

**TƏHSİLİN İDARƏOLUNMASI MƏSƏLƏLƏRİ
ВОПРОСЫ УПРАВЛЕНИЯ ОБРАЗОВАНИЕМ
MANAGEMENT ISSUES OF EDUCATION**

UOT 371

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**KEY CHARACTERISTICS OF SCHOOL ADMINISTRATORS IN THE SCOPE
OF EFFECTIVE LEADERSHIP**

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ƏSAS XÜSUSİYYƏTLƏRİ**

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**ОСНОВНЫЕ ОСОБЕННОСТИ ШКОЛЬНЫХ АДМИНИСТРАТОРОВ
В РАМКАХ ЭФФЕКТИВНОГО ЛИДЕРСТВА**

Summary. In this research, how teachers evaluate the effective leadership behaviors of school administrators and the relationship between these opinions and teachers' gender, education level and professional experience were investigated. The research was conducted using quantitative methods with a sample of 852 teachers. The data collected through the questionnaires were analyzed on the SPSS program. The findings showed that teachers believed that school administrators exhibited effective leadership behaviors at a high level. It was concluded that while teachers' opinions about the effective leadership behaviors of school principals did not differ according to their gender and education level, teachers with less professional experience perceived the effective leadership behaviors of school principals more positively.

Keywords: *teacher, school administrator, education, effective leadership, professional experience*

Xülasə. Bu araşdırmada müəllimlərin məktəb rəhbərlərinin effektiv liderlik davranışlarını necə qiymətləndirdiyi və bu fikirlərlə müəllimlərin cinsi, təhsil səviyyəsi və peşə təcrübəsi arasında əlaqə araşdırılmışdır. Tədqiqatda kəmiyyət metodlarından istifadə edilmiş, sorğuda 852 müəllim iştirak etmişdir. Anketlər vasitəsilə toplanmış məlumatlar SPSS proqramında təhlil edilmişdir. Nəticələr müəllimlərin məktəb

rəhbərlərinin yüksək səviyyədə effektiv liderlik davranışları nümayiş etdirdiyinə inandıqlarını göstərir. Araşdırmanın nəticəsində belə qənaətə gəlinmişdir ki, müəllimlərin məktəb direktorlarının effektiv liderlik davranışları haqqında fikirləri onların cinsinə və təhsil səviyyəsinə görə fərqlənməsə də, daha az peşəkar təcrübəsi olan müəllimlər məktəb direktorlarının effektiv liderlik davranışlarını daha müsbət qəbul edirlər.

Açar sözlər: müəllim, məktəb rəhbəri, təhsil, effektiv liderlik, peşəkar təcrübə

Резюме. В этом исследовании изучалось, как учителя оценивают эффективное лидерское поведение директоров школ, а также связь между этими мнениями и полом учителей, уровнем образования и профессиональным опытом. В исследовании использовались количественные методы, в опросе приняли участие 852 учителя. Данные, собранные с помощью анкет, были проанализированы в программном обеспечении SPSS. Результаты показывают, что учителя считают, что директора школ демонстрируют высокий уровень эффективного лидерского поведения. В результате исследования был сделан вывод, что хотя мнения учителей об эффективном лидерском поведении директоров школ не различаются в зависимости от их пола и образовательного уровня, учителя с меньшим профессиональным опытом воспринимают эффективное лидерское поведение директоров школ более позитивно.

Ключевые слова: учитель, руководитель школы, образование, эффективное лидерство, профессиональный опыт

Education has been a subject of constant interest in developing and changing societies. Education is defined as a transformative process that enables individuals to acquire the basic knowledge, skills and understanding necessary for their active participation in society and personal development (1). A person who is social and born with certain abilities learns the necessary knowledge and skills to adapt to the society s/he lives in and its values, and even survive, thanks to education (2).

Education is a lifelong process and there are many ways and methods for education. In addition, institutions where a holistic education is provided to the individual are schools where formal education is established, maintained and supervised by the state. Among the many factors affecting the quality of education provided in schools, school management has a critical importance (3). One of the places where the rapid change and transformation in society is first reflected is schools. Accordingly, school administrators need to be equipped with modern management and leadership skills (4). Leadership skills of school administrators are important in order to raise successful generations in line with the age and even to adequately prepare the generations for the future.

The main purpose of management is to guarantee the survival and progress of organizations in line with their goals (5). In another definition, management is defined as a collaborative process for the effective use of resources in a dynamic environment to achieve

organizational goals. A leader is defined as a person who inspires people to cooperate as a team to achieve certain goals (6). Leaders are people who take responsibility for achieving goals by creating a consistent and harmonious organization through the use of the organization's resources, including human resources (7).

School administrators are expected to provide a high quality education by managing the school's resources in the best possible way and by ensuring that the school's stakeholders, teachers, employees, students, parents and senior administrators, work in cooperation and harmony. For this, school administrators must have superior and modern management qualities. One of these features is effective leadership behaviors.

Effective leadership is based on results rather than actions, the leader directs the employees to the goal and the leader motivates herself/himself in this direction (8). Effective leaders go beyond their leadership roles in their organizations. These leaders not only lead to intended actions, but also maintain control over actions, which is considered a valuable characteristic of effective leadership. These leaders have the ability to inspire individuals to align their actions with the set path. Moreover, effective leaders can benefit from both the formal authority of their position and their natural influence within the group (9). An effective leader is someone who has clear internal goals, takes responsibility for communication, and has the ability to create a trustworthy external image (10).

It has been determined that if effective leadership is used correctly in school management, effective education management can be achieved effortlessly and at low cost, administrative efficiency will increase, teamwork and cooperation will rise, and the quality of teaching/learning will increase (7). However, when the existing literature is examined, it is revealed that although there are many studies focusing on leadership and employees in educational institutions, there are very few studies on the specific characteristics that constitute effective leadership. Therefore, in this research, the effective leadership behaviors of school administrators were examined. The aim of the research is to determine the level at which school principals demonstrate effective leadership behaviors based on teachers' opinions, and also to reveal whether teachers' opinions vary according to gender, education level and professional experience. Thanks to this research, it will be possible to determine the effective leadership characteristics of school administrators, determine the appropriate climate in schools, and create a guide for school administrators and teachers.

Method. The research was carried out with the scanning model, one of the quantitative methods. The population of the research consists of teachers working in schools at all levels. The sample consists of 852 teachers determined by convenience sampling method from this universe.

Questionnaires were used to collect the data. The Effective Leadership Qualities Scale developed by Turan and Ebiçlioğlu (2002) was used to determine teachers' opinions about the effective leadership behaviors of school administrators (11). The reliability coefficient of the scale, which consists of 40 items and 7 sub-dimensions in 5-point Likert type, was determined as 0.98. The data of the study were analyzed using descriptive statistics, independent sample *t* test and one-way ANOVA test on IBM SPSS 25 program. The statistical significance was measured 0.05 alpha level.

Results. According to the findings showing the demographic characteristics of the participants in Table 1, it is seen that 94.1% of the participating teachers are women and 5.9% are men. While 5.3% of the participants are under 25 years old, 21.7% are between 25-35 years old, 46% are between 35-50 years old and 27% are over 50 years old. While 59.9% of the participants have a bachelor's degree, 40.1% have a master's or doctorate degree. While 18.7% of the participants have been teaching for less than 5 years, 11.9% have been teaching for 6-10 years, 28.2% for 11-20 years, and 41.3% for more than 21 years. While 33.1% of the participants stated that they had been working in their institution for less than 5 years, 10.1% stated that they had been working for 6-10 years, and 56.8% stated that they had been working for more than 11 years.

Table 1. Descriptive Findings for Teachers

Variables	Groups	f	%
Gender	Female	802	94.1
	Male	50	5.9
Age	25 and below	45	5.3
	25-35	185	21.7
	35-50	392	46.0
	50 and above	230	27.0
Levels of Education	Bachelor's degree	510	59.9
	Master's degree or doctorate degree	342	40.1
Work Experience	1-5 years	159	18.7
	6-10 years	101	11.9
	11-20 years	240	28.2
	21 years and above	352	41.3
Experience in the Institution	1-5 years	282	33.1
	6-10 years	86	10.1
	11 years and above	484	56.8

Table 2 shows the average scores given by teachers regarding the effective leadership behaviors of school administrators. The fact that the scores obtained from the scale are close to 1 indicates that the manager's score on the relevant variable is high. In other words, a mean score close to 1 can be interpreted as the manager showing more effective leadership in the relevant variable. Accordingly, the behavior that received the highest score among effective leadership

behaviors was the behavior of "being an example" with an average score of 1.39 ± 0.61 , followed by the behaviors of "being able to communicate" and being reliable and trusting" with average scores of 1.41 ± 0.55 and 1.43 ± 0.59 . It was observed that the behavior with the lowest score was "being excited" with an average of 1.78 ± 0.74 , followed by "being democratic and tolerant" and "being democratic and tolerant" with average scores of 1.58 ± 0.64 and 1.52 ± 0.61 .

Table 2. Descriptive Statistics of Sub-Dimensions of the Effective Leadership

Scales	Mean	Sd.
Be excited	1.78	0.74
Be able to communicate	1.41	0.55
Having a vision	1.48	0.55
Being trustworthy and trusting	1.43	0.59
Set an example	1.39	0.61
Being democratic and tolerant	1.58	0.64
Be positive	1.52	0.61

The relationship between teachers' opinions about the effective leadership behaviors of school administrators and gender, education level and professional experience was investigated. The findings showed that teachers' opinions about the effective leadership behaviors of school administrators were not related to gender and education level. On the other hand, it was revealed that teachers' opinions about the effective leadership behaviors of school administrators

were related to professional experience (Table 3). The table shows that as teachers' professional experience increases, they evaluate their managers more negatively in terms of effective leadership. It is seen that the highest evaluation for effective leadership behavior of school administrators in all types belongs to teachers with 1-5 years of professional experience. Bonferroni Post-hoc test also confirmed this.

Table 3. The Relationship between Effective Leadership Behaviors and Professional Experience

Effective leadership behaviors	Professional Experience	N	Mean.	Sd	F	p
Be excited	1-5 year	159	1.63	0.75	3.301	0.020
	6-10 year	101	1.77	0.78		
	11-20 year	240	1.86	0.73		
	21+ year	352	1.79	0.71		
Be able to communicate	1-5 year	159	1.29	0.53	3.202	0.023
	6-10 year	101	1.42	0.49		
	11-20 year	240	1.45	0.61		
	21+ year	352	1.42	0.52		
Having a vision	1-5 year	159	1.33	0.53	6.124	0.000
	6-10 year	101	1.47	0.49		
	11-20 year	240	1.57	0.60		
	21+ year	352	1.49	0.54		
Being trustworthy and	1-5 year	159	1.31	0.59	3.131	0.025

trusting	6-10 year	101	1.42	0.49		
	11-20 year	240	1.49	0.64		
	21+ year	352	1.44	0.58		
Set an example	1-5 year	159	1.27	0.58	3.151	0.024
	6-10 year	101	1.38	0.49		
	11-20 year	240	1.46	0.66		
	21+ year	352	1.41	0.61		
Being democratic and tolerant	1-5 year	159	1.39	0.60	6.910	0.000
	6-10 year	101	1.57	0.65		
	11-20 year	240	1.68	0.69		
	21+ year	352	1.59	0.61		
Be positive	1-5 year	159	1.37	0.58	5.076	0.002
	6-10 year	101	1.46	0.57		
	11-20 year	240	1.60	0.67		
	21+ year	352	1.55	0.59		

Conclusion. School administrators carry out a very critical task as they are responsible for the education of the generations that will determine the future of a country. In order to provide the best quality education in schools, the school principal is expected to have high leadership qualities. One of the contemporary leadership styles expected to be seen in school leaders is effective leadership. School administrators are expected to be effective leaders who can manage the school's resources effectively, increase communication and cooperation between all stakeholders of the school, successfully complete the educational leadership role, integrate cultural components with transformationism and associate the desired innovations with the curriculum.

One of the ways to determine whether school administrators have effective leadership qualities is to consult the opinions of teachers who carry out a common task with school administrators and interact closely with them. In this research, how teachers evaluate the effective leadership behaviors of school administrators and the relationship between these opinions and teachers' gender, education level and professional experience were investigated. The findings of the research showed that teachers believed that school administrators exhibited effective leadership behaviors at a high level. According to teachers' opinions, the most effective leadership behaviors displayed by school principals at the

highest level are being an example, communicating and being reliable. The effective leadership behaviors they show at the lowest level are being excited, being democratic and being positive. It has been determined that teachers' opinions about the effective leadership behaviors of school principals do not differ according to their gender and education level. On the other hand, it was concluded that teachers' opinions about the effective leadership behaviors of school principals were related to their professional experience and that teachers with less professional experience perceived the effective leadership behaviors of school principals more positively. The findings of previous studies in the literature are partially compatible with the findings of this study. While there are studies showing that teachers' opinions do not change according to gender and education level, as in this study (12), there are also studies showing that they do change (4,13). Similarly, there are studies showing that teachers' opinions change according to professional experience (4,13) as well as studies showing that they do not change (12). Differences in findings between studies indicate the need for further research in this area.

Since this research shows that when teachers' professional experience increases, school administrators' evaluation scores in terms of effective leadership behaviors decrease, school administrators should constantly renew and improve themselves. They should acquire

new management and leadership skills and improve themselves without getting stuck in the routine. It is understood that school administrators need to improve, especially in terms of the characteristics of being excited, being democratic and being positive, which were identified in this research. In order to develop effective leadership behaviors of school administrators, an awareness should be created in school administrators and administrators should be made to feel a necessity in this regard. School administrators should be offered training options so that they can improve themselves. Leadership training should be provided to prospective teachers during their undergraduate education. In addition, it would be appropriate

to regularly audit school administrators in terms of their leadership skills and practices.

In this research, effective leadership behaviors of school administrators were examined based on teachers' opinions. It should be noted that the findings of the research are limited to the sample and conditions of this research. More research on this subject should be conducted with different sample groups in the future.

Scientific innovation: Studying the effectiveness of leadership behaviors of school principals.

Practical importance and relevance: It is considered important for school leaders to organize training in this direction.

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