

Leader Administrator: A Qualitative Analysis Based on Teacher Opinions

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Abstract

The aim of this study is to determine the leadership roles of school administrators based on teachers' opinions. The participants of this case study, one of the qualitative research design, were 180 teachers working in 5 elementary schools, 4 secondary schools and 4 high schools in Bolu province in the 2020-2021 academic year. The data were collected using an interview form consisting of semi-structured questions and analyzed using the descriptive analysis method. The findings of the study indicated that the leader manager should be an ethical, facilitating, empowering, instructive, innovative, motivating, supportive and visionary manager. In accordance with the results of this study, it is recommended that school administrators should have an ethical character that exhibits impartial, reliable, fair, constructive, patient, courageous and democratic behavior.

Keywords: Leader, Administrators, Leader Administrators, Teacher Opinions.

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INTRODUCTION

Schools are the most important educational institutions for the development of society and reaching the level of modern civilization. The fulfillment of this task could be possible with the effective and efficient management of schools, the success of teachers, students and well-educated generations. This fact requires school administrators who are at the most important and strategic point to fulfill their official duties as well as to have leadership skills since managing a school only by following official procedures would be inadequate to meet the requirements of the 21st century and the expectations of the community. In this context, the 21st century model of school administrator is supposed to inspire teachers and make them act together for a common goal. Thanks to his or her knowledge, characters and abilities, s/he should also guide and direct teachers, influence and motivate them about performing extra effort in addition to official work, as well as encouraging them to achieve the goals. School administrators are now expected not only to use their official authority, but also to show their ability to inspire, to be able to perform their duties in order to be effective by keeping up with the change and development in the 21st century in which innovations and changes are rapidly experienced. A leader is the administrator who takes their power both from the official authority given to them and from their ability to inspire, persuade and direct people.

What many definitions of a leader and leadership have in common is that a leader inspires, guides, directs and unites those around him under a common goal. Along with this, in the definitions made, the leader is the one who inspires and directs them to take an action for a common purpose (Sabuncuoğlu & Tüz, 2001). Similarly, the process of guiding and inspiring people about fulfilling the objectives of the institution (Hitt, Miller & Colella, 2006) is involved in the definition of a leader who directs, stimulates, unites teachers around the objectives of the institution and shows leadership behaviors by communicating effectively (Saylık, 2015). The leader inspires people and becomes a role model by stimulating the passion inside them. In addition to strategy, vision or strong ideas, he also appeals to people (Goleman, Boyatzis & McKee, 2002). The leader is the one who has the most influence and is expected to have the leadership responsibility (Hoy & Miskel, 2012). When the concept of leadership in education is taken into account, it is seen that the definitions made are customized on an institutional basis and contain characteristics similar to general definitions. Balcı (2009), for instance, defines the education leader as a critic, transformist, visionary, trainer, libertarian, authorized, ethical and liable person. Çelik (2015), on the other hand, expresses the school leader as the person who can transform the school's environment and surroundings into a productive and contenting environment in order to ensure learning and teaching conditions for teaching the students efficiently. The person who is defined as the leader at school is the school administrator. The school administrator not only ensure that educational activities are carried out according to policies and laws, they also play an important role as a visionary, creative, initiator and leader person who turns changes into opportunities by taking risks and can use them for the benefit of the school (Gündüz & Balyer, 2012).

The leadership roles that school administrators are supposed to have are the roles that schools need to be effective and achieve their goals in a short time. Thanks to these roles and characters, they inspire teachers and students and become a role model for them (Taş, Çelik & Tomul, 2007). Existing literature reveals positive relations between school leadership and effective schools with the leadership characteristics of school administrators (Özdemir & Sezgin, 2002; Kazancıoğlu, 2008; Yılmaz, 2010; Bolanle, 2013; Boonla & Treputthrat, 2014). Accordingly, school administrators are expected to have contemporary leadership behaviors and fulfill their duties and responsibilities effectively in order to make their schools influential and productive. In the studies focusing on the duties and responsibilities of school administrators, leadership and the characteristics of a leader are emphasized. For instance, while Şişman and Turan (2002) stated the features and behaviors of 21st century school administrators in the form of leadership, communication, group processes, program development, teaching and learning processes, performance evaluation; Kurt (2009) indicated that the school administrator who spends most of his time with official routines such as controlling attendance and school administrators who spends most of his time with teachers and students by encouraging them to achieve and makes them feel special are different concepts from each other. In addition, Chang (2001 in Balcı, 2009)

emphasized that school administrators should be facilitators, conciliators, co-ordinators, problem solvers, observers, risk-takers who can maintain good relations among teachers, who can synthesize, concentrate on the purposes of education, who can use time effectively, who can develop education and support teachers to improve their quality, and who can take contributions for the school development from parents and the outer community of the school. As a result of innovations and changes in the concept of management, administrators with leadership power and ability, effective and successful administrators; institutions having leader administrators are also considered as successful institutions. Therefore, in the 21st century, the concepts of manager and administrator have been replaced by the leader administrator (Peker & Aytürk, 2000).

Meeting the requests of the employees of the institution for change contributes positively to the atmosphere of the institution. However, considering that the desires of employees for change are influenced by social structure and individual needs, it should be considered that the expectations of society and individuals would change as the structure of society and individual needs change. It is important for social harmony that schools, which are an important part of the education system and also one of the basic systems to meet social and individual expectations and needs, constantly renew and change themselves. In order to manage the process successfully, school administrators are expected to have leadership characteristics since it is very important for school administrators working at schools that will provide the innovation and change required in the 21st century to meet the educational needs of individuals and society by directing the behavior of teachers as a leader administrator. As for the significance of the study, it is considered that it will contribute to the literature by revealing the qualities of the leader administrator and guiding practitioners in the field. Furthermore, the aim of this study is to determine the leader executive roles of school administrators based on teachers' opinions. Taking this into consideration, research questions were addressed as follows:

1. What does a leader administrator mean to you?
2. What personal traits are they supposed to have?

METHODOLOGY

Research Design

Case study, one of the qualitative research methods, was used in the research. Qualitative research method is used when it is desired to obtain in-depth and comprehensive information about a subject (Patton, 2014). The case study, on the other hand, provides researchers with the opportunity to closely examine the data they have obtained in a specific context, and enables the holistic and meaningful features of real events to be investigated and revealed (Yin, 2003; Creswell, 2015). The model provides a more comprehensive collection of data, a detailed analysis of the questions asked to participants, and a detailed analysis of the data (Strauss & Corbin, 1990). In this context, it has been tried to reveal the views of teachers towards the leader administrator in depth and in detail. In the collection of data, interview technique was used in accordance with the case study.

Study Group

The study group of the research consisted of 180 teachers who worked in 5 elementary schools, 4 secondary schools and 4 high schools in Bolu province in the 2020-2021 academic year and they participated in the research voluntarily. In determining the study group, voluntary participation was taken into account (Baki & Gökçek, 2012), and convenient sampling (Yıldırım & Şimsek, 2015) was used, allowing the researcher to reach the participants quickly and practically. 97 of the teachers in the study group were female and 83 were male teachers; 92 of them are class teachers and 88 of them are branch teachers. 30 of the teachers are between 1-5 years; 34 of them are between 6-10 years; 38 of them are between 11-15 years; 42 of them are between 16-20 years; 36 of them have 21 years or more seniority.

Data Collection and Instruments

In the study, an interview form consisting of semi-structured questions prepared with standardized open-ended question technique was used in order to reach a large number of participants and provide flexibility in data collection. Thanks to the interview form, it is possible to determine the similar and different opinions among the participants and make comparisons accordingly (Yıldırım & Şimşek, 2015). In the interview form, open-ended questions such as "What does a leader administrator mean to you?" "What personal traits are they supposed to have?" were asked as general questions and the questions were divided into sub-sections according to the explanations from the participants and thus the attitudes and characteristics of the leader administrator were analyzed in detail. After the interview form was examined by faculty members who were experts in the field of education management, the necessary revisions were made, and it was administered to 3 participants outside the research group for the pilot study, and the items on the form were found to be comprehensible. After the preliminary application, the interview form was finalized.

The data were collected through individual interviews with the teachers working in 5 elementary schools, 4 secondary schools and 4 high schools in Bolu in October during 2020-2021 academic year and transcribed the interview form. Interviews were conducted at lunch times and at the end of the lessons without disrupting the course activities of the teachers. Interviews made with teachers over 30 days lasted 4 minutes on average and 12 hours in total. This research was examined in the Ethics Committee on Human Research in Social Sciences at Bolu Abant İzzet Baysal University and was found to be ethically appropriate.

Data Analysis

The data were analyzed using the descriptive analysis method. The output obtained as a result of descriptive analysis are organized within the scope of the themes revealed by the research questions and direct citation are included in order to reflect the views of the interviewed participants clearly (Yıldırım & Şimşek, 2015). Before the coding, the data were analyzed. After that, codes were created based on the words and phrases that were crucial for the purpose of the research. Codes are categorized based on their relationships among each other. At this point, themes were categorized into sub-sections meaningfully in the emerging categories. The codes of teacher opinions about leader administrator were categorized into their similar characteristics and themes. As subjecting them into a deeper process, the data analyzed through the opinions obtained from the teachers were presented in sub-categories which could not be noticed in descriptive analysis in a way that the reader could understand by bringing similar concepts together. The frequency of the codes that make up the themes is indicated in the parenthesis. Participant opinions are supported by direct citations. The findings obtained have been explained and interpreted accordingly (Maxwell, 1996).

Reliability in qualitative research is associated with consistency of research processes. In qualitative research, clear and understandable questions, consistency between codings, determining the role of the researcher are the issues aimed at ensuring reliability (Miles & Huberman, 1994). In this sense, the external reliability of the data was increased by detailed explanations about the role of the researcher, the teachers who are the data source in this research, the conceptual framework used in data analysis and all the processes followed. In order to increase the internal reliability of the research data, data analysis was carried out depending on the predetermined and detailed conceptual and theoretical framework. The sub-categories obtained by bringing similar concepts and the codes related to these sub-themes together were examined by two faculty members who are experts in education management and measurement evaluation within the scope of their validity studies, and the appropriateness of sub-categories and codings of the themes were checked by comparison. In the analysis, interview forms were given sequence numbers and these sequence numbers were used in the citations. Miles and Huberman's (1994) Reliability = $\frac{\text{Consensus}}{\text{Consensus} + \text{Dissensus}} \times 100$ formula was used in the study. The consistency rate of the analyses was calculated as 89%. Since the consistency percentage of 70% and over is considered sufficient, reliability was achieved in the analysis. In qualitative research, internal validity is related to whether the findings obtained are

significant or not and their reliability transferable to other external current situations or appropriateness (Miles & Huberman, 1994). The integrity and consistency of the findings were constantly reviewed by the researcher to increase the internal validity of the research data. Interview schedule was adjusted accordingly to ensure long-term interaction in interviews with teachers. Expert faculty members on the subject of research were requested to examine the research in various dimensions. In order to increase the external validity of qualitative data, the preparation of the interview form, the collection of data and the processes were explained in detail. In addition, sub-categories and codes were clearly presented.

FINDINGS

In this section, the findings of the teachers' opinions on the concept of a leader administrator are presented in a table. In this context, teachers' views on the concept of a leader administrator are shown in Table 1.

Table 1. Teachers' views about leader administrator

Themes	Codes	f
Leader Administrator	Ethical	133
	Facilitating	98
	Innovative	82
	Motivating	79
	Instructive	70
	Empowering	67
	Visionary	66
	Supportive	60

According to Table 1, teachers considered the leader administrator as ethical, facilitating, innovative, motivating, instructive, empowering, visionary and supportive.

Teachers' views on the concept of a ethical leader administrator are shown in Table 2.

Table 2. Teachers' views about ethical leader administrator

Themes	Codes	f
Ethical	Being neutral	19
	Being reliable	17
	Being empathetic and fair	17
	Being prudent	16
	Being constructiveness	15
	Being equal to all	14
	Being patient	12
	Being courageous	12
	Being democratic	11

According to Table 2, teachers expressed the leader administrator as a neutral (f=19), reliable (f=17), empathetic and fair (f=17), prudent (f=16), constructive (f=15), equal to all (f=14), patient (f=12), courageous (f=12) and democratic (f=12) under the category of ethical. Some of the views of teachers on the ethical leader administrator category are as follows:

"Leader management means being solution-oriented, fair and equal to all." (T29), "School administrator is a leader administrator who performs his official work neutrally. Namely, a teacher would be chosen for representing the school in an event and if the administrator suggests that a teacher that is close to him would join it, he can't be a leader administrator. In such a case, he has only fulfilled officially what he is asked to do." (T60), "The leader administrator must be reliable. An unreliable administrator cannot lead teachers." (T123), "I think the leader administrator should be fair. School administrators cannot be a leader administrators if they are not fair in rewarding teachers, arranging weekly schedules, distribution of duties, etc. If the administrator becomes fair in

performing these official procedurs, he can be the leader administrator." (T98), "The leader administrator must be patient. He should wait for the work to be completed patiently. School administrators must do the work that the supreme institutions requested to do with patience, by displaying ethical behavior without offending anyone. Only then can they be the leader administrator." (T152).

Teachers' views on the concept of a facilitator leader administrator are shown in Table 2.

Table 3. Teachers' views about facilitator leader administrator

Themes	Codes	f
Facilitator	Determining the goals and objectives	16
	Preparing environments for solving problems	15
	Being open to different solutions	12
	Supporting learning	11
	Collaborating to achieve goals and objectives	11
	Creating teams for activities	10
	Working to improve jobs and functioning	9
	Ensuring employees with autonomy and self-control	8
	Ensuring employees to express their opinions	4
	Being accessible	2

When the Table 3 is examined, it is seen that teachers consider the qualities of a leader administrator as being facilitator, guiding in setting goals and objectives (f=16), setting the environment for solving problems (f=15), being open to different solutions (f=12), supporting learning (f=11), collaborating to achieve goals and objectives (f=11), creating teams for activities (f=10), working to improve jobs and functioning (f=9), ensuring employees autonomy and self-control in their jobs (f=8). Furthermore, it has been suggested that there should be qualities such as ensuring that employees express their opinions (f=4) and being accesible (f=2). Some of the teachers' views about the facilitating theme of the leader administrator are presented below as citation:

"The leader administrator should guide teachers in determining the school's goals and objectives." (T42), "Instead of magnifying problems, the leader administrator provides the appropriate environment for solving problems." (T162), "The leader administrator is the administrator who helps teachers learn as the primary source of learning." (T144), "The leader administrator must achieve the objectives of the school and ensure teachers' collaboration." (T136), "The leader administrator should create teams and ensure activities to be easier instead of conducting them only by certain teachers." (T170), "The leader should be able to ensure that teachers are autonomous while doing their jobs, and support teachers about making their own decisions in terms of teaching process." (T81), "The leader administrator is the administrator who is accessible in his room when asked. It's hard for me to reach my school administrator. The door is closed most of the time." (T121).

Teachers' views on the concept of a innovator leader administrator are shown in Table 4.

Table 4. Teachers' views about innovator leader administrator

Themes	Codes	f
Innovator	Being receptive	21
	Being innovator	20
	Creating new ideas	18
	Taking risks	14
	Supporting new ideas	9

According to the opinions of the teachers' in Table 4, the characteristics that should be present in the leader administrator under the category of innovator: receptive (f=21), innovator (f=20), creating new ideas (f=18), risk taker (f=14), and supporting new ideas (f=9). Some of the teachers' views about the innovator leader administrator are presented below in the form of citation:

"The leader administrator is supposed to be receptive while performing routine work." (T145), "They should be innovators. They should welcome change. They are supposed to ensure that the school can keep up with the change." (T99), "The leader administrator is a risk taker. Administrators should sometimes be able to show leadership behavior by taking risks." (T85), "The leader administrator should not only implement the official requirements, but also come up with new ideas and support new ideas." (T108), "Leader administrator is an innovator who brings a different concept to the educational environment and who gets the ideas of the people he works with in all processes (T26)".

Teachers' views on the concept of a motivator leader administrator are shown in Table 5.

Table 5. Teachers' views about motivator leader administrator

Themes	Codes	f
Motivator	Motivating	16
	Inspiring	15
	Activating	14
	Directing and supporting	13
	Being a source of inspiration	11
	Determining and achieving of the goals	10

According to Table 5 teachers expressed the leader administrator as someone with the ability to motivate (f=16), inspire (f=15), activate (f=14), direct and support (f=13), become a source of inspiration (f=11), determine and achieve goals (f=10) under the theme of the motivator. Some of the teachers' views about the motivator leader administrator are presented below in the form of citation:

"The leader should motivate teachers to perform their work. He should be able to increase teachers' motivation to carry out extra roles as well as supervising them about official duties. For example, it is the leader administrator who can create a project on behalf of the school by motivating teachers." (T155), "In addition to his official authority, leader is a person who inspires teachers and enables them to work." (T88), "The leader administrator is the one who inspires and sets goals for school employees and manages to mobilize all school employees to achieve these goals. Otherwise, the employees wouldn't perform something else except their work and the school would just continue to function normally." (T132), "A leader administrator is supposed to direct teachers and ensure that the activities are carried out with great enthusiasm." (T55).

Teachers' views on the concept of an instructor leader administrator are shown in Table 6.

Table 6. Teachers' views about instructor leader administrator

Themes	Codes	f
Instructor	Guiding teachers and students	24
	Creating a positive & organized teaching-learning environment	18
	Promoting learning	12
	Supporting professional development	10
	Effective management of the educational process	6

Based on the teachers' opinions in Table 6, the characteristics of the leader administrator under the category of instructor; guiding teachers and students (f=24), creating a positive and organized teaching-learning environment (f=18), promoting learning (f=12), supporting professional development (f=10) and effective management of the educational process (f=6). Some of the teachers' views about the instructor leader administrator are presented below in the form of citation:

"The leader administrator should be able to guide teachers and students. He is supposed to have background information not only to guide teacher in educational issues, but also the students in terms of learning and development." (T100), "..... If there are no factors that adversely affect teaching and learning at a school, and there is a convenient environment to improve teaching and learning, which is provided by administrator, it is evident that this administrator is a leader administrator." (T139), "Administrator leader is a person who strives for the school to be a learning institution, encourages learning and participation of teachers in congresses, workshops, etc. for their professional development." (T35).

Teachers' views on the concept of a empowering leader administrator are shown in Table 7.

Table 7. Teachers' views about empowering leader administrator

Themes	Codes	f
Empowering	Motivating	18
	Contributing to professional development	16
	Participation in taking decision	13
	Transferring the authority	11
	Providing autonomy	6
	Accountability	3

According to the opinions of the teachers' in Table 7, the characteristics that should be present in the leader administrator under the category of empowering; motivation (f=18), supporting professional development (f=16), participation in taking decision (f=13), transferring authority (f=11), providing autonomy (f=6), and accountability (f=3). Some of the teachers' views about the empowering leader administrator are presented below in the form of citation:

"It is the official duty of teachers to attend class. However, if school administrators motivate teachers as a leader administrator about attending the class, teachers will make more efforts in their classrooms." (T137), "The leader is the person who supports the professional development of teachers by being an expert in the area." (T108), "..... If the administrator allows teachers to participate in decision making processes, he can become a leader administrator. A administrator who takes decision individually and says that this decision will be implemented cannot be expected to be a leader administrator." (T68), "The leader is the one who can transfer some of his authority to the teachers by relying on them." (T86), "Along with ensuring that the teachers perform their duties within the framework of official requirements, a leader administrator is the person who can provide autonomy to the teachers in their decision making processes about the work they perform in the classroom" (T126).

Teachers' views on the concept of a visionary leader administrator are shown in Table 8.

Table 8. Teachers' views about visonary leader administrator

Themes	Codes	f
Visonary	Forseeing the future	22
	Creating vision and directing it	21
	Analyzing event	12
	Improving the institution	11

According to Table 8 under the visionary theme of the leader administrators were found to be someone who foresees the future (f=22), creates vision and directs it (f=21), analyzes events (f=12)

and improves the institution (f=11). Some of the teachers' views about the visionary leader administrator are presented below in the form of citation:

"If the administrator prepares the school for the future, he is the leader administrator." (T1), "The person who creates a vision about the school and directs this to the teachers can be the leader administrator." (T156), "...He is the one who prepares the school for the future according to the changes and developments by keeping up with the changes and developments in the world." (T50), "It is the leader administrator who enhances the development of the school." (T29).

Teachers' views on the concept of a supportive leader administrator are shown in Table 9.

Table 9. Teachers' views about supportive leader administrator

Themes	Codes	f
Supportive	Appreciating	15
	Asisting	14
	Providing resources	13
	Making decisions collaboratively	10
	Providing emotional support	8

According to Table 9 teachers expressed the leader administrator as someone who appreciates (f=15), assists (f=14), provides resources (f=13), makes decisions collaboratively (f=10), and provides emotional support (f=8). Some of the teachers' views about the supporting leader administrator are presented below in the form of citation:

"School administrators are the leader administrators when they appreciate teachers for what they've performed. This is a support for the teacher." (T12), "It is clearly stated in the regulations that teachers can receive documents such as certificate of achievement or certificate of excellence. Apart from these, the leader administrator is a person who appreciates teachers orally and with his attitudes." (T87), "The leader administrator is a person who supports teachers by striving to provide resources such as materials they need, etc." (Ö96), "The leader administrators are also supposed to make decisions collaboratively by caring about teachers' opinions." (T77), "If the administrator makes me feel precious, he is the leader administrator for me." (T12), "A leader administrator is someone who is frank, honest, affectionate to students and employees." (T152).

RESULTS, DISCUSSION AND RECOMMENDATIONS

The result of the research put forward the characteristics of the leader administrator according to the opinions of the teachers.

According to the research, the leader administrator is the one who is ethical, facilitating, empowering, instructive, innovative, visionary, motivator and supportive. The results also show that teachers expect school administrators to be ethical, facilitating, empowering, instructive, innovative, motivating, supportive and visionary. Schools, a social unit, are the institutions that need to be renewed continuously according to the changes and developments in terms of their structure, aims and performance (Şişman, 2011). The leadership of the school administrator is considered as an important factor for change to be carried out. The school administrator who will carry out the change effectively is expected to be innovative, empowering, facilitating, motivating, instructive, ethical and visionary leader, along with the fact that the presence of a leader is necessary to change school, explore problems, create a new vision (Fullen, 2007; Liu, 2013). Because of the incompetency of the traditional and authoritarian management style to make schools effective requires administrators to have different skills and characteristics today, the ethical, facilitating, empowering, instructive, innovative, motivating and visionary characters of the school administrators as leaders are important in terms of making themselves and the schools more successful. Similarly, Çelik (2001) stated that the quality of education can only be improved by the leadership abilities of school administrators, while Kark (2004) attributed school success to the leadership of administrators.

School administrators should carry out ethical personality traits that are impartial, reliable, prudent, understanding, fair, courageous and democratic as well as being a leader who will carry out the change. The incompetency of ethical leadership character of administrators is one of the most important problems faced by institutions because it leads to an unfair, partial and unreliable school culture and atmosphere (Monahan, 2012). School administrators are expected to fulfill their duties within the framework of laws and policies, as well as to comply with professional ethics principles (Pehlivan, 2001). In the globalized world, where democracy became more important in the early 21st century, ethical values began to gain importance in education management. To this end, school administrators are required to carry out their studies within the framework of democratic values and universal ethical principles. Considering the importance of value judgments in determining and carrying out educational objectives, the importance of the school administrators of our age acting in accordance with ethical principles occupies an important place. Therefore, school administrators who want to meet the necessities of the time should strive to increase the level of success of all students by acting honestly, fairly and morally as an ethical leader administrator (Akbaba & Sarıkaya, 2017). In addition, it is an undesirable behavior that negatively affects team work and cooperation, which are very important for schools today. Because of the fact that the undemocratic administrator does not count in his/her employees at the decision making processes and does not give them a chance to express themselves freely, their participation in the activities will be low. In this framework, the ethical behavior of the administrators will reduce the problems in the school as well as making it easier for them to overcome the problems experienced. Considering that schools are institutions where moral and ethical values are prioritized and human relations are intensely experienced, it should be remembered that administrators should first exhibit ethical personal traits themselves in order to create a convenient school culture and atmosphere. They should be role-models for teachers, students and other stakeholders of the school with these characters.

Characters of the facilitating leader administrator according to teachers are guiding in determining goals and objectives, preparing environments for solving problems, assisting to learn and being open to solutions, collaborating to achieve goals and objectives, creating teams for activities, striving to improve jobs and functioning, providing employees with autonomy and self-control in their work, ensuring employees' opinions and being accessible. The leader administrator should be able to guide teachers in determining the objectives and goals of schools. However, in order to achieve this and guide teachers in setting goals, the administrator must be an expert. In solving problems encountered in schools, an administrator who is open to teachers' solutions can allow the problem to be solved more easily because teachers are practitioners at school and they can come up with more practical solutions to solve problems. Schools are social institutions where communication is required, so by being open to new ideas or solutions school administrators will contribute significantly to the functioning of the school.

Many activities carried out at schools are practices that require teamwork and cooperation. Therefore, school administrators should be able to form teams at schools by ensuring that activities are performed effectively and efficiently with cooperation and team spirit. The school administrators providing autonomy to the teachers while doing their jobs will contribute to them and increase students' success by enabling them to be more effective in educational practices. In addition, since the autonomous behavior of teachers contributes positively to education, teachers should be provided with the opportunity to use new methods and techniques, to take into account the needs of their students, to be able to make their own decisions in teaching and to implement these decisions. If teachers are allowed to join in decision-making processes, they can also be more willing and efficient to implement the decision. Teachers should be able to make individual decisions in the classroom and apply their own approaches. Thus, teachers will get more connected to their professions, their level of motivation will increase and they perform their job with great passion (Ertürk, 2020).

The facilitating leader administrator, who creates high-performing teams and maintains their existence and functioning, must have features such as transfer of authority, collaboration, creativity, transparency, feedback and development (Bens, 2007). As leader administrators, they strive to prepare an environment where employees can accomplish their duties with a strong personal activity thanks to

their facilitating roles as school administrators. In accordance with the characteristics of the school, facilitating school administrators must facilitate things, eliminate difficulties and keep morale high (Töremen & Karakuş, 2008). This makes it necessary for school administrators to become facilitating lead administrators. Facilitating leaders provide employees with the necessary resources while doing their jobs, train them to perform their duties individually, try to create an institutional culture, agreeable for common purpose where there is sustainable learning, cooperation and close relations among employees (Töremen, 2004). Facilitating leader administrators try to create a common vision by helping all stakeholders of the school and meeting with them and authorizing them (Lashway, 1997; Aytaç, 2000). Facilitating leaders form and coordinate their teams with the spirit of cooperation and care about cooperation and participation (Quigley, 1998). Facilitating leadership roles involve consistency, collaboration, developing a common vision, adapting to change, training staff, facilitating learning, planning, motivating, developing trust and value management. The concept of facilitating leadership, based on supporting and empowering those who work, aims at improving employees' self-confident and their participation in decisions. Facilitating leaders provide the necessary resources for employees, improve communications, and try to create institutional culture with their supporting and problem-solving skills (Randolph, 2000). As a result, the facilitating leader administrator is the one who collaborates with the teachers to facilitate all the work at school. In this context, it can be stated that the results obtained in this research are in line with previous literature.

Administrators who are innovative, receptive, who come up with new ideas and who can take risks, have innovative leader characters. In today's technology and innovation period, it is easier for school administrators to focus on innovation and come up with new ideas. They should care about these ideas to make it easier for schools to adapt to these changes and innovation because when schools do not adapt to the changes and innovations, educational activities are negatively affected and the students fall behind the characteristics of the age and society. The changing needs of the society in the 21st century, rapidly-developing science and technology require institutions to focus on innovation. Therefore, it is essential for schools to have innovative leader administrators in order to benefit from innovations and adapt to them. As institution leaders, school administrators play a key role in building innovation management skills because innovative leader administrators create and manage the culture that promotes innovation in the institution by managing resources and energy, empowering and legitimising to innovative actions (Jaskyte, 2004), playing an active role in developing and supporting innovation, specifying the vision of innovation in the institution with clear goals and spreading innovation practices to all levels of the institution (Cormican & O'Sullivan, 2004; Patterson, Kerrin & Ghetto-Roissard, 2009). In order to create innovation and development based on institutional creativity and learning skills at schools and to make it permanent, it is necessary to have innovative institutional culture at schools, leaders who perceive the importance of innovation and employees who consider innovation as the most important principal of their profession (Gülşen & Gökyer, 2010). The ability of school administrators to create innovative school culture and atmosphere will both increase the capacity of innovation in the institution and contribute to all employees supporting innovation by bringing new skills and knowledge at schools related to the innovation process (Bülbül, 2012). The innovative culture and atmosphere created at schools will affect the interactions and performance of all employees because the climate of innovative institutions that promote creativity is the first mechanism in which innovative behavior can develop (Chou, Shen, Hsiao & Chen, 2010). Innovative leader administrators at schools will create innovative school culture and teachers who have adopted the concept of innovation. Moreover, as a leader administrator, it has become a necessity in the 21st century for school administrators to improve themselves, to follow innovations in their fields and to be innovative to meet the expectations of the community from schools. With the rapid changing and developing of science and technology, it is necessary for schools, which are the most important educational institution, to be innovative and educate students in accordance with the age.

Motivating administrators are people with the ability and characters to motivate, inspire, activate, guide and support, aim and achieve success. These characteristics of them are very important to get efficient results obtained by motivating, inspiring and directing teachers and improving their performance. The school administrator can make the school successful, but he cannot achieve it on his

own. Teachers must also be included in the process as a team. They are required to be motivated effectively to form a team, and guided by the administrator. Motivating leaders use different means of inspiring patterns rather than using authority to achieve goals, and leaders and employees get involved in a high level of motivation activities (Burns, 1978). These practices include bonus as prize, appreciation, praise, value, participating decision making processes such as psychosocial development, promoting, communication, institutional and administrative tools that include justice (Yalçın & Korkmaz, 2013). In addition, leaders are supposed to motivate their employees to achieve much more than their potential. In order to achieve that, they should focus on teachers' individual needs and development, so that they can develop their own leadership potential (Bass & Riggio, 2006). This is possible if the leader gets to know the employees closely and guides them in line with their expectations, directs and motivates them. It is clearly seen that the results obtained in the research support the related literature. For this reason, school administrators should set the goals for school together with the employees and inspire the employees to achieve them. When the administrator increases his employees' motivation, it will be easier for him to direct and inspire them. In addition, transferring the authority of administrators to employees will reveal their leadership skills, which is a motivator itself. In order for teachers to carry out these tasks collaboratively at schools where team work is mandatory, school administrators are required to motivate and activate teachers as leader administrators. In order to form a convenient school atmosphere and culture, the school administrator must act with the teachers and be able to take risks when necessary.

According to teacher opinions, the role of instructional leader involves guidance for teachers and students, creating a positive and organized teaching-learning environment, creating and sharing the objectives of the school, promoting learning, supporting professional development and managing the educational processes effectively. Schools are the most important institutions for the development of society because the generations that will be raised at schools will participate in production and contribute to the development of society by working in different places in the future. However, in this process, along with the educational and professional requirements of teachers and students at schools, psychological and social requirements can also arise. Therefore, as a leader administrator, school administrators should have enough capacity to guide teachers and students at school, support the professional development of teachers, and strive to create a positive teaching and learning environment. Moreover, he should encourage teachers and students to learn, he should be a role model for them and participate in courses, seminars, workshops and congresses related to his field and continue postgraduate education, have educational journals at school and read them. He should also encourage teachers about their participation in every event that contributes to their professional development. As a leader administrator, he should manage the education processes effectively and ensure that they are practiced efficiency. He should identify the problems and deficiencies encountered in this process and act together with all stakeholders and solve the problems, and complete the deficiencies.

Instructional leadership roles of administrators are the basic requirement for school success (Hallinger, 2005). What distinguishes educational leadership from all other leadership approaches is its being unique to educational institutions (Kış & Konan, 2014). It focuses on educational leadership, which is the attitude of the school administrator to achieve the goals of the student and what needs to be done with them by affecting other stakeholders, practices such as explaining the school's goal, managing the teaching system and education, creating a positive school atmosphere, and tasks related to these issues (Buluç, 2009). Teaching leadership is different from other types of leadership, requiring direct interest in students, teachers, the curriculum and teaching-learning processes. As an instructive leader administrator, it is the job of school administrators to use their knowledge and skills to create a convenient teaching learning environment for students and teachers (Çelik, 2015) and to create an effective school for stakeholders to use their capacities (Smith & Andrews, 1989 in Özdoğru, 2020). Therefore, a positive teaching learning environment created at schools and all stakeholders using their capacities will increase the performance of teachers as well as the success of students and school. However, as a teaching leader, administrators must be an expert in different fields such as learning approaches, assessment and evaluation and classroom management in order to perform these tasks. Leaders with high levels of knowledge and skills could help teachers and students in school (Erdoğan,

2006). The responsibility of an education leader is to ensure the implementation of the curriculum by focusing on teaching and learning at school, to provide that stakeholders contribute to the implementation of school goals, and to give responsibilities to stakeholders that will result in success. Administrators should be able to create an appropriate school environment, interact with teachers and provide that teachers train students for the purposes of the school in order to develop students in all aspects by keeping up with innovations (Gökyer, 2010). As a leader administrator, school administrators should create a friendly and reliable school atmosphere in which all teachers work willingly. For students to obtain a good education, they must meet these conditions (Kaya, 2008). They should also support teachers in all conditions (May & Spovitz, 2011) by providing them an opportunity to improve themselves (Leithwood, 2016). In this context, it can be stated that the results obtained in this research are in line with educational characteristic of leaders in the literature. Therefore, in the 21st century, school administrators should be able to create a convenient teaching learning environment at schools by guiding teachers and students. In addition to their official duties, they should encourage teachers and students to make the school a learning institution and support the professional development of teachers. An administrator who could not meet the needs of teachers and students, who could not create a positive teacher learning environment and who could not contribute to the professional development of teachers possibly could not achieve success at school. For this reason, school administrators should have enough time to perform these practices because most school administrators spend time on dealing with bureaucratic requirements rather than performing school practices. As a matter of fact, Özdoğru (2020) also emphasized that the bureaucratic workload of school administrators must be reduced.

According to teacher opinions, the role of empowering leader involves the qualities of motivating, contributing to professional development, participating in decisions, transferring authority, providing autonomy and being accountable. Teachers are responsible for performing official duties under existing laws and policies. However, if teachers' motivation levels are increased by their administrators while performing these tasks, they might be more effective and efficient, make more efforts, and thus the success of both students and the school increase. Teachers also need up-to date professional knowledge, skills, methods and techniques. Leader administrators can also support teachers by contributing to their professional development when necessary. Teachers' participation in decision making processes is also important for supporting them because if they participate in these processes they will be more willing to take responsibilities in practicing. On the other hand, if the school administrators take the decision individually and ask the teachers to implement these decisions, both efficiency of the teachers will decrease and the success of the practices will not be at the desired level. Although most practices at schools are the implementation of central decisions, school administrators should ensure that teachers participate in decision-making processes and be autonomous in their work, especially in educational studies. Thus, as the leader administrators, they will both implement the decisions taken by the supreme institution and provide that projects, activities and activities will be carried out in accordance with the characteristics of the students and teachers by participating them in decision making processes and giving them autonomy on a school basis and thus meet the needs of the school and society. Along with implementing the official procedure, the leader administrator must be able to meet the needs and expectations of students, schools and society by strengthening teachers. As the empowering leader administrator, school administrators will also empower teachers by offering them an opportunity to question decisions and providing them feedback about the practices at the school and the functioning of the school. By doing so, they will not only increase teachers' levels of happiness but also their occupational satisfaction and productivity (Aktaş, 2008). Empowering leaders implement reinforcing strategies on new, creative and autonomous work by ensuring that the institution displays effective performance (Çavuş, 2006). Empowering leaders are the ones who empower the employees in a realistic and dynamic style by providing authority, responsibility in a visible and consistent manner, (Bodner, 2005).

According to research, the role of a visionary leader involves foreseeing the future, creating vision and directing it to the employees, analyzing the events and improving the institution. Every school with specific goals has a road map to achieve these goals. The vision of the school administrator is important in achieving these goals because the school administrator could determine

the point that the school wants to reach and inform teachers, students and other school stakeholders about this, so that he could motivate them. The role of the leader is to create vision and effectively spread it by setting clear goals (Cormican & Sullivan, 2004). Şişman and Turan (2002) supported the results of this research and stated that leadership is a process that involves foreseeing the future and setting realistic goals and creating vision for the future of the institution thanks to leader administrator's motivating skills in achieving the goals and creating a vision. Similarly, Erdoğan (2006) stated that it is important to set future goals and express them to employees in order to inspire and activate employees. As a matter of fact, school management no longer means implementing legislation and maintaining the authority or taking on the role of traditional and autocratic administrator; but taking on new roles about globalization, information technology, scientific attitudes and characters, instutional learning and total quality management (Göl & Bülbül, 2012). The administrator is obliged to create the school atmosphere accordingly by determining the mission and vision of his school, improving the cooperation environment and understanding the management of the school, and also designing how to apply them (Okutan, 2003). A school administrator should foresee the future, create a vision accordingly (Yıldız & Ertürk, 2019), share the vision with the teachers and create a school atmosphere to achieve this.

In the research; appreciation, assisting, providing resources, making decision collaboratively and providing emotional support are identified as the characters of a supportive leader. Teachers expect to be appreciated. When they are appreciated, this increases their motivation and they can be more diligent in their work. It is crucial for school administrators to support the practices at school and to make the decisions collaboratively with the teachers in terms of the efficiency of work because it is easier for teachers who participate in the decision making processes to adopt and implement the decisions made. Similarly, Göksoy (2014) stated that an administrator can be considered as successful if he can participate in the decision making processes conveniently in a school environment. It is essential for him to participate in these processes in order to achieve the goals by motivating teachers and increasing their performance (Delice & Gül, 2012). By doing so, the supporting characteristics of school administrators will also make it easier for them to be perceived as leader administrators. Teachers may also need material and emotional support while performing educational practices. Along with providing resources such as material to use in the classroom, for instance, teachers expect a school administrator to be frank and honest, in a way that makes them feel like he trusts and cares about them. All things considered, as a supportive leader administrator, school administrators should support teachers both in providing materials and giving them emotional support. As a matter of fact, Littrell, Billingsley and Cross (1994 in Savaş, 2016) also indicated that administrators should appreciate the practices performed by teachers, make teachers feel that they are valued members of the school, take their opinions into account, and provide them with necessary materials and resources to carry out effective teaching practices. Teachers supported by school administrators adopt the school's objectives more, and their feelings of commitment to the school increase (Şama & Kolamaz, 2011). In this context, the efforts of school administrators as supportive leader to support teachers constantly will ensure their performing more effectively and diligently.

According to research, the role of leader administrators involve: having ethical leadership characteristics consisting of fair and reliable attitudes at an equal distance to everyone, contributing to the professional development of teachers, creating an appropriate instutional atmosphere for the convenient functioning of the educational process at school, guiding teachers and students, supporting them by increasing the motivation of teachers and other employees, acting with teachers by taking risks when necessary and displaying innovative and visionary characteristics. These characteristics will contribute to the development of school culture and the formation of a convenient school atmosphere. In order for school to improve its educational processes and quality of itself at an international level, it is required to provide a constant development which is only possible when school administrators display leader characteristics.

Based on the findigs of the study, the impltations are as follows:

1-School administrators;

- An ethical leader administrator is supposed to be fair, reliable, constructive, patient, courageous, understanding, and democratic.
- A facilitating leader administrator is supposed to guide teachers in determining goals and objectives, create an environment for solving problems and be open to suggestions, help students and teachers learn and support their learning; ensure that activities and objectives are carried out collaboratively, aim to facilitate all work performed at school, provide the teacher with autonomy in their duties, and create a school atmosphere that allows teachers to express their views.
- An empowering leader administrator is supposed to increase teachers' motivation, contribute to their professional development and support them, involve them in decision making processes, transfer authority when necessary and be accountable to teachers and all stakeholders during his duties.
- An instructor leader administrator is supposed to guide teachers and students, strive for positive and convenient teaching environments, support the professional development of teachers by promoting learning, identify mistakes and missing practices and prevent errors by managing the educational process effectively.
- An innovative leader administrator is supposed to be receptive, come up with new ideas and take risks when necessary.
- A leader administrator needs to be motivating to inspire, activate, guide and direct teachers. This can be possible with the sustainable professional development of administrators.
- A supportive leader administrator is supposed to appreciate teachers, help them, provide resources, make decisions collaboratively and support them emotionally.
- A visionary leader administrator is supposed to have the ability to create a vision, foresee the future and adopt practices that would increase school success.

2- In addition to their official roles, leader administrators benefit from their characters as facilitating, empowering, instructive, innovative, motivating and supportive which will ensure a convenient school atmosphere and culture as well as providing schools to be open to developments.

3- In order for school administrators to gain leadership managerial characteristics; Ethical leadership, visionary leadership, instructional leadership, facilitating and supportive leadership, innovation and change, teacher empowerment, and motivation can be given seminars, and they can participate in workshops, conferences and congresses related to these issues.

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