



The Evaluation of Principal's Appointments Criteria with Leadership Approaches

Research Article

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ABSTRACT

The aim of this study is to compare the characteristics of leadership approaches (trait, behavioral, situational) with the criteria taken into in the school principal appointments determined by the Ministry of National Education in Turkey. The research was done in survey model. In the research, the scale created by the researchers was applied in primary, secondary and high schools. The sample of the study consists of 109 principals and 541 teachers. As a result of the research, it was found that behavioral approach based qualities were the most important feature expected to be a leader. Principals and teachers argued that a leader should be sensitive to work and employees, planned and disciplined in his / her job, honest and reliable. Principals and teachers may have perceived their situational approach-based characteristics as instability or hypocrisy or inability to know what to do in the face of situations. Those who participated in the study do not see the criteria set by the Ministry of National Education as a leader.

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Keywords:

Principal, Leadership Approaches, Principal Appointment Criteria

Introduction

A principal is the key of success at a school (Karip & Köksal, 1999). It is necessary that the existence of the effective principals in order to overcome the inadequacies of construction and process in educational system and having the capable of coordinating with changes (MEB, 2005). Principals who not only give some orders but also produce new ideas, set a target, govern, guide, motivate and at the same time check, affect, are able to achieve. That's why, it is much essential that the principals reflect the leadership qualities (Töremen & Kolay, 2003). Multiple theories and models related to leadership have been improved and also various researches based on different theoretical analysis have been revealed. These researches have focused on the characteristics of leaders, their stylistic behaviors, executive and situational manners (De Bovoise, 1984, s16)

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while researchers like Stodgill, Ghiselli have worked on the features a leader must have, Mc Gregor, William Ouchi and Alfred Joeger dwelled on the qualities which create a leader. These theories generally have been stated in three groups as (a) traits approach, (b) behavioral approach and (c) situational approach.

It is known that the first workings on leader features were conducted by Tholias Carlyle (1795-1881). Some researches in the previous years contributed the advancement of properties approach (Erçetin, 1998, s.13). Lives of statesmen and commanders who have been successful in the traits approach and influenced societies have been investigated and some basic characteristics about these people have been tried to be specified. (Aykan, 2002, s.66). We can summarize the philosophy of this approach as “a person doesn't get a leader but s/he is born as a leader. “ Therefore, it can be said that the physical and personal characteristics of a leader are more prominent. That approach which advocates the characteristics sought in leaders are based on some inherent characteristics has emphasized that leader's personal and physical features are different from those around him/her (Koçel, 2010, s.87, Şimşek, 2006, s.10)

Stodgill, who has studied on the physical properties and the leader relationship in detail, revealed that leaders were tall in nine of twelve studies. The relationship between intelligence and leadership, which is one of the personal characteristics, has always attracted more attention and in many of the studies, it was found that the leaders were superior to non-leaders because of their personal characteristics. (Girdler, 2005, 56-57). In this context, effective speaking, stress-resistant, cleverness, self-confidence, energy, knowledge is often expressed as leadership characteristics (Kirel, 1998, s.186).

Traits approach began to lose its influence in 1950s, the experts of the subject began to investigate behavior instead of the characteristics of the leader in the next process. As a result of the features approach is not fully sufficient to explain leadership, they have developed a behavioral approach treated a leader as a person who exhibits the attitudes to guide the individuals and the community since the audience can reach the designed purposes (Şimşek, 2006, s.12).

This approach asserts that the behavioral characteristics of an individual, rather than the individual characteristics, are more meaningful for the leader in order to be effective, and claims that leadership behaviors can be gained through education.

A leader's way of communication with the target group, the type of motivation, the belonging to the group, the contribution of the group members to the decision-making process, the way of giving orders, the way they manage the meetings, and the behaviors such as making the resources within the group useful are taken into consideration.

Researchers of the behavioral approach investigated various aspects of the organization and educational institutions for different purposes and as a result of that, they have introduced a variety of basic behavioral approaches. The main approaches obtained in the studies have been the same of each other. The researchers agreed on two types of leadership that could be determined in general. One of them is the task-oriented leadership (task ability, initiative, job orientation); the other is the leadership towards the employee (talent, consideration of the person, employee orientation) (Tengilimoğlu, 2005, s.4-5). Various practical and theoretical studies conducted by management experts have contributed to the development of a behavioral leadership approach. Some of these are: Ohio State University leadership studies, Michigan State University studies, Blake and Mauton's Managerial Diagram Model, Mcgregor's X and Y theories. The common point of all these studies is that the leaders emphasize two issues while they demonstrate their leadership behavior: The first is to be oriented to the job or task and the second one is to be person oriented. As a result of these studies, various leadership styles were determined and their efficiency was examined. Researchers have criticized that behavioral approach does not give importance to environment and conditions (Schermerhorn, 2001, s.1).

Researchers investigating leadership have found that in a certain historical process, the success in leadership does not depend on just the leadership characteristics or the behavior of the leader, and the success in leadership behavior depends on quite different situations. Researchers began to turn their interests into the situational factors, surrounding the leader and his group, and Fred Fiedler was the first to introduce the situational leadership model. This theory is based on the assumption that the leader emerges with the probability of being favorable. The leader will emerge in the appropriate environment (Başaran.1992, s.76).

According to Fiedler, the leader's personality and the complexity and structural features of the environment come together and form the leader. According to the situational approach, the effectiveness of the leader depends primarily on where the leader is in the organization and the conditions he / she faces with. Therefore, some leaders may gain success in an organization according to the circumstances while the other organizations may fail (Erdoğan, 1991).

This approach is simply based on the logic that a situational leader can sometimes adopt different leadership styles according to the situation. The basic prediction is that the most appropriate leadership behavior will change according to the situation and the condition (Özkalp & Sabuncuoğlu, 1997, s. 144). In a short way, it is the changeable leadership to the situation. For example, in some cases more participatory behavior is required, whereas in some cases the leader may exhibit autocratic behavior. In addition, the same organization applied at different levels, so it may offer different leadership styles (Bolden & Gosling, Marturano & Dennison, 2003, s. 6). In this case, according to different situations, leaders may need to exhibit different approaches in management (Giderler, 2005, s. 69). As it is seen, according to this approach, which tries to explain leadership by taking the conditions into consideration, the factors that determine the effectiveness of the leader are the conditions. So the leadership process is a complex process of the relations between the leader, the audience and the conditions (Tengilimoğlu, 2005, s.5).

According to the situational approach that explains the leadership by considering the different situations that may arise, factors that determine the effectiveness of leadership are as follows:

- The effects of environmental conditions, explain the essential of organization on the leadership,

The nature of the purpose, which is known as purpose-tool interaction,

Skills and expectations of group members

- Relationship between leader's personal skills and hierarchical tier, made the leadership task (Giderler, 2005, s.70).

Why do we need a school leader?

It was determined in researches that, the principals in effective schools have different leadership traits and behaviors. Almost everywhere, the leadership traits that a principal should have are arranged, and the importance of these traits is stressed. If we want to mention them, they have to be knowledgeable and versatile. (Bursalıoğlu, 2000:191). For the reason a principal has undertaken new roles against the innovations such as globalization, information technology, organizational learning and total quality management (Hoşgörür & Yoncalık, 2004). To be living organizations in future, you should have a leader who is strong and vision holder (Şahin & Others.,2005, s.659) Church listed the transformational characteristics of the leader as conceptual thinking, being open to change, convincing and creating goals (Zel,2001).

According to Hallinger and Murphy, effective principal role in an effective school should provide necessary school sources, lead to an effective education, be an education leader that foresees the success in high level for students (Söğüt, 2003). The principal has important duties as a maintainer of the principal as a cultural leader presents the existing cultural values in the best way (Çelik, 2000b).

Employment of the principals that have so much important duties is seen so significant. Employment of the principals, who are expected to have all these traits and also are capable of overcoming all these duties, should be selective and meticulous. Recently, much more importance is given to efforts for training the principal to maintain the effectiveness of schools in developed countries (Özmen 2002, s. 16-17). Determination process of principal in our country started by the regulations that the Ministry of National Education (MoNE) tried to form in 1990s (Şişman, 2010, s.123). When these regulations are investigated generally, it can be said that the fundamental criterion for determining the principals is the written test, but this is far away from the leadership approaches (13.8.2009 date and 27318 Resmi Gazete). Also, in our country, directorate isn't seen as a professional occupation and it isn't needed to train principals privately. In fact, everyone can't be a principal (Demirtaş, 2008, s.119).

The group that the principals lead is the teachers. Teachers are the ones who will follow them, follow the goals of the school and perform the works that will decide whether the principals are successful or not. In this case, some questions such as who do the teachers see as leaders, what kind of characteristics are they looking for in the people they will follow as the leader? To what extent the criteria taken into in the school principal appointments determined by the MoNE and the leadership characteristics in the leadership theories coincide with? come up.

in Turkey

Problem Statement: What are the characteristics that make a school principal a leader according to the school administrator and teachers?

Sub Problems

1. According to the principals and teachers, which level of the leadership trait are the principal's appointment criteria of the MoNE?
2. According to the school administrator and teachers, what is the level of leadership characteristic in the theories (traits, behavioral and situational leadership)?
3. Is there a significant difference in terms of;
 - a. Gender
 - b. Duty
 - c. Seniority factors?

Methodology

The research was conducted in the survey model. In the research, with the help of the scale created by the researchers, data obtained from 109 principals and 541 teachers working in elementary school and high school during 2013-2014 years in Istanbul / Turkey were used.

Data Collection Tool and Its Development

Within the scope of this research, 'Leadership Approaches and Executive Appraisal Criteria Evaluation Scale' developed by the researcher were used as a data collection tool. Development stage of the scale and information about the scale are given below.

Within the scope of the study, data were collected from the principals and teachers for the purposes of the study and a measurement tool was developed to compare the leadership approaches and the criteria for assigning principals. This instrument was developed by the researcher using the literature, legal texts, and officials in related departments of universities and expert opinions.

Firstly, in order to determine the items that will form the scale, relevant literature and legal texts were scanned and theoretical information was examined. In addition, interviews were conducted with principals and teachers, 13 administrators and 32 teachers were asked about their opinions on the qualifications a school

administrator should have and the feedback from them was recorded in writing. The clues obtained from interviews with administrators and teachers were systematically collated with the information obtained from the literature and legal texts and a pool of 95 items was created by the researcher.

For the validity of the form formed from these statements written in the article pool, the experts to be used to evaluate their comprehensibility, content and face validity were identified. The form was presented to 2 counselors, 2 testing and assessment experts and 3 Turkish language experts for clarity, content and face validity; and their opinions were taken. Based on the opinions and criticisms received, necessary correction and subtraction procedures in scale items were completed, and a total of 91 items of draft scale was created. Validity and reliability studies were carried out through these items. Five-point Likert-type grading was used to express the level of participation related to items. This rating was defined as "Totally Agree (5), Agree (4), No Idea (3), Disagree (2), and Totally Disagree (1)".

'The Experimental Appraisal Criteria Evaluation Scale', which was prepared in order to determine the management appointment criteria of the Ministry of National Education, the perspectives of the administrators and teachers towards the leadership approaches consist of four main dimensions. The scale consists of four main dimensions of 'Traits Approach in Leadership, Behavioral Approach in Leadership, Situational Approach to Leadership, and Evaluation of Current Executive Appointment Regulation.' Each one was planned and developed as a scale.

The reliability and validity of the scale were determined by using the data obtained from 650 administrators and teachers who work in primary, secondary and high school schools within the boundaries of Sakarya. In order to determine validity content validity and construct validity tests were performed. At this stage, no new test was applied for the content validity, and the expert opinions applied in the determination of the items were considered appropriate and sufficient to determine the content validity. Cronbach Alpha was found to be 0,85.

Findings and comments

In this section, the ideas of the principals and teachers working in primary, secondary and high schools about the basic features of leader can be seen. The characteristics a leader must reflect, were based on three basic leadership theories and the MoNE's employ criteria.

Table 1. Features a leader must have

Properties a leader must have	N	Mean	Std. Dev.	V	
Based on traits approach	650	4,21	,25	6,04	
Based on behavioral approach	For work	650	4,65	,34	7,49
	For employee	650	4,59	,35	7,75
Based on situational approach	650	3,14	,46	12,96	
MoNE's employ criteria	650	3,28	,74	22,58	

According to Table 1, the most important characteristics that the school administrator and the teachers want on a leader are behavioral approach. They consider their features for work as more important than employee-oriented characteristics. The second is the personal characteristics. The properties of being tall, speaking well, giving importance to clothing, being sympathetic, appearing serious were seen as high features. It can be said that the employ criteria of the MoNE and the characteristics that change according to the situation are seen as features that should be partially had by the principals and teachers. When the standard deviation and relative coefficient of variation ($V > 20$) for the employ criteria of the MoNE is examined, it can be said that the distribution of opinions is high and that the views do not have a homogeneous distribution.

Table 2. The features a leader must have in relation with gender

The features that a leader must have		Gender	N	Mean	Std. Dev.	Std.	F	t	df	p
						Error				
Based on traits approach		Women	353	126,31	5,83	,310	40,33	-,37		,70
		Men	297	126,54	9,34	,54				
Based on behavioral approach	For work	Women	353	83,78	5,96	,31	14,75	-,08		,93
		Men	297	83,82	6,64	,38				
	For employee	Women	353	73,25	4,92	,26	35,68	-1,03	648	,30
		Men	297	73,72	6,49	,37				
Based on situational approach		Women	353	49,64	6,72	,35	6,44	-2,79		,00
		Men	297	51,06	6,19	,35				
MoNE's employ criteria		Women	353	55,41	11,02	,58	1,41	6,84		,00
		Men	297	49,2290	11,98	,69				

In terms of characteristics that leaders need to carry, while women and men agree with statements based on characteristics and behavioral approaches, there is a significant difference between views based on situational approach and views on MoNE employ criteria ($p < .05$). According to the table, males see situational approach-based features as more important than females in terms of characteristics that should be present in a principal. On the other hand, women regard the MoNE's employ criteria as more important than men.

Table 3. The features that a leader must have in relation with duty

The features that a leader must have		Duty	N	Mean	Std.	Std.	F	t	df	p
					Dev.	Error				
Based on traits approach		Principal	109	125,93	9,14	,87	10,16	-		,70
		Teacher	541	126,51	7,30	,31				
Based on situational approach	For work	Principal	109	83,57	6,55	,62	-,413	-,08		,47
		Teacher	541	83,85	6,22	,26				
	For employee	Principal	109	72,85	6,39	,61	-	-	648	,68
		Teacher	541	73,59	5,53	,23				
Based on situational approach		Principal	109	50,43	5,85	,56	4,23	,24		,21
		Teacher	541	50,26	6,64	,28				
MoNE's employ criteria		Principal	109	49,9633	11,48	1,09	6,73	-		,01
		Teacher	541	53,1183	11,89	,51				

According to table 3, whereas principals and teachers agree on the features in the term of leadership approaches, unlike principals, teachers much care about the MoNE's employ criteria.

Table 4. The features that a leader must have in relation with seniority

Features that a leader must have		Groups	Sum		F	p	
			Squares	df			Mean Square
Based on traits approach		Bet. Gr.	132,47				
		Wit. Gr.	37725,70	3	44,15	,75	,51
		Total	37858,17				
Based on behavioral approach	For work	Bet. Gr.	315,57				
		Wit. Gr.	25268,60		105,19	2,68	,04
		Total	25584,18				

		Bet. Gr.	69,69	23,23		
	For employee	Wit. Gr.	20960,19	32,44	,71	,54
		Total	21029,88			
		Bet. Gr.	95,84	31,94		
Based on situational approach		Wit. Gr.	27479,03	42,53	,75	,52
		Total	27574,87			
		Bet. Gr.	4477,34	1492,44		
MoNE' s employ criteria		Wit. Gr.	87011,98	134,69	11,08	,00
		Total	91489,32			

Tukey HSD				
(I)	(J)	(I-J)	Std. Er	p
0-5Year	6-10 year	4,69(*)	1,18	,00
	11-15 year	6,52(*)	1,17	,00
	16 + year	5,64(*)	1,77	,00

According to table 4, there is no difference between opinions of the administrators and teachers on the other features, while there is a significant difference between their opinions about those who have less and more than five years in term of the criteria of the MoNE. According to this, teachers who are considered as new in the task consider the MoNE's employ criteria are more important than the senior teachers.

Conclusion and Discussion

Today, the expectations of public and the MoNE from the principals to enable the schools to transform them into the schools of attraction has been increasing. It will be possible for the schools to reach the desired level as a result of a series of studies such as providing the education required by the age to the students in accordance with the specific and general objectives of the MoNE, re-planning of the school community by motivating and directing them to the school's objectives, evaluating the obtained results and re-planning according to the conditions and situations.

As a result of the research, it can be said that the behavioral approach has the most important characteristics expected to be in a leader. The Principals and teachers have defended that a leader should be sensitive to business and employees, be planned and disciplined in his work, honest and trustworthy. They want to see people who will act together, follow their vision, trust, communicate in a healthy way and can provide a peaceful working environment to themselves in the position of leadership. In addition to their behavioral approach, school administrators and teachers think that personal characteristics are also very important to become a leader. When people even choose the person they will live and friends, personal characteristics are highly important. When we see the two heads of state side by side, the first thing we think is which one is taller, or more handsome / beautiful.

It can be said that the MoNE determination of the education leaders of the schools by a method indexed only by written test leads to the fact that the administrators are the only administrators who dominate the legislation away from their leadership qualities. For this reason, unlike the developed countries, the school directorate designation system in our country has not completed its development yet and it can be said that these processes are in the process of specialization.

Participants may have perceived situation-based characteristics as status-dependent states as instability or hypocrisy or not knowing what to do in some cases. People want to know what awards / penalties will be given and they avoid from the uncertain, variability situations.

The reason that participants to the research have replied the criteria determined by the MoNE with both faces, may be due to the fact that these characteristics are not related to leadership. The criteria determined by the MoNE are not seen as a leadership feature by the most of the participants and this is not match up with that the school principals should always be leaders. Today, when technological and social changes are gaining momentum, the school and school administrators have important duties in order to effectively adapt the individuals to developments because the effectiveness of schools is a matter of school management. Based on the fact that the first condition of correcting the society is to correct schools, the fact that the school administrators have the leading characteristics is an indispensable requirement in this process of change. In this case, it is possible that the school principals appointed by the current assignment criteria may not be the leaders teachers expect. A leader in accordance with the expectations of the principals and teachers will be the leaders chosen by the teachers themselves.

GENİŞLETİLMİŞ ÖZET

Bu araştırmanın amacı Türkiye’de yönetici atamalarında dikkate alınan ölçütlere liderlik yaklaşımlarında liderde bulunması beklenen özelliklerin bir karşılaştırmasını yapmaktır. Okul müdürlerinin liderlik ettikleri grup öğretmenlerdir. Onları izleyecek, koydukları hedefleri takip edecek okulun gerçek işini dolayısıyla da müdürlerin başarılı olup olmadığına karar verilecek işleri gerçekleştirecek kişiler öğretmenlerdir. Bu durumda, öğretmenler kimleri lider olarak görmektedirler, takip edecekleri liderim diyecekleri kişilerde ne gibi özellikler aramaktadırlar. Bakanlığın koyduğu müdür seçme ölçütleri ile liderlik kuramlarında belirtilen lider özellikleri ne derece örtüşmektedir, soruları karşımıza çıkmaktadır.

Araştırma tarama modelinde yapılmıştır. Araştırmada, araştırmacılar tarafından oluşturulan ölçek yardımıyla Sakarya/Türkiye de ilkokul ortaokul ve lisede görevli 109 yönetici ve 541 öğretmenden elde edilen veriler kullanılmıştır.

Problem cümlesi: Okul yöneticisi ve öğretmenlerine göre bir okul müdürünü lider yapan özellikler nelerdir?

Alt Problemler

1. Okul yöneticisi ve öğretmenlerine göre bakanlığın yönetici atama ölçütleri hangi düzeyde bir liderlik özelliğidir?
2. Okul yöneticisi ve öğretmenlerine göre kuramlarda (özellikler, davranışsal ve durumsal liderlik) belirtilen özellikler hangi düzeyde bir liderlik özelliğidir?
3. Liderlerin sahip olması gereken özelliklere ilişkin olarak okul yöneticisi ve öğretmenlerinin görüşlerinde;
 - a. Cinsiyet,
 - b. Görev,
 - c. Kıdem değişkenleri bakımından anlamlı far var mıdır?

Yöntem

Araştırma tarama modelinde yapılmıştır. Araştırmada, araştırmacılar tarafından oluşturulan ölçek yardımıyla Sakarya/Türkiye de ilkokul ortaokul ve lisede görevli 109 yönetici ve 541 öğretmenden elde edilen veriler kullanılmıştır.

Ölçek oluşturulurken özellikler, davranışsal ve durumsal liderlik yaklaşımlarının gerektirdiği durumlar ve ek olarak bakanlığın yönetici atama ölçütleri liderlik özellikleri olarak maddeleştirilmiş, yönetici ve öğretmenlere bu özelliğin liderinizde ne ölçüde bulunmasını beklersiniz şeklinde sorulmuştur. Sorulara verilen cevaplarda Likert tipi 5’li derecelendirme seçeneği sunulmuştur.

Sonuç ve Tartışma

Araştırma sonucunda davranışsal yaklaşım temelli niteliklerin bir liderde bulunması beklenen en önemli özellikler olduğu söylenebilir. Yönetici ve öğretmenler bir liderin öncelikle iş ve çalışanlar konusunda duyarlı olması, işinde planlı ve disiplinli olması, dürüst ve güvenilir olması gibi özelliklerinin olması gerektiğini savunmuşlardır. Birlikte hareket edecekleri, vizyonunu takip edecekleri, güvenebilecekleri, sağlıklı iletişim kurabilecekleri, kendilerine huzurlu bir çalışma ortamı sağlayabilecek kişileri liderleri olarak görmek istemektedirler.

Davranışsal yaklaşım temelli niteliklerin yanı sıra okul yöneticileri ve öğretmenler bir liderde kişisel özelliklerin de çok önemli olduğunu düşünmektedirler. İnsanlar bırakın liderlerini evlenecekleri veya zaman zaman arkadaşlık edecekleri insanları bile seçerken kişisel özellikler oldukça ön planda yer almaktadır. İki

devlet başkanını yan yana gördüğümüzde ilk aklımıza gelenler hangisinin daha uzun boylu, ya da daha yakışıklı/güzel olduğu vb. özellikleridir.

Araştırmaya katılanlar durumsal yaklaşım temelli özellikleri duruma göre değişen durumları istikrarsızlık ya da ikiyüzlülük ya da kimi durumlar karşısında ne yapacağını bilememek olarak algılamış olabilirler. İnsanlar belirsiz durumlardan kaçınmakta hangi davranışı karşısında ne ödül/ceza alacağını/vereceğini bilmek istemekte ve değişkenlik gösteren durumlardan kaçınmaktadırlar.

Araştırmaya katılanların bakanlığın belirlediği ölçütleri olsa da olur olmasa da olur türünden yanıtlamaları bu özelliklerin liderlikle ilgili olmadığını düşünmelerinden kaynaklanıyor olabilir. Bakanlığın belirlediği ölçütleri araştırmaya katılanların çoğunun bir liderlik özelliği olarak görmediği ve olarak okul müdürleri birer lider olmalıdır anlayışı ile örtüşmediği görülmektedir.

Bu durumda mevcut atama ölçütleri ile atanan okul müdürlerinin öğretmenlerin bekledikleri lider olmamaları olasıdır. Yönetici ve öğretmenlerin beklentilerine uygun bir lider öğretmenlerin kendilerinin seçtikleri liderler olacaktır.

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