

Teacher's Opinions about Educational Leaderships of School Managers and Leader Manager Paradigms

¹Ali Özel, ¹Nida Bayındır, ¹Emine Özel, ¹Suat Ungan, ¹İrfan Terzi, ¹Nurgul Bozkurt

¹ Dumlupınar University, Faculty of Education, Department of Elementary Education, Kutahya **TURKEY**

* Corresponding author: aliozel2002@yahoo.com

Abstract: School is the first programmed educational environment where changes start for both individuals and society. Because most of the changes and developments occur in individuals and organizations result from this feature of schools. Therefore schools constantly have to continue learning as a social learning system. That means schools are expected to be constant learners and co-act with learners. So educator's taking an active part in education means that classical education understanding can be reshaped according to its new values and missions and some micro level problems can be solved with the help of available infrastructure. School operation formed by this understanding and contemporary orientation and control depends on a real leader school manager who can guide this process. The purpose of this research is to put forward school managers' leadership characteristics perceived by teachers and to search the relationship between leadership perception and school so that schools can show desired effectiveness and productivity. According to the results of the research 71% of the teachers do not consider the managers as an educational leader.

Key words: Learner, School, An Educational Leadership, Manager.

INTRODUCTION

Education is known as a dynamic process. School is the place where education formally comes to the fruition. It is necessary for schools to have in relation to the basic and special learning units (vertical integration), to form macro guidance in micro level at schools and to spread the data flow of routine program (horizontal integration) into the whole education field in order to show the desired efficiency and fertility. In fact schools are expected to act with learners and become a learning organization (Ölçer, 1995). This kind of organizational change in school is an organizational process depends on the manager. School's social and constitutional processes are decision making, planning revising and, without avoiding being tested by means of communication, a change towards the test's institutionalization and becoming low. It is apparent that this kind of organizational change at schools is inevitable for all organizations. Because changing is observed in every system of the universe and every dimension of life. The leader of this change at school is the school manager. This kind of institutionalization containing leadership a social influence process that provides its followers' voluntary participation. It can be said that leadership at schools is a serious leadership field at the aspect of education. But the potential to use this power of the leader depends on the features of the organization and its members. Therefore the features of

the organization and the group directly affect leadership attitude and leader's manner of using power (Eraslan, 2003, Erçetin, 2000, Alıç, 1992, Özdemir, 1998, Unesco-Unevoc, 1997). According to Atay's quotation describes the managerial field of educational leaders as using, conserving and care the building, facility and fixtures of school, management of school staff, using of authority and responsibility, creating a positive atmosphere at school, educational behaviours, performing the student personality services, research, development, renewing fields, in and out- of –school communication activities, providing the coordination of educational studies at school and environment (Atay, 1995).

Leader manager's final aim to establish a contemporary and planned management understanding in order to get better the input and output of his educational organisation. Leadership attributes are to make people responsible for quality and support this responsibility with management promise. Management's success depends on increasing knowledge and ingenuity of school staff especially of teachers, forming the feeling that every performance increasing quality brings success and showing an educational (academic) leadership accepted by everyone(Feigenbaum, 1991). Workers of education organisation expect top management and manager leader to believe and apply this philosophy when requested by management. Workers' adopt this philosophy and its success depend on to what extend

Table 1- Personal Information Related to the Subjects and Frequency and Percentage Values of Independent Variables

Variables		Fr	%	X	S.s	N
Gender	Male	66	54,5	1,45	0,50	121
	Female	55	45,5			
Seniority	5 years and less	27	22,3	2,75	1,35	121
	6-10 years	31	25,6			
	11-15 years	25	20,7			
	16-20 years	21	17,4			
	21 years and more	17	14,0			
Branch	• Class teacher	60	49,6	1,50	0,50	121
	• Branch Teacher	61	50,4			
Thinking the school manager as a leader	• Yes, he is an educational leader	34	28,1	1,71	0,45	121
	• No, he is not an educational leader	87	71,9			

Table 2- According to Gender Variable of Teachers, the Point of View Difference about Their Managers' Educational Leadership

Items	Gender	N	X	Ss	t	df	P
My school manager is aware of his attribution and responsibility	Male	66	2,43	1,29	2,20	119	0,029
	Female	55	1,96	1,03			
My school manager's control on building and fixtures of building is good	Male	66	2,71	1,23	3,02	119	0,003
	Female	55	2,07	1,05			
My school manager uses his attribution and responsibility timely	Male	66	2,98	1,25	2,76	119	0,007
	Female	55	2,38	1,11			
My school manager is ingenious about finding finance for school	Male	66	2,84	1,25	3,28	119	0,001
	Female	55	2,12	1,13			

Table 3- Variance Analysis Concerning Teachers' Point of View about Their Manager's Educational Leadership According to Seniority Variable of Teachers

Items	Seniority	N	X	Ss	F	P	Levene Statistic	LSD Difference
My school manager behaves equally to everyone at school	1. 5 years and less	27	4,25	0,81	3,408	0,001	F=3,558, Sd=4,116, P=0,009	1-5
	2. 6-10 years	31	4,29	0,97				2-5
	3. 11-15 years	25	4,64	0,48				3-5
	4. 16-20 years	21	4,19	0,92				4-5
	5. 21 years and more	17	3,58	1,32				
My school manager behaves sincerely to everyone at school	1. 5 years and less	27	4,37	0,63	5,328	0,001	F=5,578, Sd=4,116, P=0,001	1-5
	2. 6-10 years	31	4,29	0,93				2-5
	3. 11-15 years	25	4,69	0,48				3-4
	4. 16-20 years	21	4,09	0,88				3-5
	5. 21 years and more	17	3,41	1,37				4-5
My school manager's decisions are effective and timely	1. 5 years and less	27	3,92	1,20	3,069	0,019	F=5,406, Sd=4,116, P=0,001	1-5
	2. 6-10 years	31	4,16	0,89				2-5
	3. 11-15 years	25	4,16	0,74				3-5
	4. 16-20 years	21	4,28	0,64				4-5
	5. 21 years and more	17	3,29	1,31				
My school manager has an adequate educational accumulation	1. 5 years and less	27	3,92	1,03	3,925	0,005	F=2,288, Sd=4,116, P=0,064	1-3
	2. 6-10 years	31	4,22	0,92				2-5
	3. 11-15 years	25	4,52	0,58				3-4
	4. 16-20 years	21	3,71	1,18				3-5
	5. 21 years and more	17	4,47	1,12				

the top management reflects this philosophy in their behaviours.

The purpose of this research is to put forward teachers' perception of school managers who are very efficient on the schools' productivity.

METHOD

Research Model

In this research scanning method has been used. With this design frame, in sampling, the opinions of the

teachers working in primary schools about the quality of their school managers' educational leadership have been tried to describe.

Sampling

The sampling of this research consists of 121 primary school teacher who works in Kütahya provincial centre in 2006 – 2007 Educational Periods.

Data Collection Devices

In order to determine the subject's point of views related literature was scanned, measuring devices in similar studies were investigated, and a likert type scale consists of 30 items was developed by consulting expert opinions by the investigators. The validity and reliability of this survey were tested by applying it to a group of 32 teachers. According to this, Cronbach Alpha internal consistency coefficient was calculated as Alpha =0.90 and this value was considered an efficient value for value consistency level. Expert opinions were taken for scope consistency.

Data Collection

Data were collected with the surveys applied simultaneously and with secrecy principle on the teachers of sampling (six schools). The data gathered from the surveys were analyzed with the help of SPSS

11.5 program and frequency and percentage techniques and T-test and ANOVA test were used in order to determine the difference among the subjects' point of views. Whether the groups were homogeneous or not was determined with Levene test.

RESULTS

121 teachers, 66 male (54.5%) and 55 (45.5%) female, attended the research. Of these teachers 23.3 % have 5 or less seniority, 26.6% have 6-10 years seniority, 20.7% have 11-15 years seniority, 17.4 % have 16-20 years seniority and 14.0% have 21 years and more seniority. Of the teachers attended the research 49.6% are class teacher and 50.4% are branch teacher (table 1). While 28.1% of these teachers think that their school manager is an educational leader, 71.9% of them don't (table 2).

As it is seen in Table 2 teachers' opinions according to gender about their manager's leadership quality on awareness of his attribution and responsibility (x=2,43, sd=1,29, p<0,05), manager's being good at controlling the building and fixtures of building (x=2,71, sd=1,23, p<0,01), his using attribution and responsibility timely (x=2,98, sd=1,25, p<0,01), his being ingenious about finding finance for school (x=2,84, sd=1,25, p<0,01), items shows a meaningful difference in favour of male teachers.

As a result of the simplex variance analysis made for determining the difference about manager

Table 4- According to Branch Variable of Teachers, the Point of View Difference about Their Managers' Educational Leadership

Items	Branch	N	X	Ss	t	df	P
My school manager behaves sincerely to everyone at school	Class	60	4,26	0,73	2,867	119	0,005
	Branch	61	3,75	1,17			
My school manager creates a positive atmosphere at school	Class	60	2,50	1,18	2,577	119	0,011
	Branch	61	1,95	1,16			
My school manager empathizes	Class	60	3,61	1,29	2,194	119	0,030
	Branch	61	3,11	1,22			
My school manager is far sighted	Class	60	4,25	0,96	2,361	119	0,020
	Branch	61	3,80	1,10			

Table 5- According to Leadership Variable of Teachers, the Point of View Difference about Their Managers' Educational Leadership

Items	Leadership	N	X	Ss	t	df	P
My school manager's control on building and fixtures of building is good	Yes	34	4,58	0,55	2,585	119	0,011
	No	87	4,10	1,03			
My school manager is aware of his attribution and responsibility	Yes	34	4,58	0,49	2,730	119	0,007
	No	87	4,08	1,03			
My school manager knows laws and regulations very well	Yes	34	4,38	0,73	2,460	119	0,015
	No	87	3,88	1,08			
My school manager is ingenious about finding finance for school	Yes	34	3,70	1,03	2,898	119	0,004
	No	87	3,08	1,08			

educational leadership according to seniority some meaningful results were reached. According to the results, the teachers who think that school manager behaves equally to everyone at school became meaningfully different from 21 years and more ($X=3,58$, $SD=1,32$) in favour of 5 years or less, 6-10 years, 11-15 years, 16-20 years seniority. Teachers who find their school manager sincere became different from 21 years and more senior teachers ($X=3,41$, $SD=1,37$) in that way. In favour of the teachers who find their school manager's decisions effective and timely became different from 21 years and more senior teachers ($X=3,29$, $SD=1,31$). Among the teachers who think that their school manager has an adequate educational accumulation there is an important difference in favour of 5 years and less and between 11-15 years, in favour of 6-10 years and less and between 21 years, in favour of 11-15 years and less and between 16-20 years and 21 years and more.

As it is seen in Table 4, teachers' opinion about their school manager's educational leadership, behaving sincere to everyone ($X=4,26$, $SD=0,73$, $p<0,01$), creating a positive atmosphere at school ($X=2,50$, $SD=1,18$, $p<0,05$), empathizing ($X=3,61$, $SD=1,29$, $p<0,05$), being far sighted ($X=4,25$, $SD=0,96$, $p<0,05$) became different in a meaningful way from branch teachers in favour of class teachers.

As it is seen in Table 5, teachers' opinion about their school manager's educational leadership, in items being good at building and fixtures of building ($X=4,58$, $SD=0,55$, $p<0,05$), being aware of his attribution and responsibility ($X=4,58$, $SD=0,49$, $p<0,01$), knowing laws and regulations very well ($X=4,38$, $SD=0,73$, $p<0,05$), being ingenious about finding finance for school ($X=3,70$, $SD=1,03$, $p<0,01$), there is a meaningful difference in favour of the teacher who think that their school manager is an educational leader.

DISCUSSIONS

It was found in a research about personal characteristics of leader managers that leader managers (Tanrıoğen, 1988) have too much energy, work for hours, they are good listeners and observers, talented knowledge conveyers, successful in interpersonal relationships and tolerant to stress. Showing educational leadership, developing educational decisions, applying educational changes, improving educational programs, working efficiently with staff, directing school's resources and strengthening school-environment relations are basic duties of school managers. In other word, educational leadership, in the global environment in which school organisation situated, is related to constant change in organisations and functions expected from leaders (Karip, 1998, Şişman, 2002). Educational leadership is a process not a position like directorship. It is a series of available, observable and learnable skills and applications for everyone in the organisation (Kouzes, 1999, Şişman, 1997).

Bursalioğlu (2000), in his research named "Sufficiency of Education Managers" focused on the efficiencies that should be reflected and being reflected

by primary school managers and he included the Ministry of Education Inspectors, school managers and teachers in his field of research. In the research, about the efficiencies that should be reflected by school managers, all the subjects supported the followings with full agreement (Bursalioğlu, 1981): neutral evaluation ability, environmental power utilizing ability, leadership, student guidance, using the school's building, facilities and fixtures of school, ability to guide and direct the workers in fields of research, development and renewing, ability to participate in application of common decisions in order to create a positive atmosphere, ability to define the staff's duty, role and statue in management of the staff and ability to act neutral and objective in school-environment relations. Binbaşıoğlu (1983). stated that researches about good school and education management focused on the fact that a good school and education manager should be a good leader and Binbaşıoğlu tried to mention the qualities that a good school manager should have. According to these qualities: a good school manager has wide knowledge and adequate enthusiasm instead of the power of his position, knows to use wisely his attribution, behaves equally and tolerantly to everyone, knows his organisation and his purposes, establishes good relations with the people around, doesn't wait the problems come him, instead he himself tries to find the problems, concludes the duties with the sense of responsibility, plans applies his proposals and programs carefully, can defends a proposal or answer objections to a proposal, believes in democracy in school management and applies it, gives correct information about the purposes, successes and media of the organisation he works in, believes in education and gives great importance to students' benefits, takes care of his attitudes and way of clothing, speaks carefully and expresses his thoughts in a convincing way and fluent language, tries to keep his colleagues motivation high and doesn't avoid praising them, knows how to organize his colleagues' efforts (providing coordination), he is brave, objective and honest in all discussions and decisions and encourages his colleagues to be so (Erdoğan, 2004, Morgan, 1995, Töremen, Harktı, 2004, Ensari, 1999, Karip, Eroğlu, Erden, 2002).

This kind of efficient school management comprises all level discussions among colleagues and at the end forming a common opinion in order to reach real targets (Kovancı, 1995). Because it can be said that the quality of product and service depends on workers' knowledge and competence level no matter how perfect the school system is. Therefore leaders should consider the people as the most important profit and shouldn't avoid from investment on the best usage

For this reason leaders should consider people the most important income and they should not abstain from investing on people. (Efil, 1995, (Cussumano, 1993, Alptekin, 1995) In order to be efficient, school directors should be a n educational leader in both management concepts and theory and in the field of human relations and also should have some knowledge and ability in these fields. Because manager is the legal leader of the school, the most important symbol and

master of authority and power at school (Güçlüol, 1985, Drucker, 1994, Açıkalin, 1996, Çelik, 2000).

Conclusion and Suggestions

According to the findings of the research 71.9% of the teachers think that their managers are not educational leaders. According to gender, male teachers think that school managers are efficient on finance, building, fixtures and rules and regulations. As long as seniority level increases especially 21 years and more senior teachers become different from junior teachers about the school managers' efficiency. That is, senior teachers find the managers less efficient when compared to other teachers. According to branch, class teachers find school managers more efficient when compared to branch teachers. Regulations, dealing with physical equipments, obtaining finance and attribution-responsibility are seen the most important leadership qualities.

As result, school managers should have some qualities in order to perform their duty in an efficient and productive way. Education managers' responsibilities are heavier than other organisations' since main input and output in school organisations is human. In this research it was stressed that school managers should have educational leadership qualities rather than being directors. Therefore;

1. School managers should have leader qualities.

2. School managers' leadership qualities shouldn't just be regulations, dealing with physical equipments, obtaining finance and attribution-responsibility. At the same time school managers should focus on increasing the quality of education and the performance of school staffs.

3. In macro dimension, school manager should establish team working spirit in educational efforts at his school. He should reflect leadership behaviours that provide staff's integration.

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