

Turkish Primary School Principals' Transformative Leadership Styles Perceived by Teachers

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Received: Sep 19, 2012; revised Dec 01, 2012; accepted: Dec 18, 2012

Abstract

This study aimed to determine the leadership styles of Turkish primary school principals according to the views of teachers working at the primary schools. The sample consisted of 787 teachers working in the primary schools of Rize, a city on the North-East part of Turkey. In this study "Multifactor Leadership Questionnaire (MLQ)" developed by Bass and Avolio was used. The Alpha co-efficiency number of 36 entries in the questionnaire was found 0.85. For the data calculation, t-test was used for binary comparisons, one-way variance analysis (F) was used for the comparisons of groups more than two. The results showed that as the perceived leadership styles of the school principals were differentiated according to the gender of the teachers, seniorities and school location.

Key Words: Leadership, school principals, primary school teachers.

Introduction

Leadership had been examined from different perspectives and it is loaded different meanings by different people. There is not a common understanding about it on which researchers are agreed, thus, literature includes many meanings of leadership which are influenced from cultural differences of societies (Hodgetts & Luthans, 2003). Bass (1990) explained leadership as the combination of one or two of group dynamics and processes, personality, the use of force, obedience, the purpose of succeeding, interaction and achieving without the help of others.

Leadership is usually mixed to management concept. It is known that in order to be successful in management of an organisation, leadership is required but not enough. It is also a common belief that a good administrator is also a good leader but a good leader is not be a good administrator (Schermerhorn, Hunt & Osborn, 1984). Thus, an administrator is tend to use his/her own authority however a leader use own power from his/her own individual characteristics. It is a discussion topic of that whether a school principal must be a leader or administrator. When these two concepts are examined in depth it is clear that a school principal must be a real leader from teachers view points.

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The most significant factor that influences student learning in schools is the quality of teachers implementing the teaching programs. The ability of schools to create and maintain standards of academic excellence, therefore, is largely determined by the performance of the teachers. For that, it is a common belief that how this can be achieved. The studies about the leadership and especially school leadership can give answer to this question. It is clear that successful school principals as leaders in their schools have the ability to wade through the myriad of ideas that promise to improve student learning and focus on specific goals and objectives that produce improved achievement. In addition, school principals must possess a clear understanding of what attracts teachers to their schools and what motivates them to continue teaching in their schools year after year.

The principal's leadership style and the organizational structure of the school can also have significant effects on teachers' job satisfaction (Açıklalın, 2000; Erkuş, 1997; İnci, 2001; Karip, 1998; Korkmaz, 2005; Sahin, 2004). There is really a close relation between leadership styles of school principals and teachers' job satisfaction, performance and effectiveness (Bogler, 2001; Hipp, 1997; Hipp & Bredeson, 1995). If school principals as effective leaders improve working conditions in their schools by seeking teacher input in decision making and offering sufficient administrator support, teachers are more likely to want to stay and pay more effort in those schools (Ware & Kitsantas, 2007). However, poor administrative support, inappropriate principal leadership style, and lack of organizational structure of the school can have negative influences on teachers' motivations (Schlichte, Yssel & Merbler, 2005).

Leadership research is dominated by the development of transformational leadership theory embodied in the Full Range of Leadership Model (Bass, 1998). This approach to leadership focuses on the charismatic and affective elements of leadership. Northouse (2004) described transformational leadership as "*a process that changes and transforms individuals. It is concerned with emotions, values, ethics, standards, and long-term goals, and includes assessing followers' motives, satisfying their needs, and treating them as full human beings*" (p. 169). Bass (1985) advocated that by engaging in transformational leadership behaviors a leader may transform his/her followers.

The model of transformational leadership includes a continuum of transformational, transactional, and laissez-faire forms of leadership. Each form characterizes aspects of the dynamic process of interaction between leader and follower but identifies certain patterns and features to distinguish transformational leadership from transactional and laissez-faire styles (Avolio, 1999). The transformational leaders pay particular attention to others' needs, which, in turn, raises followers' levels of motivation (Avolio, 1999). Furthermore, a leader of this type encourages others to reach their full potential while also adopting a strong ethical characteristic. On the other hand, transactional leaders "*approach followers with an eye to exchanging one thing for another*" (Burns, 1978, p.4) with the leader's use of either reward or punishment contingent on the follower's completion or non-completion of assigned tasks. Laissez-faire leadership involves indifference and avoidance as a leader with this profile will "*avoid making decisions, abdicate responsibilities, divert attention from hard choices, and will talk about getting down to work, but never really does*" (Bass, 1998, p.148).

From those explanations, in case of teachers perceive their principals as individuals of exemplary model, highlighting their own abilities and capabilities in decision making, motivating personels to works aims, emphasizing on collective effort, they would be more satisfied and successfull (Bogler, 2001; Korkmaz, 2007; Reyes & Shin, 1995; Tarabeh, 1995). In addition, there is a close relationship between principals' attitudes and teachers' confidence to them. For this reason, it is required to study school principals' leadership behaviours from teachers' views.

Turkish principals' leadership styles

Headteachers (principals) in the nineteenth century can be identified as being the essential factor in school improvement. Effective headteachers are able to transform schools into successful teaching and learning communities, while ineffective headteachers inhibit the progress and success of schools (Bottery, 2001). There are many studies in which Turkish school principals' leadership styles were investigated from their own and/or teachers' view points. In addition, different measurement tools were used. Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio was used in many studies (Cemalođlu, 2007; Cemalođlu & Okcu, 2012; Balođlu, Karadađ & Gavuz, 2009; Karadađ, Bařaran & Korkmaz, 2009; Korkmaz, 2008; Sıđrı, Tabak & Gűngör, 2010).

In another study done by Ergene (1990), a relationship between public and private high school principals' leadership styles and their Type A/ Type B Behavior Pattern was examined. The results showed no significant difference between the percentage distributions of public and private high school administrators' leadership styles. However, the private high school administrators scored significantly higher in initiating structure dimension than the public high school administrators did, but no significant difference was found between the mean consideration dimension scores of private and public high school administrators.

In a study done by Çağan (1998), perceptions and expectations of primary school teachers towards the leadership and supervision skills of their principals were studied. The researcher used The Leader Behavior Description Questionnaire (LBDQ) and Administrators Supervisory Assessment Questionnaire which were developed by them. The results indicated that the expectation levels of the primary school teachers related to their principals' supervisory skills are higher than their perception levels. Furthermore, the expectation levels of primary school teachers related to their principals' leadership skills have been found higher than their perception levels. Thirdly, the perception levels of primary school teachers related to their principals' leadership skills are higher than their perceptions towards supervisory skills. Fourthly, the expectation levels of primary school teachers related to their principals' supervisory skills are higher than their expectations towards leadership skills.

Instructional leadership styles of primary school principals were studied also by Çalhan (1999). The research focused on the primary school principals' instructional leadership behavior in three dimensions: 1) stating the school's mission 2) administering instruction and educational programs and 3) developing a positive learning climate. In addition to this, the teachers who took part in the survey were grouped according to different variables such as age, gender, their participation in educational seminars and the primary school sectors they work in. Moreover, the noticeable 41 differences in teachers' views on the principals' performance levels in instructional leadership tasks were studied. The findings of this research from the point of view of teachers were that the primary school principals have usually conducted the tasks of developing the aims of the school, explaining the aims to the staff, supervising the instruction, coordinating the educational programs, maintaining the instruction time, presence in school, and encouraging students to learn whereas they have sometimes conducted the tasks of monitoring student success, encouraging teachers to work, supporting teachers' professional development, developing and implementing academic standards. From the point of view of the teachers, the age variable did not cause a remarkable difference in the performance of the primary school principals' instructional leadership tasks. Gender and sector variables had no effect, in their opinion, except on the task of maintaining instruction time, and the variable of the number of seminars participated in by the teachers made no remarkable difference to the principals' performance of instructional leadership tasks, except in the task of developing the aims of the school.

Bayrak (2001) attempted to determine the leadership characteristics of primary school administrators as perceived by principals themselves, classroom and subject teachers. The researcher used The Leadership Characteristics of the School Administrators Questionnaire which comprises of two forms as personal information and leadership characteristics on a 4 point Likert scale. The results indicated that classroom teachers and subject teachers perceive their school administrators as displaying instructional leadership. However, classroom teachers have higher perceptions than subject teachers on this dimension. Classroom teachers and subject teachers perceive their school administrators as utilizing ethical leadership. However, classroom teachers have higher perceptions than branch teachers on this dimension as well. Furthermore, classroom teachers and branch teachers perceive their school administrators as representing visionary leadership characteristics. Lastly, classroom teachers and branch teachers perceive their school administrators as displaying transformational leadership characteristics. However, classroom teachers have higher perceptions than branch teachers on this dimension.

In another study which investigated the instructional leadership behaviors of primary school principals also examined the perceptions of teachers and principals themselves (Akgün, 2001). Data were collected through interviews held with 10 primary school principals and 10 primary school teachers. During the study, the snowball and criterion sampling techniques were used. In order to analyze the data, the content analysis method was used. When the perceptions of primary school principals and primary school teachers were concerned, it was found out that the primary school principals generally fulfill 42 their duties in relation to their instructional leadership behaviors.

However, differences were found between the primary school principal and primary school teachers' perceptions in the following areas: feeling his existence, providing opportunities and means for teachers to develop themselves professionally and developing and enforcing academic standards.

Korkmaz (2007) studied the effects of leadership style on the organizational health of schools. He cited studies that relate the dissatisfaction of teachers to low salaries, lack of resources, inappropriate administrative leadership styles, and job-related stress. In addition, he cites studies that attribute strong correlations between the principal's leadership style and teachers' job satisfaction.

In a comprehensive study done by Cemaloğlu (2007), the leadership styles of school administrators according to the views of teachers working at primary and secondary education was studied. The exemplification of the study consist of randomly selected 500 teachers who are working in 25 primary and secondary schools. In this study "Multifactor leadership questionnaire MLQ" developed by Bass & Avolio was used. The results of the study shows that as the leadership styles of the school administrators differentiates according to the gender of the teachers, marital status, age, experience levels, schools graduated, school type they are working in there exists no difference in terms of the subjects; and as there exists high positive relation between converting leadership and extra effort, satisfaction and effectiveness, operant reward and extra effort, laissez-faire has been found mid-level negative relation between leadership and extra effort and satisfaction and effectiveness.

The literature review shows that there is not a consensus on primary school principals' perceived leadership styles by teachers. On the other hand, it is clear that some factors as teachers' genders, marital status, age, experience levels, schools graduated, school type they are effective on it. However, it is still a problem how school principals' leadership styles are influenced from teachers' genders, seniorities and especially school environments (where school is located, in the city center, town, village etc.). This study lies in its exploratory nature as it attempts to unveil the leadership styles of principals employed in public primary schools in Rize.

This study aimed to determine the leadership styles of primary school principals according to the views of teachers working in the same schools. The following research questions guided the study:

1. What kind of leadership styles are reflected by the principals of primary schools?
2. Do leadership styles perceptions differ in relation to the teachers' genders?
3. Do leadership styles perceptions differ in relation to the teachers' seniorities in the field?
4. Do leadership styles perceptions differ in relation to the teachers' working district?

Method

This quantitative study utilized a survey research design to gather information from a sample of teachers working in primary schools of Rize in Turkey. This section reports on the sample, research instrument, and data analysis.

The Sample

The sample included 787 public primary school teachers (1-8th grade) who had worked in Rize. The entire sample was invited to participate for the study with initial contact made by a cover letter and accompanying self-administered survey. It has different distribution in terms of genders, seniorities, branches and schools locations.

48.8 % of the sample are female and 52.2 % of them are male teachers. 44,5 % of their seniorities are between 1 and 5 years, 23.1 % of them are between 6-10 years, 13,7 % of them are between 11-15 years and 18,7 % of them is between 16 years and above. This situation shows that sample includes a wide range in terms of seniorities. The sample includes a wide range of teachers from all branches, such as classroom teachers, science teachers, mathematics teachers, Turkish teachers, social sciences teachers and etc. 27,7 % of the sample work at the primary schools of city center, on the other hand, 35,3 % of them in the country seat, 37 % of them in the villages and the others in the town centers. This situation shows that sample includes a wide range in terms of school location from city centers to villages.

Research Instrument

Data in the study was collected 2007-2008 academic years by the help of Individual Knowledge Form developed by the first researcher and Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1995). This instrument is now widely regarded as being a highly valid and reliable method to determine the profile of transformational, transactional, and laissez-faire leadership characteristics of individuals.

Multifactor Leadership Questionnaire (MLQ) was developed within Situational Leadership Theory to determine individuals' leadership styles. This tool was transformed into Turkish language by Korkmaz (2005). It was revised by the help of exploratory factor analysis method and scaled as *never (0), rarely (1), sometimes (2), often (3) and always (4)* answer scale. It includes total 36 items and two factors (transactional and transformational management). For the current study its Cronbach Alpha value was re-calculated as 0.92 for transformational leadership and 0.66 for transactional leadership and 0.85 for all. It's reliability and validity were re-examined for this study. It had two factors as transformational and transactional leaderships under leadership styles scale.

There are four items under the Laissez-faire leadership of transactional leaderships and total-item correlations ranged between 0.63 and 0.71, and Alpha value was calculated as 0.83. It has four items under the by expectations management (active), total-item correlations ranged between 0.44 and 0.51, and Alpha value was calculated as 0.69. It has two items under exceptions management (passive) total-item correlations is 0.59 and Alpha value was calculated as 0.59.

There are 15 items under the ideal effect (charisma) factor under the transformational leaderships and total-item correlations ranged between 0.38 and 0.83, and Alpha value was calculated as 0.94. It has 6 items under the intellectual stimulation and individual support factor and total-item correlations ranged between 0.48 and 0.78, and Alpha value was calculated as 0.86. These results supporting the view of MLQ can provide reliable and valid data about the principals' leadership styles. Karip (1998), Korkmaz (2005, 2006, 2007, 2008) and Cemaloğlu (2007a, 2007b, 2007c) also found similar results about the reliability and validity studies of the MLQ in Turkey.

Data Analysis

For the data analysis, an individual's score is determined by summing up the items relating to the factors to produce a final score for each leadership style. Higher scores on factors 0 through 4 would indicate that an individual more frequently displays transformational leadership. For this study the sub-factors were only used to record a final score for transformational and transactional leadership styles. Independent t test was used to examine significant differences in leadership perception by gender. In addition to investigate significant differences in leadership perception by the seniorities and school locations one way Anova test were also applied.

Results

Principals' Leadership Styles

The descriptive statistics of school principals' leadership styles perceived by teachers were showed in the table 1 below.

	n	\bar{X}	s
<i>Transactional</i>			
Laissez-faire	787	0,55	0,53
Active management	787	0,89	0,49
Passive management	787	0,84	0,64
<i>Transformational</i>			
Ideal effect	787	2,78	0,65
Intellectual stimulation -Individual support	787	2,81	0,81

Table 1 shows that active management as one of the sub-factors of transactional leadership styles is at most performed ($\bar{X} = 0.89$). It is followed by passive management ($\bar{X} = 0.84$) and Laissez-faire ($\bar{X} = 0.55$). Teachers provided the most homogenous evaluation on active management ($s=0.49$) and most heterogenous evaluation on passive management ($s=0.66$). Table 1 also shows that intellectual stimulation - individual support as one of the sub-factors of transformational leadership styles is at most performed ($\bar{X} = 2.81$). It is followed by ideal effect ($\bar{X} = 2.78$). Teachers provided the most homogenous evaluation on ideal effects ($s=0.65$) and most heterogenous evaluation on intellectual stimulus and individual effect ($s=0.81$).

Test scores about transactional leadership styles are between 0 (never) and 1 (rarely), however scores about transformational leadership styles are between 2 (sometimes) and 3 (often). The subject also perceived as adopting intellectual stimulation - individual support sub-factors of transformational leadership ($\bar{X} = 2.81$) and active management sub-factor of transactional leadership styles ($\bar{X} = 0.89$). These results all indicate that studied subjects of Turkish primary school teachers perceive their principals as mostly adopting transformational leadership styles than transactional leadership styles.

Principals' Leadership Styles and Teachers' Genders

In order to investigate the relation between the perceptions of leadership styles and teachers' genders, an independent samples t test was used. Table 2 below shows the descriptive statistics and also independent samples t test scores between leadership styles perceptions of primary school teachers and their genders. These comparisons were also done between gender differences and Laissez-faire, intellectual stimulation -individual support, idealized effect, active management and passive management sub-factors of both leadership styles.

Table 2. Descriptive statistics of primary school principals' leadership styles perceived by teachers according to genders.

	gender	n	\bar{X}	s	t	Sig.
<i>Transactional</i>						
Laissez-faire	female	384	,52	,51	-1,46	,14
	male	403	,57	,55		
Active management	female	384	,92	,49	1,45	,14
	male	403	,87	,49		
Passive management	female	384	,76	,65	-3,50	,00
	male	403	,92	,63		
<i>Transformational</i>						
Ideal effect	female	384	2,80	,60	,81	,41
	male	403	2,76	,69		
Intellectual stimulation -Individual support	female	384	2,75	,78	-1,78	,07
	male	403	2,86	,83		

Table 2 shows that, only expectations management (passive) [$t= -3.50$; $p=,00 <,05$] sub factors was adopted. There is a meaningful difference between teachers' genders and this sub-factor of transactional leadership styles. Male teachers ($\bar{X}=0.92$) perceive their principals much more reflecting passive management styles of transactional leadership than female teachers ($\bar{X}=0.76$).

Principals' Leadership Styles and Teachers' Seniorities

In this part of the study, whether there is a meaningful difference between leadership styles perceptions of teachers and their seniorities was questioned. Table 3 below shows the one-way analysis of variance results of sub-leadership styles according to the seniorities of teachers.

Table 3. One-way analysis of variance results of sub-leadership styles according to seniorities

		Sum of Squares	df	Mean Square	F	Sig.	Scheffe Testi
Laissez-faire	Between Groups	4,555	3	1,51	5,34	,001	a-c, a-d
	Within Groups	222,55	783	,28			
	Total	227,11	786				
Active management	Between Groups	2,16	3	,72	2,94	,032	c-d
	Within Groups	192,50	783	,24			
	Total	194,67	786				
Passive management	Between Groups	3,61	3	1,20	2,87	,035	
	Within Groups	327,49	783	,41			
	Total	331,10	786				
Ideal effect	Between Groups	2,87	3	,95	2,27	,079	
	Within Groups	330,38	783	,42			
	Total	333,26	786				
Intellectual stimulation - Individual support	Between Groups	3,08	3	1,02	1,55	,200	
	Within Groups	518,97	783	,66			
	Total	522,06	786				

*p< ,05, **a**=1-5 years, **b**= 6-10 years, **c**= 11-15 years, **d**= 16 years and above

From the one-way analysis of variance; there is a meaningful difference of transactional leadership styles of laissez-faire [$F_{(3-786)} = 5,34$; $p = ,001 < ,05$], active management [$F_{(3-786)} = 2,94$; $p = ,032 < ,05$], passive management [$F_{(3-786)} = 2,87$; $p = ,035 < ,05$] sub-factors in terms of teachers' seniorities. However, there is not a meaningful difference of transformational leadership styles sub-factors. In order to understand between which of the groups there is a meaningful relationship, a scheffe test was used. It is seen from the test results that, there is a meaningful relationship about laissez-faire style between a-c and a-d, and also active management style between c-d. The descriptive analysis shows that group a (1-5 years) teachers ($\bar{X} = 0,47$) perceive their principals reflecting less laissez-faire leadership styles than group c (11-15 years) teachers ($\bar{X} = 0,66$) and also group d (16 years and above) teachers ($\bar{X} = 0,63$).

This means that studied principals were perceived reflecting much more laissez-faire leadership styles by group c and d teachers which had been working for 11 and above years. Nevertheless, the resulting points about laissez-faire leadership styles are quite low. It can be inferred from this result that school principals do not tend to entirely release teachers on their own. They do not think that principals as leaders the so-called.

In addition, in terms of active management leadership styles, group c (11-15 years) teachers ($\bar{X} = 0,96$) perceive their principals reflecting more active management leadership styles than group d (16 years and above) teachers ($\bar{X} = 0,79$). Nevertheless, the resulting points about active management leadership styles are quite low. It can be inferred from this result, teachers perceived their school principals that rarely applying management rules to prevent errors, recording of errors and deviations from the standards, intervening to correct the encountered problem.

Principals' Leadership Styles and Schools' Location

Here, whether there is a meaningful difference between teachers' leadership styles perceptions and school locations was questioned. Table 4 below shows one-way analysis of variance and also Scheffe Test results of teachers' perceptions of sub-leadership styles variable school location created.

Table 4. The Relationship Between Principals Leadership Styles and Schools Location

		Sum of Squares	df	Mean Square	F	Sig.	Scheffe Testi
Laissez-faire	Between Groups	3,792	3	1,264	4,432	,004	a-d
	Within Groups	223,322	783	,285			
	Total	227,114	786				
Active management	Between Groups	3,841	3	1,280	5,253	,001	a-c, a-d
	Within Groups	190,833	783	,244			
	Total	194,674	786				
Passive management	Between Groups	3,556	3	1,185	2,833	,037	
	Within Groups	327,549	783	,418			
	Total	331,105	786				
Ideal effect	Between Groups	13,344	3	4,448	10,887	,000	a-c, a-d
	Within Groups	319,919	783	,409			
	Total	333,264	786				
Intellectual stimulation - Individual support	Between Groups	15,334	3	5,111	7,898	,000	a-c, a-d
	Within Groups	506,726	783	,647			
	Total	522,060	786				

*p< ,05, **a**= city center schools, **b**= province center schools, **c**= town center schools **d**= village schools

From the one-way analysis of variance; there is a meaningful difference nearly all of the leadership styles according to schools location. From the one-way analysis of variance, there is a meaningful difference of sub-factors as intellectual stimulation-individual support [$F_{(3-786)}=7,89;p=,000<,05$], ideal effect [$F_{(3-786)}=10,88;p=,000<,05$] of transformational leadership styles and also expectations management (active) [$F_{(3-786)}=5,25;p=,001<,05$], passive management [$F=2,83;p=,037<,05$] and Laissez-faire leadership [$F_{(3-786)}=4,43;p=,004<,05$] of transactional leadership in terms of schools locations.

In order to understand between which of the school locations - CCS (city center /a), PCS (province center schools / b), TCS (town center schools / c), village schools (VS / d) - there is a meaningful relationship, a Scheffe test was used. It is seen from the test results that, there is a close relationship between transformational leadership styles and school locations.

In this context, there is a relation as ideal effect; between CCS – TCS and CCS- VS. This means that teachers working at the TCS ($\bar{X}=3.11$) and VS ($\bar{X}=2.87$) perceive their principals reflecting more ideal effect leadership styles than CCS ($\bar{X}=2.65$). There is also a close relationship about intellectual stimulation - individual support; between CCS – TCS and CCS- VS. This means that teachers working at the TCS ($\bar{X}=3.17$) and VS ($\bar{X}=2.90$) perceive their principals reflecting more about intellectual stimulation - individual support leadership styles than CCS ($\bar{X}=2.66$).

It is seen from the test results that, there is a close relationship between transactional leadership styles and school locations. In this context, there is a relation as Laissez-faire; between CCS – VS. This means that teachers working at the CCS ($\bar{X}=0.62$) perceive their principals reflecting more

Laissez-faire leadership styles than VS ($\bar{X}=0.47$). There is also a close relationship about active management; between CCS – TCS and CCS- VS. This means that teachers working at the CCS ($\bar{X}=0.97$) perceive their principals reflecting more about active management leadership styles than TCS ($\bar{X}=0.75$) and VS ($\bar{X}=0.82$). Nevertheless, test scores of teachers about transactional leadership styles are quite low.

Results and Discussion

It is known that school principals' leadership behaviours mostly effect schools being effective learning environments. Principals have the ability to indirectly effect student achievement by improving the tone or learning environment of schools (Johnson, Livingston, Schwartz & Slate, 2000). There is also a positive relationship between teachers' job satisfaction and performances and school principals' transformational leadership styles (Akdoğan, 2002; Bryman, 1992). Today's, building cultural items such as adopting transformative leadership styles, collaborative work, shared purpose, high dedication, providing professional development, encouraging learning, empowerment may provide successful schools (Celep, 2004). For these reasons, school principals' perceived leadership styles by teachers have critical importance to increase school performance.

In the current study, we examined Turkish primary school principals' leadership styles based on the four sub - problems. For the first problem, the results indicated that studied subjects of Turkish primary school teachers perceive their principals as mostly reflecting transformational leadership styles than transactional leadership styles. In a similar way, they perceived their school principals about transactional leadership styles at a very low values between the scale of 0.55-0.89. These results all are quite similar to the studies in the related literature (Cemaloğlu, 1997; Karip, 1998). Burns (1978) advocated that these two leadership types, transformational and transactional, represented two opposite picture. However, Bass (1985) expressed that a leader sometimes performs transformative and sometimes leads to transactional styles. Nevertheless, both leadership styles are related to organizational objectives and matter of style (Hater & Bass, 1988). In this context, studied teachers perceived their principals as reflecting more intellectual stimulation -individual support styles from transformational and more active management styles from transactional leadership. This result can be interpreted as school principals are sometimes and/or often the morale source for teachers, motivating them by using emotional elements and creating common vision.

For the second sub-problem of the study, school principals' application levels of leadership styles were investigated by means of teachers' genders. There is a meaningful difference between teachers' genders and expectations management (passive) sub-factor of transactional leadership styles. Male teachers perceive their principals much more reflecting passive management styles of transactional leadership styles than females. Passive management includes that a leader makes the correction only when an error occurred (Karip, 1998). If there is no problem, there is no obvious leader. Male teachers rarely perceive their principals as doing nothing when there is no problem. The passive management doesn't care about any way close to the leaders. Leaders intervene when the targeted standards are not reached. This is more appropriate for management, itself managing. Literature shows that female teachers perceive their principals reflecting more intellectual stimulus, individual support and conditional award (Cemaloğlu, 2007; Oran, 2002). In this context, current study results are quite different from the literature for that there is only a meaningful relation between gender and passive management styles.

For the third sub-problem of the study, school principals' application levels of leadership styles were investigated by means of teachers' seniorities. There only appeared a meaningful relationship about laissez-faire style between 1-5 and 11-15 years and also active management style between 11-15 years and 16 and above years of teachers. The descriptive analysis shows that 11-15 ($\bar{X}=0.66$) and also 16 years and above ($\bar{X}=0.63$) teachers perceived their principals as reflecting more laissez-faire styles than 1-5 years teachers ($\bar{X}=0.47$). In addition, 11-15 years of teachers ($\bar{X}=0.96$) perceive their principals as reflecting more active management styles than 16 years and above teachers ($\bar{X}=0.79$). In the literature some results as teachers having more seniorities perceived their principals as reflecting more laissez-faire styles than the others is supported by this study (Cemaloğlu, 2007). Here it is waited

that low levels of seniorities could perceive their principals reflecting more individual support, but not. It is critical for teachers with low seniorities to be supported by colleagues and also school principals. Thus, study results showed that there is only a differentiation about active management. It is usually known as negative styles about leadership. Leaders reflecting active management styles usually focus on teachers' errors and unsuccess, follow errors and intervene when a problem occurred. This lead to a culture of fear in school and at last unsuccess. If schools are waited to be succesful results, so this negative climate needs to be transformed to be positive.

For the fourth sub-problem of the study, school principals' application levels of leadership styles were ingestigated by means of school locations. The results showed that studied primary school principals working in the rural schools, for example in VS and/or TCS are perceived reflecting more transformational leadership styles than CCS. It is important to say that VS and TCS principals are usually perceived by teachers as having more ideal effects on them, also intellectual stimulus and individual support. On the other hand CCS and PCS principals are perceived by teachers as less transformational leaders. They are perceived reflecting more laissez-faire and also active management leadership styles than VS principals. It can be claimed from this result that rural schools have a big potential to develop new teachers in their early years. This may also caused from a small number of teachers working in those schools. This may support the view of rural school principals help new teachers.

Conclusion

Transformational leadership styles are waited from school principals. Principals with transformational leadership styles are at a young age (İnci, 2001). Eagly, Johannesen-Schmidt and Van Engen (2003) reported effective-successful leaders use transformational leadership behaviors more often than transactional or laissez-faire leadership. In the current study we could not research on principals' ages. However from the study, we can explain that VS principals were perceived as more transformational leaders. Here, it is known for the Turkish context that there are a small numbers of teachers working in VS and TCS, and they are nearly in their early years of professional development. Thus, they need and want more help from their principals so perceive them more transformational leaders. However, CCS and PCS teachers are mostly in their late years of professional development so need and want less help from any one, principals, so they perceive their principals less transformational leaders. For that reason, rural schools with a small numbers of teachers have a potential of developing new teachers in their early years than city center schools with a high numbers of teachers. Still, a comprehensive range of research is required in which rural school principals' leadership styles and also rural school teachers professional develoment are examined.

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