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The Relationship between School Principals' Personality Traits and Spiritual Leadership Level*

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Abstract

The research was designed in the relational survey model to reveal the relationship between school administrators' personalities and their spiritual leadership levels. The study was conducted with 160 school administrators. The Spiritual Leadership Scale and Five Factor Inventory were used. The data were analyzed using descriptive and inferential statistical techniques. School administrators showed personality traits related to the highest conscientiousness and the lowest neuroticism. School administrators exhibited the highest level of altruistic love, the lowest level of vision and faith in spiritual leadership. The spiritual leadership levels of school administrators on the basis of dimensions and in general were relatively high. The spiritual leadership levels of school administrators differed according to seniority and managerial position in the vision and faith dimensions. Positive and negative relationships at low and medium levels were found between the personality traits of school administrators and their spiritual leadership levels. Personality traits of school administrators affect their vision and faith, altruistic love and general spiritual leadership.

Keywords: Administrator, Leadership, Personality, Spiritual.

Introduction

The prolongation of the time spent by employees in the workplace in recent years causes them to seek opportunities to meet their needs such as meaning, purpose, belonging, and loyalty in the workplace (Fry & Nisiewicz, 2013). Employees' expectations from their jobs have changed; prior to materiality, awareness of their potential as individuals, working in a good and ethical workplace and having an interesting job came to the fore. In this way, employees have become more concerned about having good colleagues, serving humanity, future generations, and the society they live in (Mitroff & Denton, 1999). Only financial gains cannot motivate employees; they also want to make a difference in the world and be involved in activities that are meaningful to them (Pfeffer, 2003). Employee needs, which started to differentiate in this way, made it necessary for organizations to transform to meet these needs. With this requirement, the workplace spirituality study area was born in the 1920s. Workplace spirituality is a field of study that emphasizes that employees have souls and minds that seek meaning and purpose in the workplace, need to feel connected to other employees, and feel like they belong to the community (Nair & Sivakumar, 2018). In other words, this field of study explores the changing employee needs and how these needs can be met in organizations, as mentioned above.

Spiritual leadership is a model of how the aforementioned employee needs - that is, the need to feel connected, the search for meaning and purpose and belonging to the community, can be met. (1) Vision, (2) hope and faith, and (3) altruistic love are three dimensions of spiritual leadership in this model (Fry, 2005). The vision dimension, which is one of the values, attitudes and behaviors of spiritual leadership revealed in the model, presents the future picture that conveys why individuals should strive to create the said future (Fry & Nisiewicz, 2013). The vision dimension includes spiritual leadership qualities such as attracting the main stakeholders, defining the purpose and how to achieve the goal, reflecting high ideals, supporting hope and faith, and determining the standard of excellence (Fry, 2005). The hope and faith dimensions reveal the unshakable belief in something despite the lack

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of evidence (Fry & Nisiewicz, 2013). According to Fry (2005), there are spiritual leadership qualities such as endurance, perseverance, doing whatever is necessary, reward or expectation of success, and excellence in the dimension of hope and faith. The hope of excellence and the faith in it are two of the most important issues that leaders look for (Kiral, 2020). The altruistic love dimension, on the other hand, is defined as the feeling of harmony with integrity and well-being born through the care, interest, and appreciation shown to oneself and others (Fry & Nisiewicz, 2013). In that case, according to the model presented in Fry (2005), spiritual leadership can be considered a process that includes the values, attitudes, and behaviors of the leader, which includes motivating and inspiring followers internally through faith, within the framework of the vision of an organizational culture that includes altruistic love. While the search for meaning and purpose of the leader and his/her followers can be met through the vision of an organization and the belief in this vision, through an organizational culture based on altruistic love, employees' needs to feel like they belong can also be met. In this way, it can be said that if people's needs are met, their commitment to the organization and its productivity will increase.

When studies on spiritual leadership (Fry, Latham, Clinebell, & Krahnke, 2017; Fry & Matherly, 2006 etc.) are examined, it can be said that spiritual leadership affects organizational commitment and productivity. It has been revealed in various studies (Chen, Yang, and Li, 2012; Malone & Fry, 2003 etc.) that the vision, hope and faith dimensions of spiritual leadership meet the needs of individuals, the search for meaning and purpose, and the sense of belonging, thus having positive results in organizational and individual terms. Educational organizations, like other organizations, need to be able to follow contemporary developments in order to fulfill their functions effectively and efficiently. Technological developments in recent years have provided students with the opportunity to easily access the subject they are curious about and compare different perspectives on a subject, while allowing teachers to prepare their teaching activities in a shorter time with different teaching strategies. On the other hand, questioning the meaning of schools, and the importance of teaching activities in schools, the meaning and purpose of being a teacher in an age where information can be accessed via the internet brought up the consideration of various concepts such as meaning, purpose, needs, and spiritual well-being in educational organizations (Aslan & Korkut, 2015). In the light of these developments, there may be a greater need than ever for school administrators who can lead both teachers and students, taking their spiritual well-being into account. However, first of all, it is important to identify school administrators who can exhibit spiritual leadership characteristics, and to determine which variables are related to spiritual leadership.

Bono and Judge (2004) found in their search in the PsycInfo database that 1.738, or 12 %, of the 15.000 articles published on leadership after 1990 included personality and leadership keywords. This clearly indicates a strong and growing interest in studies of leadership predispositions. As a matter of fact, according to Kiral and Basaran (2018), as long as human beings exist, the interest in leadership and leadership studies will continue to increase. Because societies need positive leaders who show positive personality traits, Kiral (2020) stated that there is an important relationship between personality traits and leadership and that people who show positive perfectionist personality traits exhibit sustainable excellent leadership. The meta - analysis study conducted by Judge, Bono, Ilies, and Gerhardt (2002) revealed that there is a relationship between five-factor personality traits and leadership.

Although the studies on the structure of personality are very old, the classification structure called "five factor personality traits" has been more accepted in recent years and has created an important revolution in the field of personality psychology. Five - factor personality traits in particular are broad personality structures that manifest more specific traits. The extroversion dimension refers to being friendly, sociable, active, and inclined to seek excitement; the agreeableness dimension refers to being gentle, reliable, honest, and warm; the conscientiousness dimension includes being focused on success and reliability; the neuroticism dimension refers to a tendency to be anxious, depressed, fearful, or sad; and the openness dimension refers to being creative, dreamy, and intuitive (Judge & Bono, 2000). As can be seen, of these mentioned dimensions, it can be said that extroversion, agreeableness, conscientiousness, and openness can be related to positive leadership. It is very difficult for a non-extrovert person to come to the fore as a leader and to show himself. In addition, people do not want to go behind a person who does not take responsibility and is not trusted. Trust is one of the important personality traits that those who follow the leader desire in the leader. The leader wants to move towards the future he or she dreams of in harmony with their followers. The more he or she can convince people of their dream, the more people will follow them. A leader can continue his/her existence as long as he or she makes people believe in their dreams. It is very difficult for those who show neurotic personality traits to be accepted as leaders in society. According to Judge et al. (2002), the most consistent personality trait in relation to leadership is extroversion; then, respectively, conscientiousness, openness, and agreeableness. Considering that those who get high scores in the agreeableness dimension will exhibit characteristics such as passivity and mildness, it can be said that it is difficult for them to emerge as leaders.

In general, it can be said that spiritual leadership is a leadership style that has recently begun to attract attention and this situation has started to manifest itself in educational organizations through conducted studies (Akinci, 2017; Bozkus & Gunduz, 2016; Holden, 2017; Khani & Arani, 2013). These studies are mostly concerned with the results of spiritual leadership. However, it is clear that personality traits are related to leadership. Particularly, interest in research on the personality traits of effective leaders has revived (De Hoogh, Den Hartog, & Koopman, 2005). As a matter of fact, when the literature is examined, the relationships between transformational leadership and personality (Judge & Bono, 2000), personality and ethical leadership (Ozbag, 2016), charismatic/transformational leadership and personality (De Hoogh et al., 2005) and personality and leadership styles (Civgaz-Kazancioglu, 2018; Yalcinkaya, 2017) have been revealed. As can be seen, the relationship between personality traits and many leadership styles has been examined. However, it can be said that the relationship between the personality traits of school administrators, who are one of the most important leaders of education in schools, and their display of spiritual leadership values, attitudes, and behaviors hasn't been examined. Nevertheless, knowing which personality traits are related to the spiritual leadership of school administrators and whether these personality traits predict their spiritual leadership or not can facilitate the work of policy makers and practitioners in determining the managers who can display the values, attitudes, and behaviors in advance, making arrangements accordingly, and increasing the quality of education. In addition to this, it is hoped that this study will guide researchers as the first to deal with spiritual leadership and personality traits together in the field of educational administration. The purpose of this study is to reveal the relationship between personality traits and spiritual leadership levels of school administrators working in public secondary schools and their status according to various variables discussed. In line with this general purpose, answers to the following questions were sought:

- 1- How are the personality traits of school administrators based on their dimensions?
- 2- Do the personality traits of school administrators show a significant difference according to gender?
- 3- How are the spiritual leadership levels of school administrators based on dimensions and in general?
- 4- Do the spiritual leadership levels of school administrators differ according to the variables of gender, age, seniority, educational status, number of teachers in the school, managerial position, and the school type?
- 5- Is there a significant relationship between the personality traits of school administrators and their spiritual leadership levels?
- 6- Do the personality traits of school administrators predict their spiritual leadership levels?

Method

Research Model

This study, which aims to determine the relationship between the personality traits and spiritual leadership levels of school principals, was designed in the correlational survey model (Buyukozturk, Kilic-Cakmak, Akgun, Karadeniz & Demirel, 2020; Karasar, 2020).

Population and Sample

The target population of this study consists of 268 school administrators working in high schools (Anatolian, Vocational and Technical Anatolian, and Anatolian Imam-Hatip High Schools) in the province of Aydin in the 2017-2018 academic year (Aydin Provincial Directorate of National Education, 2017). Stratified and random sampling methods were used in the research. While distributing the sample according to 17 districts, the ratio of the number of administrators in each district within the total target population was first determined. Later, the number of administrators in each district was tried to be represented in the sample at the rate it is represented in the target population. The table of sample sizes was used to determine the number of samples. In the table, it is determined that the research will represent the target population consisting of 268 administrators with 159 high school administrators at the level of $\alpha = .05$ significance and 5 % tolerance (Ural & Kılıc, 2018). The sample was composed of 191 school administrators, taking up 20% more of the sample due to the small number of school administrators and the losses that may occur during the data collection process. Schools in the districts were determined using the simple random sampling method. By going to the designated schools, the data collection tool, for which permission was obtained from the Aydin Provincial Directorate of National Education was given to 191 school administrators who wanted to participate in the study voluntarily and to fill in the necessary explanations. In some cases, the administrator was waiting for the scales; in other cases, the scales were left with the administrators and then received. However, 16 data collection tools that were not filled in properly (left

incomplete, not filled in) and 15 data collection tools with extreme / outlier values were excluded from the study (Buyukozturk et al., 2020). The research was conducted using 160 data collection tools.

It was revealed that 38 (23.8 %) of the school administrators participating in the study are female, 122 (76.2 %) are male; 34 of them (21.3 %) are 40 years and under, 85 of them (53.1 %) are in the 41-50 age range and 41 of them (25.6 %) are 51 years and over; 38 of them (23.8 %) have a professional seniority of 15 years or less, 83 of them (51.8%) have a professional seniority of 16-25 years, 39 (24.4%) have a professional seniority of 26 years or more; 134 of them (83.7 %) are undergraduate and 26 of them (16.3 %) are graduate; 34 of them (21.3 %) are working schools where the number of teachers in schools are 25 or less, 75 of them (46.8 %) are working in schools where 26-50 teachers work, 51 of them (31.9 %) are working schools where the number of teachers in the school are 51 or more, 38 (23.8 %) of them were principals, 122 (76.2 %) were assistant principals; 61 (38.1 %) were employed in Anatolian High School, 80 (50 %) in Vocational and Technical Anatolian High School and 19 (11.9 %) in Anatolian Imam Hatip High School.

Data Collection Tools

In the study, data was collected with a data collection tool consisting of two parts. In the first part of the data collection tool, there is the "Personal Information Form", in the second part, there is the "Spiritual Leadership Scale" and the "Five Factor Inventory".

Personal Information Form: In the personal information form, there were questions about the secondary school principals' gender, age, seniority, educational status, number of teachers in the school, managerial position, and school type.

Spiritual Leadership Scale: In order to reveal the spiritual leadership levels of school administrators, the vision, hope/faith and altruistic love dimensions of the "Spiritual Leadership Scale" developed by Malone and Fry (2003) and adapted into Turkish by researchers were used in the study. Necessary permissions were obtained from the researchers to adapt the scale. The original form of the spiritual leadership scale developed by Malone and Fry (2003) consists of 17 items in three sub-dimensions: vision (5 items), hope/faith (5 items), and altruistic love (7 items). The scale, where there is no reverse-coded item, is a 5-point Likert [I never agree (1) - I totally agree (5)] type. In adaptation studies, the necessary sensitivity has been shown by considering the problems that may arise due to the differences between cultures. First of all, the original form of the spiritual leadership scale was translated into Turkish by the researchers and language experts (n: 2). The translation obtained was translated back to English by different language experts (n: 2). By comparing the opinions put forward, a common result has been reached for each item. When the scale was translated into Turkish, it was seen that there were items with the same meaning, indicating two judgments. Items with the same meaning were removed from the scale. On the other hand, items that are seen as stating two jurisdictions have been rearranged so that each item states a judgment. Thus, a new draft of 18 items was obtained, consisting of 4 items in the vision dimension, 4 items in the hope and faith dimension, and 10 items in the altruistic love dimension. Then, the scale obtained was presented for the opinion of education administration field experts (n: 3). According to their views, after some changes were made and a consensus was reached, the "Spiritual Leadership Scale" was given its final form for application. Thus, the face validity of the scale was provided (Kaptan, 1998). Exploratory and confirmatory factor analyses were used to determine the construct validity of the spiritual leadership scale.

As a result of EFA, a new structure with two factors, different from the three-dimensional structure of the Spiritual Leadership Scale, emerged. In addition, 8 items have low item discrimination; factor load below .40 and overlapping in different dimensions (Buyukozturk, 2019), were removed from the scale, and five items remained in both dimensions. According to the literature, the scale was named the Spiritual Leadership Scale with, its dimensions being the vision and faith dimension and the altruistic love dimension. Information about the factor loads of the scale and the variance rates they explain are given in Table 1.

When Table 1 is examined, it is found that the vision and faith subscale consists of 5 items, explains 28.68% of the total variance, and the factor load values range is between .65 and .78. It was determined that the altruistic love subscale consists of 5 items, explains 28.36% of the total variance, and the factor load values range is between .42 and .90. It was found that the eigen values of the scales were 3.90 for the vision and faith subscale and 1.81 for the altruistic love subscale.

Table 1. Factor loads and explained variance values of the spiritual leadership scale

Factor	Item No	Item	Factor Load	Explained Variance
Vision and faith	7.	Since I believe in all the ideals of my school, I put a lot of effort into their realization.	.76	28.68%
	8.	I demonstrate my faith in my school's mission by doing anything that can help us succeed.	.65	
	9.	I'm committed to my school's vision.	.70	
	11.	My school's vision reveals potential in me.	.73	
	12.	My school vision allows me to perform at my best.	.78	
Altruistic Love	10.	As a manager, I have the courage to protect the rights of my employees.	.42	28.36%
	13.	I treat my employees kindly.	.84	
	14.	I am understanding towards my employees.	.90	
	15.	I take care of my employees' problems.	.78	
	18.	I care about my employees.	.65	

The validity of the two-dimensional structure resulting from EFA was tested by confirmatory factor analysis. After the Satorra-Bentler normality correction (Byrne, 1994) and the proposed modification, the goodness of fit indexes of the 10-item scale ($\chi^2 = 63.92$, $df = 33$, $p = 0.00$, $\chi^2 / df = 1.93$, SRMR= .07, RMSEA= .08; CFI= .96, NFI= .88, NNFI= .95, GFI= .92) were found to be suitable (Hu and Bentler, 1999). Factor loads for the model obtained are shown in Figure 1.

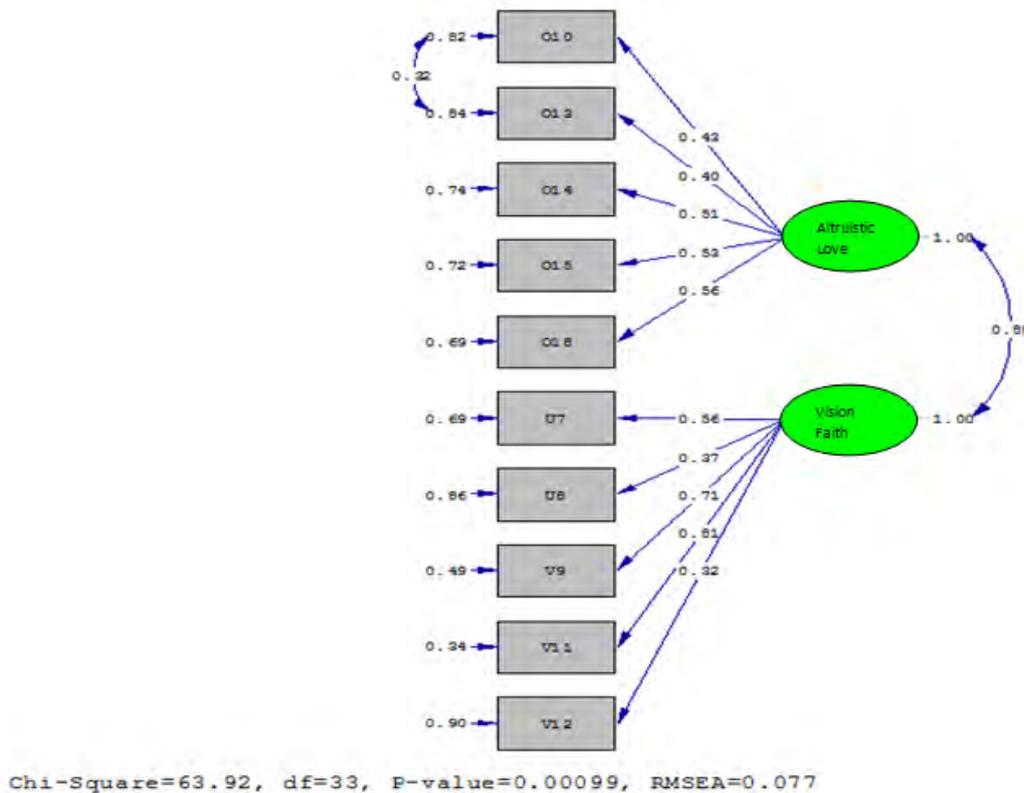


Figure 1. Confirmatory factor analysis of the spiritual leadership scale in the sample of school administrators

When Figure 1 is examined, it can be said that the factor loadings of the emerging model of the spiritual leadership scale are appropriate. In addition, it was determined that t-values were between 19.03 and 32.20, and all tests were statistically significant according to the results of the t-test (bottom-top 27% groups) for the independent sample

conducted to examine the distinctiveness of the items of the spiritual leadership scale ($p < .001$). According to these values, it can be said that the scale is valid (Cokluk, Sekercioglu, & Buyukozturk, 2018; Kline, 2005). The total internal consistency coefficients of the scale were found to be .82, .79 for vision and faith, and .80 for altruistic love. According to these values, it can be said that the Turkish form of the scale is quite reliable (Tavsancil, 2019).

Five Factor Inventory: In this study, the “Five Factor Inventory,” developed by Benet-Martinez and John (1998) and adapted into Turkish by Sumer and Sumer (2005), was used to measure the personality traits of school administrators. The Five Factor Inventory consists of 5 dimensions (neuroticism, extroversion, agreeableness, openness, and conscientiousness) and 44 items (16 with reverse code). In the inventory, there are 9 items that measure agreeableness and conscientiousness, 8 items that measure extroversion and neuroticism, and 10 items that measure the dimension of openness. The scales in the inventory are of the 5-point Likert [I strongly disagree (1) - I completely agree (5)] type. The Five Factor Personality Inventory was used in studies on education (Celebi & Ugurlu, 2014; Gokler & Tastan, 2018) and specifically in the sample of school administrators (Koca, 2016). In these studies, it was determined that the Cronbach Alpha reliability values of the scale ranged between .70 and .79. Within the scope of this study, a validity study was not conducted, but the Cronbach Alpha reliability values of the Five Factor Inventory were examined. It was found that the Cronbach alpha reliability coefficients of the scales of the Five Factor Inventory ranged from .69 to .77. According to these values, it can be said that the scale is reliable (Tavsancil, 2019).

When the dimensions and items of the scale are examined, the extroversion dimension includes many personality traits such as mobility, liking to have fun, self-confidence, affection, being friendly, talkative, and sociable (Item 1: Talkative). The agreeableness dimension includes personality traits such as reliability, sincerity, friendliness, kindness, and cooperativeness (Item 7: helpful and non-selfish). In the dimension of conscientiousness, there are expressions to measure personality traits such as diligence, neatness, diligence, planned programmability, and meticulousness (Item 3: Doing a job completely). In the dimension of neuroticism, personality traits such as tension, insecurity, anxiety, pessimism, boredom, and a changeable nature were present (Item 4: depressive and sad). In the dimension of openness to development, there are expressions to measure personality traits such as creativity, sensitivity to art and beauty, having rich and complex emotional lives, and being intellectually curious (Item 5: originality, producing new ideas).

Data Analysis

The demographic data obtained within the scope of the research has been analyzed with frequency and percentage. Personality traits and spiritual leadership levels of school administrators have been analyzed using the mean and standard deviation. Whether the spiritual leadership levels of school administrators differ significantly according to independent variables (gender, age, seniority, number of teachers in the school and managerial position) and whether the personality traits of school administrators differ significantly according to gender (according to the literature, only gender was taken because personality traits are related to gender) was found by parametric difference tests. Which groups caused the difference in the ANOVA test was tested with the Scheffe test, one of the multiple comparison test techniques. Whether or not the spiritual leadership level of school administrators differentiated according to the variables of educational status and the type of school they worked in ($n < 30$) or not was determined by nonparametric difference tests (Mann-Whitney U and Kruskal- Wallis). Whether there is a significant relationship between the personality traits of school administrators and their spiritual leadership levels was tested with the Pearson Moments Multiplication Correlation Coefficient. The effect of the personality traits of school administrators on their spiritual leadership level was tested by Multiple Regression Analysis. The correlation coefficient was interpreted as low (.00- .29), medium (.30 - .69), and high (.70 - 1.00) (Kırıl & Kacar, 2016).

Findings

Findings Regarding Personality Traits and Gender Variables of School Administrators

The descriptive statistics of the school administrators' personality traits according to their answers to the Five Factor Inventory and the comparison by gender are shown in Tables 2 and 3.

Table 2. Descriptive Statistics of School Administrators' Mean Scores Regarding Personality Traits Dimensions

Dimensions	n	\bar{X}	Sd	Ranking
Conscientiousness		4.34	.53	1
Agreeableness		4.33	.45	2
Openness	160	4.04	.52	3
Extroversion		3.79	.58	4
Neuroticism		2.52	.66	5

As seen in Table 2, school administrators have the personality traits of conscientiousness ($\bar{X}=4.34$), agreeableness ($\bar{X}=4.33$), openness ($\bar{X}=4.04$), extraversion ($\bar{X}=3.79$) and neuroticism ($\bar{X}=2.52$), respectively.

Table 3. Comparison of Personality Traits of School Administrators According to Gender

Dimensions/Variables	Gender	n	\bar{X}	Ss	Sd	t	p
Extroversion	Female	38	3.94	.69		1.54	.13
	Male	122	3.75	.53			
Agreeableness	Female	38	4.37	.46		.69	.49
	Male	122	4.32	.45			
Conscientiousness	Female	38	4.32	.51	158	.25	.80
	Male	122	4.34	.54			
Neuroticism	Female	38	2.59	.65		.73	.47
	Male	122	2.50	.66			
Openness	Female	38	4.10	.54		.75	.45
	Male	122	4.02	.52			

As can be seen in Table 3, personality traits of school administrators do not differ according to the gender variable on the extroversion [$t_{(158)}=1.54, p>.05$]; agreeableness [$t_{(158)}=.69, p>.05$]; conscientiousness [$t_{(158)}=.25, p>.05$]; neuroticism [$t_{(158)}=.73, p>.05$] and openness [$t_{(158)}=.75, p>.05$] dimensions.

Findings Regarding the Spiritual Leadership Levels of School Administrators and Various Variables

The findings obtained from the statistics regarding the spiritual leadership levels of school administrators and whether these levels differ according to gender, age, seniority, educational status, number of teachers in the school, managerial position, and school type are given in Tables 4 and 5.

Table 4. Descriptive Statistics of the Spiritual Leadership Levels of School Administrators

Dimensions	n	\bar{X}	Sd	Ranking
Altruistic Love		4.68	.37	1
Vision and Faith	160	4.32	.46	2
General Spiritual Leadership		4.50	.35	

As seen in Table 4, school administrators mostly have altruistic love ($\bar{X}=4.68$), then vision and faith ($\bar{X}=4.32$) values, attitudes, and behaviors. School administrators' spiritual leadership levels, on the basis of dimensions and in general, are relatively high ($\bar{X}=4.50$).

Table 5. Analysis of the Spiritual Leadership Levels of School Administrators According to Various Variables

Dimensions/ Variables	Gender		Age		Seniority		Educational status		Number of teachers		Managerial position		Type of school	
	t	p	F	p	F	p	U	p	F	p	t	p	X ²	p
Vision and Faith	1.17	.25	.07	.93	3.63	.03*	1595.50	.49	1.73	.18	2.12	.04*	.43	.81
Altruistic Love	.97	.34	.23	.80	.22	.80	1539.50	.33	2.53	.08	.76	.45	1.93	.38
General Spiritual Leadership	1.21	.28	.09	.92	.15	.15	1698	.84	2.97	.06	1.81	.07	.07	.97

* p<.05

As can be seen in Table 5, the spiritual leadership levels of school administrators do not differ significantly on the basis of dimensions and generally according to gender, age, educational status, the number of teachers in the school, and the type of school.

According to the seniority variable, the level of spiritual leadership exhibited by school administrators on the altruistic love dimension [$F_{(2-157)} = .22; p > .05$] and as general spiritual leadership [$F_{(2-157)} = .15; p > .05$] did not show a statistically significant difference. However, a statistically significant difference was found in the dimensions of vision and faith [$F_{(2-157)} = 3.63; p < .05$]. A Scheffe multiple comparison test was conducted in order to determine between which groups the significant difference occurred. According to the test results, the average score of school administrators with seniority of 26 years or more in the vision and faith dimension is higher than that of those with seniority between 16 and 25 years. The calculated effect size was found to be small ($\eta^2 = .04$). The change in vision and faith dimension is explained by a 4% seniority variable. According to the managerial task variable, the levels of spiritual leadership exhibited by school administrators did not show a statistically significant difference in altruistic love [$t_{(158)} = .76, p > .05$] and general spiritual leadership [$t_{(158)} = 1.81, p > .05$]. However, a significant difference was found in the dimension of vision and faith [$t_{(158)} = 2.12, p < .05$] according to the managerial task variable. In the dimension of vision and faith, the average score of school principals ($\bar{X} = 4.58$) was found to be significantly higher than the average score of school administrators working as assistant principals ($\bar{X} = 4.28$). When the size of the effect of the difference is examined, this effect ($d = .39$) is small. The difference between the average scores in the vision and faith dimensions according to the managerial task variable is .39 standard deviation.

Findings Regarding the Relationship between Personality Traits of School Administrators and Their Spiritual Leadership Levels

The correlation test results for the relationship between the personality traits of school administrators and their spiritual leadership levels are given in Table 6.

Table 6. The Relationship Between Personality Traits of School Administrators and Their Spiritual Leadership Levels

Dimensions	EXT	AGR	CON	NEU	OPE	VIF	ALT	GSL
EXT	-							
AGR	.33**	-						
CON	.46**	.41**	-					
NEU	-.36**	-.34**	-.31**	-				
OPE	.47**	.30**	.35**	-.22**	-			
VIF	.27**	.13**	.31**	-.20**	.19**	-		
ALT	.14**	.21**	.14**	-.21**	.29**	.39**	-	
GSL	.25**	.20**	.28**	-.25**	.28**	.87**	.79**	-

EXT: Extroversion; AGR: Agreeableness; CON: Conscientiousness; NEU: Neuroticism; OPEN: Openness; VIF: Vision and Faith; ALT: Altruistic Love; GSL: General Spiritual Leadership. ** p<.01

When Table 6 is analyzed, it is seen that the relationship of the secondary school administrators' extroversion personality trait with agreeableness, conscientiousness, and openness personality traits is positively medium; with neuroticism personality trait is negatively medium; and the relationship with altruistic love dimension, vision and faith dimension, and general spiritual leadership are positively low and significant. It is found that the relationship of the secondary school administrators' agreeableness personality trait with conscientiousness and, openness personality traits is positively medium; the relationship with neuroticism personality trait is negatively medium; and the relationship with vision and faith dimension, altruistic love dimension, and general spiritual leadership are positively low and significant. It is observed that the relationship of secondary school administrators' conscientiousness personality traits with openness personality trait is positively medium; with neuroticism personality trait, it is negatively medium; with altruistic love dimension, it is positively low; with vision and faith dimension, it is positively medium; and with general spiritual leadership is positively low and significant. It is found that the relationship of secondary school administrators' neuroticism personality traits with openness personality trait, vision and faith dimension, altruistic love dimension, and general spiritual leadership is negatively low and significant. It is detected that the relationship of secondary school administrators' openness personality traits with the vision and faith dimension, the altruistic love dimension, and general spiritual leadership is positively low and significant. It is seen that the relationship between secondary school administrators' vision and faith dimension scores and altruistic love dimension scores is positively medium; general spiritual leadership is positively high and significant. It is observed that the relationship between the altruistic love dimension and general spiritual leadership is positively high and significant.

Findings Related to the Prediction of Spiritual Leadership Levels by Personality Traits of School Administrators

The findings obtained regarding whether the spiritual leadership levels of school administrators are predicted on the basis of dimensions and generally by their personality traits are given below.

The results of the multiple regression analysis conducted to determine whether the vision and faith levels of school administrators are predicted by personality traits are given in Table 7.

Table 7. Multiple Regression Analysis Results Related to the Prediction of Vision and Faith Level

Variables	B	Standard Error B	β	t	p	Binary r	Partial r
Constant	3.324	.51	-	6.52	.000	-	-
Extroversion	.099	.07	.125	1.33	.18	.27	.10
Agreeableness	-.055	.09	-.054	-.63	.53	.13	-.05
Conscientiousness	.194	.08	.224	2.48	.01	.31	.20
Neuroticism	-.068	.06	-.097	-1.16	.25	-.20	-.09
Openness	.046	.08	.053	.60	.55	.19	.05
R=.355; R ² =.126 F _(5;154) = 4.429; p=001							

As can be seen in Table 7, it was found that the linear combination of all dimensions of the five-factor personality traits model of school administrators predicted the vision and faith dimension significantly [R = .36; R² = .13; F_(5; 154) = 4.43; p < .01]. Independent variables explained 13 % of the variance regarding the vision and faith dimension. When the t test related to regression coefficient was examined, it was found that only the conscientiousness personality traits significantly predicted the vision and faith dimension, but the other dimensions of personality traits didn't predict it.

The results of the multiple regression analysis conducted to determine whether the altruistic love levels of secondary school principals are predicted by personality traits are given in Table 8.

Table 8. Multiple Regression Analysis Results Related to the Prediction of Altruistic Love Level

Variables	B	Standard Error B	β	t	p	Binary r	Partial r
Constant	3.964	.41	-	9.653	.000	-	-
Extroversion	-.038	.06	-.060	-.63	.53	.14	-.05
Agreeableness	.086	.07	.106	1.22	.22	.21	.09
Conscientiousness	-.006	.06	-.008	-.09	.93	.14	-.01
Neuroticism	-.081	.05	-.144	-1.71	.09	-.21	-.13
Openness	.178	.06	.253	2.88	.01	.29	.22
R=.340; R ² =.116 F _(5,154) = 4.031; p=.002							

When Table 8 was analyzed, it could be seen that the linear combination of all dimensions of the five-factor personality traits model of school administrators predicted the altruistic love dimension significantly [R=.34; R²=.12; F_(5,154)=4.03; p<.01]. Independent variables explained 12 % of the variance regarding the altruistic love dimension. When the t test related to the regression coefficient was examined, it was found that only openness personality traits significantly predicted the altruistic love dimension, but the other dimensions of personality traits didn't predict it.

The results of a multiple regression analysis conducted to determine whether the spiritual leadership level of secondary school principals is predicted by personality traits are given in Table 9.

Table 9. Multiple Regression Analysis Results Related to the Prediction of Spiritual Leadership Level

Variables	B	Standard Error B	β	t	p	Binary r	Partial r
Constant	3.644	.38	-	9.56	.000	-	-
Extroversion	.031	.06	.051	.55	.582	.25	.04
Agreeableness	.015	.07	.020	.24	.813	.20	.02
Conscientiousness	.094	.06	.144	1.61	.109	.28	.12
Neuroticism	-.074	.04	-.141	-1.70	.092	-.25	-.13
Openness	.112	.06	.169	1.96	.052	.28	.15
R=.374; R ² =.140 F _(5,154) = 5.005; p=.000							

As can be seen in Table 9, it was found that the linear combination of all dimensions of the five-factor personality traits model of school administrators predicted the spiritual leadership dimension significantly [R=.37; R²=.14; F_(5,154)=4.43; p<.01]. Independent variables explained 14% of the variance regarding spiritual leadership. However, when a t test related to the regression coefficient was examined, it was found that any of the personality traits didn't predict spiritual leadership significantly.

Discussion, Conclusion and Recommendations

According to school administrators, the most prominent personality traits are conscientiousness, followed by agreeableness, openness, extroversion, and neuroticism. There are studies (Koca, 2016; Yildizoglu, 2013) in which the conscientiousness personality trait of school administrators is at a high level in the literature. Yildizoglu (2013) found the personality traits of school administrators to be agreeableness, openness, conscientiousness, extroversion and neuroticism. Koca (2016), on the other hand, identified the personality traits of school administrators as openness, agreeableness, conscientiousness, extroversion, and neuroticism, respectively. As in Yildizoglu's (2013) and Koca's (2016) studies, conscientiousness, agreeableness and openness are the first three personality traits of school administrators. It can be said that the roles, responsibilities, and workloads of school administrators have increased in a changing and globalizing world. Considering this situation, it becomes more important than ever before that school administrators are planned, decisive, open to innovations, able to think multi-dimensionally, that is, individuals who have the personality characteristics of conscientiousness and

openness. So much so that in the changing and globalizing world, roles such as social service expertise, coaching, and community leadership have become expected from school administrators (Balyer, 2012). For this reason, it is important for school administrators to be in contact with students, teachers, parents, and the school; to cooperate with other institutions; and to have developed empathy skills. In other words, it is important for school administrators to be individuals with agreeable personality traits. In this study, the reason for the high conscientiousness personality trait of administrators may be that people with a high level of conscientiousness have been promoted to administrative positions. As a matter of fact, as a result of studies examining the relationship between Five Factors and job performance, it has been found that employees who get high scores from the dimension of conscientiousness are perfect employees, and it is taken for granted that they are successful (Burger, 2004/2016). The low neuroticism personality trait of school administrators in the study is a positive situation. In fact, neuroticism is associated with low professional satisfaction (Koca, 2016) and low job satisfaction (Demirci, 2003). For this reason, it can be thought that people with a dominant neuroticism trait cannot rise to the position of administrators, and the scores of neuroticisms of those who have undertaken management tasks are low. In addition, it can be said that school administrators are calm people who do not have excessive emotional reactions.

The personality traits of school administrators did not vary significantly according to gender. In the literature, there are studies similar to the results of this research as well as different studies. Goksal (2017) concluded that the personality traits of teachers do not differ according to gender. Yildizoglu (2013) found in her study that there was a significant difference in the extroversion and openness personality traits of school administrators in favor of females, but similar to this study, there was no difference in the personality traits of conscientiousness, agreeableness, and neuroticism. In his study, Koca (2016) found that there was no significant difference in the agreeableness and conscientiousness personality traits of school administrators according to gender, but there was a significant difference in favor of female administrators in the personality traits of extroversion, openness, and neuroticism. As can be seen, while personality traits differ according to gender in some studies, in some studies, including this study, personality traits do not differ according to gender. The reason for this may be that the studies were conducted with samples living in different regions and having different socio-cultural backgrounds. As a matter of fact, socio-cultural factors dictate how it is appropriate for women and men to behave and thus cause personality traits to differ according to gender (Feingold, 1994). In this respect, it can be seen that in samples with a socio-cultural background where gender roles are not emphasized much, and the characteristics attributed to men and women are not separated by sharp boundaries, personality traits do not differ significantly according to gender.

It has been determined that school administrators exhibit the most altruistic love, followed by vision and faith in their spiritual leadership values, attitudes, and behaviors. School administrators' altruistic love, vision/faith, and general spiritual leadership levels are relatively high. Another study in which school administrators evaluated their own spiritual leadership levels was not found within the scope of the literature reached. However, in the current education system, school administrators are actually teachers who have taken on the role of administrators. Aslan and Korkut (2015) evaluated teachers' views on spiritual leadership at school and found that their views on spiritual leadership in all dimensions were high, similar to this study. As can be seen, both administrators' and teachers' views on spiritual leadership at school are the same. School administrators see their spiritual leadership levels as high. Also, teachers, another stakeholder of the school, see the spiritual leadership levels of the school administrators, with whom they work together, as high. This result supports the findings of this research. The reason for the high level of general spiritual leadership of school principals in the study may be that school administrators care about increasing the sense of belonging of the main stakeholders of the school. As a matter of fact, with the effect of socio-economic, social and political changes, the desire of the school environment (such as parents and local administrations) to participate in the decisions taken in schools and their roles in financing education is increasing (Gumuseli, 2001). It can be said that the school environment's ability to assume these roles properly depends on their relationship with the school and whether they feel commitment to the school. For this reason, it is important to increase the sense of committed to the school environment. School administrators who display a high level of spiritual leadership can make the stakeholders of the school environment feel that they are interested, appreciated, and understood. Thus, a school culture that is more committed can be created (Fry, 2003).

In addition, at high level of spiritual leadership can lead to positive organizational outcomes such as productivity (Fry & Matherly, 2006; Fry et al., 2017), organizational learning capacity (Khani & Arani, 2013) and performance (Javanmard, 2012; Salehzaadeh, Pool, Lashaki, Dolati & Jamkhaneh, 2015; Yang, Liu, Wang & Zhang, 2017). For this reason, it can be said that the high level of general spiritual leadership of school administrators will increase the quality of the services provided in the school and will affect its functioning positively.

School administrators' spiritual leadership levels do not differ according to gender, age, educational status, the number of teachers at the school or the type of school. It can be said that gender, age, educational status, type of school, and the number of teachers in the school do not affect the spiritual leadership levels of school administrators. Similarly, in the study conducted by Akıncı (2017), where the spiritual leadership values, attitudes, and behaviors of school administrators were evaluated by teachers, it was found that the perception of spiritual leadership did not differ according to gender, age, educational status, or the number of teachers in the school, but it did differ according to the type of school. He found that the perceptions of spiritual leadership of teachers working in Imam-Hatip High School were higher than those in other schools in his study. It has been stated that this may be due to the fact that Imam-Hatip high schools are project schools established to realize certain ideals and that the employees generally adhere to these ideals. In another study conducted by Bozkus and Gunduz (2016) in which the spiritual leadership values, attitudes, and behaviors of school principals were evaluated by teachers, it was found that the perception of spiritual leadership did not differ according to educational status or gender; however, it has been revealed that it varies according to the number of teachers working at the school. As can be seen, these variables differ according to the sample group. Therefore, it can be mentioned that supportive studies evaluating school administrators' perceptions of spiritual leadership are needed.

The spiritual leadership levels of school administrators did not show a significant difference in altruistic love and general spiritual leadership dimensions according to seniority. However, in the vision/faith dimension of spiritual leadership, school administrators with seniority of 26 years or more are better than school administrators with seniority of 16-25 years. Akıncı (2017) concluded that teachers' perceptions of spiritual leadership regarding school administrators did not change according to seniority, while Bozkus and Gunduz (2016) concluded that teachers with seniorities between 16 and 20 years had higher perceptions of spiritual leadership than those with a seniorities of 5 years or less and 21 years or more. In this study, the reason why administrators with seniority of 26 years or more had high scores on vision and faith may be because their self-confidence increased over time due to their faith and realization of the vision they created. As a matter of fact, it can be thought that as experience in working life increases, it becomes easier to create and share goals, and the more established goals are trusted and believed. School administrators may also have gained more experience over time.

The spiritual leadership levels of school administrators did not differ significantly in altruistic love and general spiritual leadership according to their managerial positions. However, the spiritual leadership levels of school administrators regarding vision and faith are higher than assistant administrators. A study in which the spiritual leadership level of school administrators was examined according to the variable of managerial duty was not found within the scope of the literature. However, in the study of Civgaz Kazancıoğlu (2018) examining the relationship between personality traits and leadership styles, it was found that the transformational leadership style differs according to the managerial position. In the study, it was determined that the average score of the administrators regarding transformational leadership style was higher than the assistant administrators. Transformational leadership, like the vision and faith dimensions of the leader, involves revealing a clear, attractive, and inspiring vision (Judge & Bono, 2000). Therefore, it can be said that the finding of Civgaz Kazancıoğlu (2018) supports the finding obtained in this research. The reason why school administrators score higher than assistant administrators in terms of vision and faith may be that assistant administrators do not participate sufficiently in the vision formation process. School administrators may not be able to set common goals that assistant administrators will faithfully embrace. As a matter of fact, Akbaba Altun (2003) revealed that the least important issue for school administrators is determining common goals.

It was determined that the extroversion personality trait of school administrators has positive and low-level relationships with altruistic love, vision and faith, and general spiritual leadership. It was revealed that the

relationship of agreeableness and openness personality traits with vision and faith, altruistic love and general spiritual leadership was positively low. Neuroticism has been found to have negative low-level relationships with vision and faith, altruistic love, and general spiritual leadership. It was found that the relationship of conscientiousness with altruistic love and general spiritual leadership was positively low; the relationship with vision and faith was positively medium. It can be said that there is a mostly low-level relationship between all personality traits and spiritual leadership. Similarly, in the research conducted by Judge et al. (2002), it was revealed that the relationship of leadership with agreeableness and conscientiousness was positively low; with neuroticism, it was negatively low; and with extroversion, it was positively medium. As can be seen, the findings of this study are also compatible with the study of Judge et al. (2002). Similar to this study, there are also studies (Civgaz Kazancioglu, 2018; De Hoogh et al., 2005; Judge and Bono, 2000; Yalcinkaya, 2017) showing that different leadership styles and personality traits are related.

It has been determined that the personality traits of school administrators affect their vision and faith, altruistic love and general spiritual leadership levels. 13% of the spiritual leadership of school administrators is related to their vision and faith; 12% of their spiritual leadership is related to altruistic love; and 14% of their general spiritual leadership can be explained by their personality traits. It can be said that the personality traits of school administrators predict their level of spiritual leadership. Within the scope of the literature reached, there is no study examining the effect of personality traits of school administrators on spiritual leadership. However, there are studies (Civgaz Kazancioglu, 2018; Yalcinkaya, 2017) showing that personality traits affect different leadership styles. Civgaz Kazancioglu (2018) revealed that the personality traits of school administrators affect their transformational, transactional and laissez-faire leadership styles. Yalcinkaya (2017) found that the personality traits of university students affected their transformational, transactional and laissez-faire leadership styles. Studies on leadership theories also show that personality is an important variable in defining leadership (Silverthorne, 2001). In the light of these results, it is important to consider personality traits in the selection of school administrators in terms of their leadership characteristics. In the current system, personality traits are not taken into account when choosing school administrators. However, it is necessary for the personality to be compatible with the work to be done for the well-being of organizations and individuals (Ozsoy & Yildiz, 2013). For example, it cannot be considered that an individual with a low conscientiousness personality trait can effectively fulfill roles that require high levels of responsibility, such as teaching leadership, change expertise, being a supervisor and community architecture (Balyer, 2012). As a matter of fact, studies in the literature suggest that effective leadership is consistently related to certain personality dimensions (Hogan, R., Curphy, & Hogan, J. 1994). Schools need effective leaders to function effectively and efficiently. Therefore, it can be said that the personalities of school administrators who will assume leadership roles in schools should be suitable for this task.

Regarding the results obtained, the following suggestions can be made. It was found that the spiritual leadership levels of school administrators were relatively high. This situation can be maintained. The participation of the assistant administrators in the process of creating the vision of the school can thus increase their faith in the vision. School principals can mentor vice principals. Trainings can be given to develop the vision-forming skills of assistant administrators and to increase their patience, endurance and perseverance. In addition, vision setting training can be given to school administrators with low seniority to increase their vision determination skills and their faith in the determined vision. In the study, differences were determined in the sub-dimensions of vision and faith according to seniority and management duties. The reason for these differences can be revealed by qualitative research. In this study, the spiritual leadership levels of school principals were determined according to their own evaluations. In future studies, the spiritual leadership levels of school administrators can be examined through the evaluations of teachers and school staff. Thus, it can be compared to see whether the school administrators' own spiritual leadership evaluations are compatible with the evaluations of school staff. In addition, conducting this study in a specific region is at limitation of the research. However, it can be said that there is a need to carry out studies that support the validity and reliability study and the spiritual leadership scale set out in this study.

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Author(s) Contribution Rate

The authors contributed equally to the article.

Conflicts of Interest

The authors declare that they have no conflict of interest.

Ethical Approval

Since the data of this research were collected before 2020, ethical approval was not obtained. However legal permission was obtained from the Ministry of National Education to conduct the study.

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