesment of students and instructional processes, motivation and improvement of teachers, creation of teaching-learning climate. Administration of schools and achieving the goals in a democratic and transparent society requires effective leadership that is greatly transformed according to the in and out of the school. It is understood that administrative style in the schools are mostly based on rules and structure instead of values, meanings, symbols and expectation.

Key words: Administration, principal, efectiveness, teacher.

INTRODUCTION

Schools that have no other choice than to be responsive to society and its members should be compatible with the changes around them. Principal is the agent who plays leading role to manage changes around, motivate teachers in schools and proactively balance expectation of society towards the school. Leadership style and perception are factors to guide principals while administering schools and competing with enviroment. Leadership, in this respect, is key that helps to analyse both how a principal perceives members world and to what extent schools as a whole function within the society.

Leadership was discussed in terms of different subdivisions or around some key words by scholars recently. Concept of leadership is sometimes illuminated using key words such as values, visions and strategy (Frost, 2003) or metaphors such as heart, head and mind (Sergiovanni, 1992). Furthermore, leadership has been examined in the light of theories such as complexity derived from the chaotic, complicated, dynamic and nonlinear behaviours and orders (Marion and Mc Gee, 2006), discretion that is related with power, authority and situational factors (Dadabhoy and Muth, 2006), distributed leadership shared by multiple individuals at different levels of the organisations (Grenda, 2006), participatory empowerment and power sharing that provides direction, information, resources and group

facilities (Bruner, 2006), socially constructed that structure of organisations and behaviours of leader has taken place in a social context (Shapiro, 2006), spirituality that covers the elements of connectivity, relationship building, ontological, teleological, ethical and moral dimensions of administration (Dantley, 2006), system oriented is goal oriented leadership that is functioning on the whole organisational level and improve performance (Stanhope, 2006), task-oriented focus on achieving goals (Haar, 2006), teacher leadership considered to make contribution to the school one's classroom duties (Dentiith et al., 2006), effective styles and perspectives that personality, gender, traits, demeanor and communication patterns shape the leader (Richmon and Allison, 2003; Hoyle, 2006). Whatever the leadership approach is or the point it focuses, there is no doubt that the leader is the key to activate and lead organisations.

Leadership was goal oriented when behavioristic approach were dominant in the fields, but cultural, power and politics have been emphasized since local and interpretative approaches became popular (Shafritz and Ott 1987); Şişman, 1995). It is an action to cope with the problems in the social settings (Sofar, 1972) or realisation and satisfaction of the individual needs (House and Mitchell, 2004). Consequently, leaders that strategically motivate should be the members in line with the organisational goals, then the effectiveness of the

individuals could be enhanced and organisational satisfaction would be achieved. Etzioni (1964) classified leaders according to power he held in organisation and divided leadership into three categories in terms of power. When leader gets his power from the position he is called manager, if he affects and controls the members depending on his personal characteristic than informal leader, and when both power forces are used he is called formal leader.

Leader is an architect that unites, motivates, activates and leads members. Powers, enthusiasm and energies in the organisations are harmonised by leaders (Evans, 2001). Leadership is elusive and mystical that could only be apparent when the power emanates from souls of leader (Chopra, 2002). Bennett (2001), argues that leadership is key to cope with the atomistic structure in the West in 21st century. Discipline that is individualistic, atomistic and independent has caused some problems in schools but holistic views of leadership seem better and more comprehensive. Gibson et al. (2003) closely integrated three process with leadership that are; to affect others, to initiate transformation process and to achieve the goals. When a person has power to achieve these process, will possibly be the most possible candidate of leadership.

Leadership is unique phenomenon of itself both socially and culturally; it could possibly be ineffective and temporal when weakly rooted to society. The more it appeals to both left and right sides of the brain, the greater its effects could be that last in times and times. Both sides of the brain control the behaviours of leadership; when the left side of brain dominant logical, technical and control based leadership is prevalent in a culture where as intuitive, conceptual, harmony and craftbased leadership is widespread when the leader is right brain centered (Bennis, 2001). Leaders had better to appeal both left and right brain centered person in the organisations so as to motivate the people in any culture or society.

Cultural values are fairly important and determinative factor how leadership is perceived in a society. In a culture where individualism is predominant, people have loose social framework as a result of competitiveness and low team orientation, where as collectivist society does not value individual behaviour, group and team performance is predominantly appreciated. Culture is the basic mental map how society perceive and to what extent the leadership is valued (Lankau and Chunk, 2009).

It is still controversial whether characteristics of leadership is brought natively or learnt in life since some scholars alleged that leaders are born with unique characteristics and the others asserted that it is a kind of craft that can be learnt in the process of living (Özel, 2004). Throughout the debates, scholars generally inferred that leadership is learnt as a way of life experience supported with the characteristics innately employed. In the 21st century where globalisation

process is widely on force daily and production process relatively gets shorter, big companies running internationally organised institutions and centers aim to train leaders (Kotter, 1998).

Weber asserted an idea that strong leadership principals has the synergy of providing total quality in schools which was explicitly alternate to the opinion of low achievement by poor children derived principally from inherent disabilities characterizing the poor (Edmonds, 1989). Principal acting as a strong leader is instrumental in setting the tone of the school; helping to decide on instructional strategies; organizing and distributing schools' resources. Sergiovanni (1998) proposed that pedagogical leadership invests in capacity building by developing social and academic capital for students, intellectual and professional capitals for teachers rather than bureaucratic, visionary and entrepreneurial leadership. It is discussed that the types of leadership in the literature have failed to improve schools in ways hoped for and new types of school leadership has emerged for the time being.

Although, there is no common and exact definition for leadership in the field, it is stated that a person who has the characteristics of leadership affects people, spreads the sense of admiration, persuades and leads people with strong communication and builds warm climate that foster people to gather around the shared goals. It is the culture that builds the meaning of leadership and makes sense on the perception of followers. No matter the excessive numbers of definitions about leadership, it could be agreed on the common ground that effectiveness and extent of leadership is usually culturally and socially constructed.

Administration of Schools in Turkey

Schools in Turkey are generally administered by principals appointed by the Ministry of National Education (MoNE) all over the country. Since the educational system is highly centralised in Turkey, as a reflection of general public management, bureaucrats and politicians of MoNE are the authorities who decide central and local administrators of education and schools. Even though numerous instructions have been declared to set the standards of school administrators' selection and appointment since the emergence of National Education at the beginning of twentieth century, there is still no consensus about whether school administrators could be appointed or selected, and what kind of standards ought to be set. It is also burdensome to manage the organisation of ministry; it is so enormous with a responsibility of nearly sixty thousand schools, fifteen million students and nearly seven hundred thousand teachers which is even more crowded than the overall population of many countries. Consequently, MoNE in Turkey is too centralised, bureaucratic and enormous to be managed

effectively.

It is not possible to say that there are standards of appointment and promotion of school administration since educational administration has not been institutionalized and made a unique branch of management. The confusion of the roles of the teacher and principal could be stated as main reason for this problem which creates teacher-principal type of administration. Being a teacher is basic pre-requirement in order to be a school administrator. People can easily be transferred to administrative positions from teaching after a simple test or a few years of teaching experience or merely appointment by the ministry of education. The overlap of the roles has caused the power of the administration to diminish as well.

The laws and instructions that arrange the administration of education is no longer comprehensive and flexible enough to act powerfully as a result of the highly centralized system. According to legal documents, principals who supervise the teachers and evaluate the teaching-learning process as well with limited authority delegated from superiors are responsible for running the school in line with the laws, instructions and directives of the superiors (MoNE, 1992, 1993). The duties of principals are listed in seven titles and eighteen sub-titles in the legal documents detailed where their authorities are quite limited, in short principals are responsible always for almost everything in the school.

Çelik (1990) alleged that it is neither stated comprehensively enough to train educational administration in Developmental Plans and National Education Councils nor appoint the teachers as principal who have an MA or doctorate degree in the field of educational administration by MoNE. It is also stated Açıkalın, 1995 that the politics of training educational administration has been ignored for years, furthermore the selection, training and appointment process of principalship is executed improperly under the pressure of political and bureaucratic favoritism. Consequently, administrators that are improperly authorized and appointed with favoritism would not have been properly trained, schools will be most likely directed poorly and ineffectively.

There is an urgent need for educational administrators to have instruction, criteria and standards convenient with the modern educational administration practice in the world. Since educational administration has not been institutionalized and defined as a unique branch in Turkey, schools are directed by temporary instructions. Many administrative positions in educational ministries, including schools, are still occupied by deputies, it means that any moment this administration could end off dependence on the political or bureaucratic favoritism.

There has been too many attempts to set the standards for appointment of principals for year in Turkey. Before 1990, three years of teaching in the schools had been pre-requirement in order to be appointed a principal. However, in 1993 and 1995

administrative positions were divided into sub-categories in detail, after few years, these instructions had also been reformed and could no longer be fulfilled under the pressure of bureaucratic favoritism. Since then, four instructions that entered into force in 1998, 2004, 2006, 2008 had been invalidated by administrative courts upon applications of education unions. For years, various instructions arranging the administrative positions in schools were repeatedly reformed, but it is still a subject of debate on how to appoint an administrator in schools.

In spite of the fact that many instructions have been set and reformed repeatedly, they still contain resemblances. The debates among MoNE, teacher unions and courts are generally focused on more to the points of who has the authority to appoint rather than what standards should be set for selection of principals. During discussions and reformation of several instructions again successively, neither MoNE considered nor did unions emphasize that post graduate degrees was important as a determinative characteristic in order to be an administrator in any instructions or legal documents. Test scores of literature, history, knowledge of legal documents were more appreciated than the academic education in the field of administration.

Studies about principals' leadership in Turkey

There are several studies which have investigated the qualifications, effectiveness, behaviours, expectations and job satisfactions of principals in Turkey. History of these studies about effectiveness and behaviours of principals date back to 1960, since then, hundreds of studies have been carried out. Lectures in universities, research subjects, dissertations and studies in the field of educational administration have greatly focused on the motives of the behaviours and effectiveness of school administrators. The unique and distinguished characteristics of school administration different from industrial management in Turkey, is longer in force. Studies have greatly focused on seminars that been organised to achieve some standards. After a great majority of studies about the current conditions about principals in Turkey, some common findings have been reached about the administration of school listed below (Bursalioglu, 1981, 2000, 2003; Balci, 1997; Pehlivan, 1997; Turan, 2001, Cemaloğlu, 2002; Güçlü, 2003; Töremen and Kolay, 2003; Okutan, 2003; Akçay and Başar, 2004; Uygun, 2004; Ayvaci and Küçük, 2005; Terzi and Kurt, 2005; Türnüklü, 2005):

1. There is more tendency towards rule based management than human relations in school administration. Principals should give more importance and emphasize on the humanistic side of administration such as consideration, trust, empathy and sincerity while communicating with teachers rather than structure and

formal side of management.

2. There is close and direct relation between the democratic behaviours of principals and organisational commitment of teachers. The more democratic principals serve in school in terms of decision making, appealing the expectations and providing sources the easier the teachers will embrace the school.

3. Principals should have multiple perspective of leadership to meet the various expectations and needs of teacher since the studies declared drawbacks of experience and information of principals in Turkey.

4. Principals were thought to be in line with the ethical principles but they act in reverse, that is because they have limited information about ethic in school administration. They are in need of ability about communication, democracy and human relation in order to build the climate of tolerance. It is alleged that principals should be trained about tolerance, fairness, equity, freedom, human rights, responsibility and authority.

5. The insufficiency of principals' motivation for teachers due to drawbacks of administrative behaviour has resulted in ineffective use of workshops and labs in schools.

6. Leadership abilities of principals would have great effect upon the team and group work as a result of the reciprocal trust and cooperation in schools.

7. Administrative behaviour of principals in Turkey is more convenient with classical management presently, than the approaches in late 2000. They are more likely to stick to rules than to guide teachers; neither the problems in schools could be dealt with, with the problem solving circle nor cooperation process has been applied; bureaucracies and formalities are more appreciated than meanings and values.

8. It appears that high school principals have greatly made use of destructive strategies such as warning, disregarding, shouting, punishing, intimidation, getting rid of, beating, scolding and sending to disciplines on the process of dealing with students problems; instead, they should apply more to cooperative and integrative strategies such as discussing with students and parents, guiding, reconciliation.

9. Principals are likely more apt to administrative behaviour of schools than educational activities. They should be more involved with the educational needs of teachers and students as administrative activities.

Considering the results of the studies listed above, some hypothesis were developed to test the current condition of the principals in the region of Pazaryeri, part of the city of Bilecik. In the light of this framework, four hypotheses were formulated:

H1: Principals are expected to be effective leaders.

H2: In routine environment, principals mostly prefer formal rules.

H3: There is close relationship between effectiveness of school and principals' leadership.

H4: Principal-teacher interaction is highly dependent on

how a principal perceive effective leadership.

Purpose of the study

The current study was aimed at investigating the opinions of teacher about the administrative behaviour of principals all of whom are working in Pazaryeri, one of the towns of the city of Bilecik. In order to map the principals' administrative style, teachers were asked to fill the questionnaires that were produced as factors.

METHODOLOGY

Participants

A total of 91 teachers from a town, pazaryeri, were included in the study, 83 of whom were participants. Since the study was aimed at mapping the principals administrative style in a single town, it was limited to the teachers working in the same town. The majority of teachers in this study were from urban or suburban areas while a few of them were from rural areas. The majority of teachers are between 30 and 34 years old that is nearly 50%. Two third of the teachers, corresponding to nearly 70%, have been teaching for a few years. More than half of the teachers have been teaching in the same schools for one or two years and nearly 70% of the teachers are males.

Materials

The scala used for the study was adapted from the book of Dr. Ali Balci "Effective School and School Improvement" (Balci, 2001) and Dr. Mehmet Şişman "Instructional Leadership" (Şişman, 2002) in the process of scala development after the approval of both scholars. Researcher is sincerely thankful to Prof. Dr. Ali Balci, University of Ankara, and Prof Dr. Mehmet Şişman, University of Eskişehir Osmangazi for their valuable contributions.

The scale consist of 26 sentences applied by researcher to all teachers working in the schools. The sufficiency and effectiveness of principals have been investigated in terms of four perspectives that are administration of instructional process and curriculum, assesment of students and instructional process, motivation and improvement of teachers, creation of teaching, learning climate. To what extend do the teachers have the abilities of such dimensions? Do the opinions of teachers differ in terms of age, gender, working years?

Procedure

For the formal survey, the researcher contacted educational directorate in the town to get permission for the research. After completion for the formal and bureaucratic procedure, researcher visited some teachers from different schools for the purpose of distributing the questionnaire colleagues and collecting the answer sheets after two weeks. The participants in these schools were informed that the survey was confidential and the information collected was only for research purposes. Overall, 91 copies were distributed to all the teachers in the region and 83 (91. 2%) of them were returned.

Data analysis

The instructional leadership and effective school questionnaire form

Table 1. Statements related to administration of curriculum and instructional process.

Administration of curriculum and instructional process	N	x	S
He plans educational and instructional activities, then carries them out.	83	3.96	0.90
He often appears any parts of school.	83	3.95	1.03
He keeps the rules strictly but apply them justly.	83	3.62	1.22
He empowers subordinates so as to spend more time to teachers and students.	83	3.20	1.11
He spends more time observing in educational settings and participaton.	83	3.48	1.25
He leads rather than emphasizing the rules and responsibilities.	83	3.48	1.25
Ho does his best for better instruction and training.	83	3.80	1.32
He acts as effective and successfull sample of leadership.	83	3.56	1.35
Total	83	3.63	1.17

Table 2. Statements related to assesement of students and instructional process.

Assessing the students and instructional process	N	x	S
He distinctively values the students' success and reward them.	83	3.96	1.10
He tries to meet the educational and instructional needs of students.	83	3.96	.95
He visits classes in order to make use of the instructional time more effectively.	83	2.66	1.19
He talks to teachers so as to enhance he students' success.	83	3.84	1.15
Total	83	3.61	1.09

Table 3. Statements related to motivation and improvement of teachers.

Motivation and improvement of teachers	N	x	S
He tries much get teachers to devote school.	83	3.66	1.28
He sets the scene for teachers to improve themselves professionally.	83	3.44	1.32
He appreciates hardworking teachers orally and in written.	83	3.34	1.41
He tries to meet the needs of teachers to provide them do their jobs effectively.	83	3.67	1.22
He supports the teachers who is innovative and distinctive.	83	3.67	1.18
He tries to treat teachers justly and protects their rights.	83	3.55	1.39
He communicates with teachers sincerely, but in balanced manner.	83	4.03	1.09
Total	83	3.62	1.27

was administered to the teachers who were serving in state schools during the 2006-2007 school year. A one-way analysis of variance (ANOVA) was conducted to evaluate the mean differences between the teachers' ratings on the scala. A one-way ANOVA used in these circumstances assisted in determining whether mean differences observed between the samples provided enough proof to assume that significant differences occurred among similar populations. The responses were classified in terms of frequency (f), arithmetic means (x), standard deviation (s). The level of meaningfulness of the responses are 0.05.

RESULTS

Tables 1 to 4 show the results of the scala in relation to teachers' views about principals' leadership level according to dimensions. Four dimensiond determined and explained before considered as sub heading while

analysing and interpreting the results of the study.

Administration of curriculum and instructional process

Curriculum is one of the main process that principals are responsible for planning, application and cooperation with teachers. Principals have leading role for adoptation the curriculum within the schools and managing the instructional process. There are eights statements about the administration of instructional process and curriculum that are searching the administrative behaviours of principals listed as Table 1. Teachers generally thinks that principals "sometimes" carry out behaviours of instructional process and curriculum. The statements about this

Table 4. Statements related to building efficient learning and teaching climate.

Building efficient learning and teaching climate	N	x	S
He is permanently get in contact with students.	83	3.83	1.14
He leads to create team spirit among the administrators, teachers and students.	83	3.45	1.30
He sets the scene and disciplines the school for effective teaching.	83	3.92	1.10
He emphasizes the meaning of any students have capacity to learn and to be successfull.	83	3.79	1.13
He sets the physical enviroment suitable for teachers enough to work with enjoyment.	83	3.56	1.33
He tries to get the support of parents and surroundings to enhance students' success.	83	4.06	1.04
He decides with teachers and tries to create the sense of 'We' instead of 'I'.	83	3.71	1.29
Total	83	3.76	1.19

factor seem to fluctuate similiar to each other symbolise the medium level of principals'fulfilment. Principals, were poorly feel confidence teachers to empower them ($x=3.20$), thus spend much of time to do administrative tasks more than instructional activities. Teachers' confession of this reality implies deeper incongruence or problems between teachers and principals that needs to be overcome in order for beter administration. The general opinions of teachers ($x=3.63$) had better been higher or more positive that is related with principals' instrucional and administrative leadership.

Assessment of students and insructional process

It is vital in administration that assessment of students and instructional process and monitoring improvement of students' success. Principals should talk over the results with teachers and parents obtained from assessment of students and instructional process, provide the following feedbacks and interpret the implications so as to achieve the goals effectively. There are four statements about this dimensions.

Teachers think that principals 'mostly' put the above behaviours into practice except one statements. It is stated that principals 'sometimes' visits classes in order to make use of the instructional time more effectively. General tendency of teachers' view about assessing role of principals' seem at moderate level ($x=3.61$) as it is the case for other factors althought a statement was valued seriously lower than the others. The satatement about principals' assessment role of instructional process in the class is much more lower ($x=2.66$) displays disinterest to indoor instructional activity of principals'. It is possibly stemming from dedicating much time for administrative or bureaucratic tasks instead of instructional activity as in the case for the other factors.

Motivation and improvement of teachers

Basic role of the principal in school is to contribute the needs and expectations of all teachers professionally and serve possibility to apply newly earned information and

experience in school. Otherwise, whatever is done in school is inclined to fail. Teachers should be rewarded and appreciated for their unique efforts and success. There are seven statements investigating the principals behaviours about motvation and improvement of teachers.

It is observed that principals have apted to appreciate the beaviour of motivation and improvement of teachers. Teachers are generally tend to think that principals are a little more than moderate level ($x=3.62$) interested in motivational factors in schools. When it is considered the importance of motivational factors for school development, principals were expected to perform higher in this level. It is appreciated by teachers that principals sincerely communicate ($x=4.03$), whereas the points related with appreciating hardworking teachers ($x=3.34$) and setting scene for improvement ($x=3.44$) were poorly supported than the other statements by teachers. Principals formally designed behaviours and more inclination to legitimate authority could the couse of teachers responses on motivational level.

Building efficient learning and teaching climate

Principals have to build positive atmosphere for all participants enthusiastically enough to work in and contribute school eagerly. Furthermore, principals should be aware of the subcultures in the school and put them in force to improve effectiveness after prompting the various ideas shared by teachers.

There are seven statements investigating the behaviours of principals concerning with the team spirit around the school enviroment.

Although some statements' scores are lower, principals are seen to fulfill the behaviours of listed statements over the avarage. It is stressed that principals are incapable enough to create team spirit in the school and have some drawbacks to set the physical enviroment.

The significance level between the opinions of teachers and their ages are not meaningfull enough, thus teachers at any age group, mostly youngers, think that principals generally try to fulfill the behaviours of effective administration. When considered the variable of teaching years,

the significance level isn't meaningful enough as it is case for the age. There is only slight difference, not meaningful enough, when looked closely that teachers who have been teaching longer have slightly lower opinions. The significance level of teaching years in the same school as a variable hasn't appeared meaningful enough, but average level more than 6 years seem a bit lower than the other groups.

Considering the variable of gender, the significance level does not appear meaningful enough, as it is the case for other variables where as female's opinion seems slightly more positive than males.

DISCUSSION

Instruction and training activities could only be achieved if the stakeholders indoors and outdoors of school cooperate and meet the shared goals. Principal, charged of authority, is the most influential and centralised person who could lead teachers. Status and responsibility that principal charged of, directly relates him both success and failure. The studies held in developed countries such as total quality, school based management, instructional leadership have shown that school effectiveness directly related to the leadership abilities of principals. It is alleged that schools could only be as successful as its principal does.

This study aims assess to what extent principals fulfill the behavior of leadership to make their schools more effective on the perspective of teachers. The behaviours of principals related with the administration of instructional process and curriculum have fluctuated on the average level. In this dimension, neither 'never', nor 'always' have been preferred by teachers, then it signifies that principals' behaviours about administration of instructional process and curriculum were not satisfactory for teachers. Principals emphasize the rules and responsibilities more than leading them effectively and successfully. This result resembles the studies done by Bursalioglu (1981) that teachers expect principals to focus on the humanistic dimensions of administration; Balci (1997) stated that principals mostly tend to behave structurally which means considered and value based dimensions neglected and Aslanargun (2009) stated that principals generally used legitimate power, division of harsh power, in school administration more than the other types of power.

It is understood that administrative style in the schools mostly based on rules and structure instead of values, meanings, symbols and expectation. Teachers expect principals to behave as a leader and be sensitive about the needs of them. It is supported by related studies that effective leadership is urgent for effective use of science labs; moving in a team spirit; prompting teachers to involve the decision instead of simply evaluating classes; anticipating the ethical behaviours in administration such

as tolerance, justice, trustworthy, responsibility, democracy, respect; contributing teachers professional development and building learning organisation in schools; handling the conflicts among students by the help of the cooperative and integrative strategies (Pehlivan, 1997; Balci, 2001, Cemaloğlu, 2002; Aydın, 2003, Töremen and Kolay, 2003; Akçay ve Aydın Başar, 2004; Uygun, 2004; Ayvaci ve Küçük, 2005; Terzi and Kurt, 2005; Türnüklü, 2005; Yılmaz and Taşdan, 2006).

When looked closely the opinions of teachers about the principals' assessment of students and instructional process, it is mostly agreed that principals generally do the behaviours of effective leadership except a statement related with the visit to make class time more effective. Only the teachers aged older than 45 and teaching more than 21 years have tended to assert that principals sometimes do these behaviours. Principals had better to give priorities to instructional and educational activities more than the management issues at school, by the way teachers and students would have chance to cooperate with principals.

On the dimensions of motivation and improvement of teachers, principals mostly do the behaviours of effective leadership. Whatever the variables are, teachers alleged that principals are sensitive about these dimensions. There is close relation between the studies done by Terzi and Kurt (2005) that authoritative and laissez faire types of leadership negatively affect the organisational devotion to schools; Pehlivan (1997) that drawbacks of teachers in terms of openness to critics, appreciation to others' opinions, tolerance to difference caused insincerity in schools; Turan (2002) that supportive leader behaviour was related to organisational commitment and associated with open climate; Ayvaci ve Küçük (2005) that positive and supportive behaviours of principals conclude the effective use of materials at schools and satisfy teachers. Since the content of the statements signifies devotion of teachers to school, appreciation, supporting them professionally and setting the scene, appealing the expectation, considering the different ideas, administrating school impartially and sincerity of communication, the scores of the opinions would have been higher. The importance and necessity of the statements about motivation and improvement of teachers require more volunteer participation and anticipation.

Building efficient teaching and learning climate means activate all the possibilities within the team spirit to foster the effective instruction. Climate in the school comprises communication that is based on reciprocal, trustworthy, supportive and positive setting among the principal, teachers and students. Studies supports this findings, Okutan (2003) states principals haven't been considered participative enough to involve teachers decision process, Töremen and Kolay (2003) emphasized that principal plays critical roles in order to build team spirit and group work. Studies insist that principal is the key to improve cooperation, create supportive and participative

setting, gain the ability to act proactively.

To sum up, some implications could be developed to what extend teachers visualize principals as a leader at school and how effective they have been so far. Principals generally considered to behave as an effective leader on some occasions. Teachers have thought that principals do not behave exactly as an effective leader but sometimes try to do so since the choices 'always' and 'never' have been hardly preferred. It is asserted that principals have tended to focus on rules and responsibilities, especially it is a common fact when applied to older and experienced teachers' opinions.

It is criticized by teachers that principals spend limited time for teachers and students because of not empowering the subordinates; thus they try to do every thing within the school by themselves and this causes some problems among the teachers and students. Karatepe (2005) stressed that administrative effectiveness is directly related with the responsibilities and delegation shared within the school organisation. It is expected principals should better delegates some responsibilities such as physical organisation of school, documentation, office works to subordinates and have more time for discussing the educational matters with teachers and students. Principals have hardly been interested in class time whether it is effectively managed. Principals not only visit classes to evaluate lessons and supervise teachers but they should also guide teachers and support them. Teachers thought that they have not been appreciated and supported enough to teach effectively in schools since principals disregard professional development of staffs. Staffs in school have need to be gathered to act proactively in team spirit that is essential for their motivation and efficiency.

Conclusion

Schools need effective and strategic leadership as a result of the continuous change within the school itself and surroundings. The need of renovation and reform in today's complex school organisation have caused new approaches such as the increasing proportion of private sector, decentralisation depending on the school based managements and post modern debates (Şişman, 1998; Aslanargun, 2007). Administration of schools and achieving the goals in democratic and transparent society requires effective leadership that is greatly transformed according to the in and out of the school. Principal, in this respect, have to direct both holders within the school and appeal the forces occurring in the society in a well balanced manner.

It is the principal who has power to arrange and balance the influences in a way to satisfy teachers, students and parents. According to the result of this study, depending on the teachers opinions, some implications have been developed listed below:

1. It is understood that there is some drawbacks related with the principal behaviours of effective leadership according to teachers point of views. Principals are asserted to be in need of information about effective leadership, its historical development, organisational psychology. Educational authorities of central and local level had better to organise in service training, seminars, courses to bridge the gaps that principals essentially need.

2. Principals should focus on the educational matters in school, do the delegation to subordinates so as to get more time for teachers and students and develop more meaningful communication with the stake holders in and out of the schools. Bureaucratic and management issues could be shared with subordinates and parent teacher association, thus there would be sufficient time and energy to lead school effectively with teachers.

3. This study brings to light that principals no longer take advice of teachers, consequently only the limited issues have been done with cooperation. It is a problematic and troublesome process, if decisions are taken unilaterally, lack of mutual trust and solidarity could cause demotivation in any organisation. Principal should not hesitate to cooperate with teachers about educational matters and plans about future, by the way he does not let the disruptive and biased considerations which could cause chaos within the school and divert the goals. Teachers who are in need of professional development and have some expectation in the school should be met in order not to demoralise organisational climate. As a result, principal is the key to create positive climate and proactive educational setting together with the teachers, students and parents.

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