Determination of Instructional Leadership Administrators

Behcet Öznacar
Near East University, Faculty of Education, CYPRUS
Elif Osma
Northern Cyprus, CYPRUS

This research, based on observations of teacher candidates in prep school educations and secondary schools the instructional leaders of executive managers who aim at investigating a research study descriptive nature. General screening model is used for the study. The research population in the Near East University in the Faculty of Education, teacher training course sections, the school experience (teaching to the practice of) 250 is composed of teacher candidates. Şişman (2004)'s "Teaching Leadership Roles Scale", was used as a data collection tool. Instructional Leadership Role Scale which was developed by Sişman (2004) composed of 50 items and 5 sub-dimensions with 5 pieces of the Likert form. The mean (X), standard deviation (SD), independent groups t-test, one-way analysis of variance (Anova) technique have been used for the analysis of the data obtained. According to the findings, administrators to teachers' instructional leadership based on gender does not contain a statistically significant difference. According to sections of pre-service teachers in the instructional leadership of managers show a statistically significant difference.

Keywords: leadership, instructional leadership, administrator, teacher candidates, pre-school educational institution.

INTRODUCTION

People are the creatures that need leaders to manage the groups that they create and to lead them to their goals as they are creatures to be social, qualified and living in groups also. An individual is in need of a group in order to realize a part of his/her requests and needs and reach personal targets, so he/she feels compelled to act in group. Now then, to create the groups of people directed to certain goals and objectives and to activate them entail a unique ability and persuasion skills that are not possibly to be found in every individual easily (Eren, 2001). So, these all requirements make the leadership essential in organizations.

Even though leadership is one of the common investigation issues of several social sciences (psychology, sociology, political sciences, administrative science), there has been created no common perception base among the social scientists regarding the matter what the leadership means. When it is regarded from a different point of view, the leadership is a concept that can be analyzed and identified in different ways. When the leadership concept is considered from different aspects, it can be welcomed naturally to be analyzed and identified in

different ways just as an object is regarded from different aspects and so its different features are perceived (Şişman, 2004).

The leadership existed in every age of history, it will not be wrong to say that people who have a hierarchical nature will not give up leadership. Human being attempts to realize his needs and profits that he cannot realize always individually by gathering with people that are under the pressure of similar needs and profits and therefore, by creating a group (Eren, 2001).

There are many definitions in literature with regard to what the leadership is or should be. As Çelik (1999) cited from several sources, the leadership is identified as: the process of influencing the activities of the groups in the direction of reaching the targets of the groups; influencing, directing and managing the opinions, actions and trends; a bidirectional interaction that is formed between the leader and each observer; a powerful effect; a power depended on effective personal features; use of force in the direction of influencing the thoughts and activities of the observers.

The leadership can also be identified as: the process of influencing group activities in order that targets can be succeeded; to guide, to be effective in management, course, work and thought; an effective management; creating teams that are powerful and directed to the targets; convincing people to adapt themselves to the targets of the group as if they were their own targets and to show the necessary interest; convincing them also to follow the common objective which is very important for the presence of the group ignoring their personal concerns (Lunenburg and Ornstein, 1996).

The leaders have the skills and knowledge in gathering and stimulating people for a certain objective (Özcan, 2006), and play an initiator role in ensuring the organization to develop by making critical decisions but not daily ones (Cemaloğlu, 2007).

The leaders undertake some roles like; to identify the mission of the school, to observe permanently the educational process and give appropriate feedbacks, to manage the curriculum and educational process, to assess the educational programs. Thus, it can be said that the school administrators should become leaders in future schools and see beyond their boundaries. The common features of the future leaders are that they are learning oriented and undertake the instructional leadership roles.

Firestone (1996) indicates that the leadership should be examined in terms of the functions of the leadership and duties that should be fulfilled in order that an organization could maintain its existence, develop and become effective rather than what individuals who are at a certain authority do. In this regard, he divides the functions of the leadership into two different categories as the functions of the leadership in usual periods and the functions of the leadership in change periods (Akt.:Karip, 199). In this regard, it is difficult to mention about a leadership to be ideal for every environment. The leadership is a concept posing contingency according to the situation of the organization.

It has brought to light the leader, his successors, organization and the features of the environment as the main variants of the leadership. Accordingly, the leadership is the result of mutual relations among these variants but not the personal quality (Bursalıoğlu, 2002). In this regard, the leadership behavior that teacher shows in the class is affected by itself, students and conditions in the classroom environment.

Based on the studies carried out on leadership, different leadership approaches have come to the light. It was seen especially as of the second half of 1970's that the studies of leadership in education field has focused on a subject that centralizes the education and learning, and which is called as instructional leadership (Gümüşeli, 1996).

The leadership is one of the subjects on which it is focused not only in literature regarding the administrative science but also the educational administration. Since the beginning of the last century, several definitions have been made with regard to

the leadership beginning from the pioneers of the administrative science that started to develop as a science, thus; similar and different aspects between the management and leadership have been identified. The management is the science and art of using all current sources and possibilities in order to make the organization reach its goal. Güçlüol indicated his opinion by saying that "it is to work with the available resources, to get over expected difficulties and to deal with unexpected difficulties." Aydın indicated his opinion by saying that "it is realizing a certain objective or an action to achieve a work by means of human and material resources (Erdoğan, 2000). In the definitions of the management, human being is seen as a common feature. In one respect, it is thought to be a science of influencing people. In ensuring the accordance to the changing environment and time in management process, competent persons take charge in gathering human and material factors. The competent persons are called as administrators within the organization. "In this case, the administrator is the person that brings the production tools like human, money, raw material, material, machine, etc. in order to access several purposes in a timeframe and who provides the appropriate combination, compatibility and harmonization among them" (Eren, 1993).

The instructional leadership has been developed in accordance with the school management. This kind of leadership has changed the classical role and administrative mentality of the school administrator. The main basic starting point of the instructional leadership is the realization of education. In this approach of leadership, it has been targeted to arrange completely the school environment as productive and teaching environment (Çelik, 2003).

According to Hallinger (1992), the occupational norms with regard to the school administration was based on protection of the school and program management only until the mid-1980s. New educational criteria have started to form together with the instructional leadership. According to Moorthy (1992), it is not possible to separate the instructional leadership and management from each other. If the school administrator is not a good administrator, he cannot be an instructional leader. A school administrator who can be a leader should meet the expectations of teachers. Teachers do not want to be among the managed sub workers in a school. The instructional leadership entails to be an administrative specialist (Çelik, 2003).

The most important feature that distinguishes the instructional leadership from all other kinds of leadership is the fact that it has focused on educational processes undoubtedly. In other words, the instructional leadership is a kind of leadership that has direct relationship with the educational processes where instructional leaders, students, teachers and educational programs take place (Gümüşeli, 1996).

The instructional leadership, in a sense, is a reminding for the existence reason of the school to "ensure the students to be trained successfully" which should be done by the school administrator. (Özden, 1998) stated that not only the administrators but also the teachers have the responsibility for ensuring the learning of students as the "what the educational system could do in knowledge society is to prepare students for learning" thought is dominant.

The roles being charged on instructional leadership and education leaders which has become quite popular in school leadership field is the leadership type that a teacher, being a unit of the school organization in fact, should fulfill as much as school administrators at least. The literature in relation to the personnel of education shows that the roles of the teachers in education are complicated and they are multi-dimensional. Teachers are expected to realize multiple roles both within class and outside the class. One of these roles and maybe the most important one is the leadership role (Ounpigul, 2000; Balay, 2003,).

Researches show that good teachers are the teachers having effective educational features of leadership at the same time. According to this; the teachers that are successful within class, that have a clear and value-based vision with regard to their

schools, that engage in activities directing to more successes have been evaluated as teaching leaders (Harchar and Hyle, 1996; Balay, 2003).

The instructional leadership process consists of many behavioral dimensions. It can be observed that certain models are formed taking into consideration the behavior types that are frequently repeated in literature, and research tools are developed based on these models. One of them and the most common used one is the three-dimensional and eleven variables model that was built up by Hallinger (1983), (Gümüşeli, 1996).

The school administrators should undertake the instructional leadership role. This role entails powerful and evident skills about the education and administration. These skills that are exhibited are the skills bringing up the objectives that should be reached, curriculum, education, exams, expectations and the atmosphere of the class as it is expected to be. They can follow up what and how things are carried out by conducting the inspection at close range, and they help teachers apply the selected educational model. The administrators in successful schools are the instructional leaders that have a strong point of view on education, teaching and learning matters of these schools at the same time (Sergiovanni, 1991).

An instructional leader that should develop teaching in a school must have some features and skills in order to realize this role successfully. These features and skills gather in three groups as personal, administrative and occupational.

In this research, it is aimed to investigate the instructional leadership roles in respect of several variables and in what conditions they are according to the observations of teacher candidates that undergo training of school in general and technical or regular high schools and pre-school educational institutions located in TRNC.

METHOD

Model of the research

This research has a descriptive nature that seeks for investigating the instructional leadership of the administrators engaged in pre-school educational institutions and secondary schools according to the observations of the teacher candidates that are working in departments training teachers within the scope of Near East University Faculty of Education of Turkish Republic of Northern Cyprus. The general screening model has not been used in the research.

Working group

The working group of the research consists of 250 students receiving education in teacher training departments and departments that are located in the Faculty of Education of Near East University in 2015 - 2016 academic years.

Analyzing of data

Information that was filled by teacher candidates included in the study and that was obtained from the returned surveys have been separately applied to data coding tables by the researcher, and the analysis of the obtained information has been achieved by using SPSS package program on computer and by using LSD test for the frequency, percentage, arithmetic average standard deviation, t-test, ANOVA (F-test), statistical analysis results of Multiple Comparison.

The level of significance has been accepted to be .05 in the research. After the survey conducted with the students was completed, the answer sheets were

controlled and the ones that were filled incomplete and inaccurate were kept out of the research.

This research aims at determining the instructional leaderships of the administrators performing their duties in secondary school and pre-school institutions in Turkish Republic of Northern Cyprus. Surveys with 46 items were applied to teacher candidates studying at the university and taking teaching practice course. In order to identify the instructional leadership of the administrators, "Scale of İnstructional leadership Roles" is applied in this research. The information with regard to the measurement tools used in gathering data in the research is given below:

İnstructional leadership Scale: In order to identify the instructional leadership of the administrators carrying out their duties in secondary school and pre-school institutions according to the observations of the teacher candidates, the "Scale of İnstructional leadership Roles" of Şişman (2004) was used in the research as data collection tool. The necessary permission was obtained from Prof. Dr. Mehmet Şişman without using a data collection tool. The measurement consists of 5 dimensions. Şişman indicated the internal validity of the measurement tool as .92. The internal validity of the measurement tool has been found to be .87.

A meeting was arranged with the students to go to school for internship and receiving school experience course before starting the research and the students were required to observe the school administrators. The teachers who participated to the research were asked to mark according to participation levels while grading the expressions that were on the scale. Answer options and their values for Likert-type and 5-grade scale are given below in the chart.

Average Points (Participation Level): 1,00 – 1,79 : Very little, 1,80 – 2,59 : Little, 2,60 – 3,39 Sometimes, 3,40 – 4,19 : Frequently, 4,20 – 5,00 : Always

The reason that we requested teacher candidates to make observations in the research was because the teachers carrying out duties in schools did not want to answer our survey.

Frequencies and their percentages according to the demographic variables of the teacher candidates forming the exemplary

The frequencies and percentage distributions with regard to the demographic properties of the teacher candidates are given in Table 1. A rate of %61.2 (153) is women and %38.8 (97) is men of the teacher candidates. Among teacher candidates forming the universe, the followings are taking teaching practice course, these are; % 36.0 (90) Education of Computer and Instructional Technologies (BÖTE), %20.0 (50) Primary School Teaching, %14.0 (35) Turkish Teaching, %8.0 (35) Guidance Department, %8.0 (20) English Teaching (ELT), %14.0 (20) Preschool Teaching.

Table 1. Distribution of Exemplary Group

		N	*%*
SEX	**Female**	153	61,2
	Male	97	38,8
CHAPTER	**BÖTE**	96	36,0
	Classroom Teaching	50	20.0
	Turkish Teaching	35	14.0
	Guidance	20	8.0
	ELT	20	8.0
	Pre-School Teaching	35	14.0

FINDINGS AND INTERPRETATIONS

In this chapter of the research, the findings and comments with regard to sub-problems of the research are included. Frequencies and their percentages according to the demographic variables of the teacher candidates forming the exemplary are shown in tables by analysing the findings in relation to the educational efficiency of the administrators carrying out their duties in secondary schools.

In table 2, it can be seen the averages with regard to the behaviors of the school administrators in this dimension. According to the observation of teacher candidates, the behaviors that administrators show at the highest level are as follows; "Revising the objectives of the school and detecting them according to the present conditions" (X=4.26, SS=.65), "To pioneer the objectives of both school and courses to be compatible" (X=4.30, SS=.66), "To open the objectives of the school for discussion in board meetings" (X=4.36, SS=.67). According to the observations of teacher candidates, the administrators show the aforementioned behaviors in score interval of "Always". Aksoy and Işık (2008) also determined in their study that the same behavior is shown at the top level. It was detected in the study of Şişman (2004) that behaviors in this dimension were "Frequently" fulfilled.

Table 2. Descriptive statistics belonging to the levels of possession of the roles regarding identifying and sharing of the school objectives of administrators

School Director...	Always		Frequently		Sometimes		Rarely		Never		Average (X)	Standard Deviation (SS)
	%	N	%	N	%	N	%	N	%	N	X	SS
1. Clarification of the general objective of the school to teachers and students	34.8	87	51.6	129	10.8	27	2.4	6	.4	1	4.18	.74
2. To pioneer everybody in the school to share the objectives of the school	34.6	91	50.0	125	10.8	27	2.4	6	.4	1	4.19	.75
3.To observe the objectives of the school and determine them accordingly with current conditions	38.4	96	50.0	125	11.6	29	0	0	0	0	4.26	.65
4. Benefiting from the academic standing of the students when realizing the objectives of the school	27.6	69	43.6	109	18.4	46	6.8	17	3.6	9	3.84	1.01
5. To pioneer the objectives of both school and courses to be compatible	40.8	102	49.6	124	8.8	22	.8	2	0	0	4.30	.66
6. To open the objectives of the school for discussion	45.2	113	48.0	120	5.2	13	1.2	3	.4	1	4.36	.67
7.To encourage the studies of teachers aimed at the same goals	18.0	45	24.0	60	18.8	47	19.6	49	19.6	49	3.01	1.39
8. Detecting the objectives for improving the present successes of the students	31.6	79	38.4	96	16.0	40	10.0	25	4.0	10	3.83	1.10
9. To pioneer reflecting the objectives of the school to the application	28.4	71	37.6	94	20.8	52	8.0	20	5.2	13	3.76	1.10
10. Encouraging everyone to have high expectations regarding the success of the students	40.0	100	40.4	101	13.2	33	6.0	15	.4	1	4.13	.89

The behavior averages of the school administrators are given below in items mostly between (3.40-4.19) score intervals: "Clarification of the general objectives of school to teachers and students" (X=4.18, SS=.74), "To pioneer everybody in the school to share the objectives of the school" (X=4.19, SS=.75), "Benefiting from the academic standing of the students when realizing the objectives of the school" (X=3.84, SS=1.01), "Detecting the objectives for improving the present successes of the students"(X=3.83, SS=1.10), "To pioneer reflecting the objectives of the school to the application" (X=3.76, SS=1.10), "Encouraging everyone to have high expectations regarding the success of the students" (X=4.13, SS=.89).

There is only one item covered by the score interval of "sometimes" (2.60-3.39) in the behaviors that the administrators show according to the observations of teacher candidates. This item is "To encourage the studies of teachers aimed at the same goals" (X=3.01, SS=1.39).İnandı and Özkan (2006) revealed that the administrators played sometimes the role of narrating the mission of the school to the teachers effectively.

Education program and management of the educational process

According to the observations of the teacher candidates, the descriptive statistics relating to the possession levels of the role of administrators about the education program and management of the educational process are given in table 3.

Behaviors that the administrators show are as follows; "Making the courses to be initiated and ended in timely manner" (X=4.40, SS=.62), "Preparing an annual activity plan related to the educational studies of the school" (X=4.23, SS=.81). The fact that the starting and ending hours of the courses are specified and its announcement by the ring tone may be the reason of this role to be perceived as the behavior realized at the top level of this role. The result was the same in the study of Aksoy and Işık (2008) too. The weighted average with regard to all of the behaviors of this size was found to be "frequently" in the research of Şişman (2004).

The behaviors that the administrators frequently show are as follows; "To prevent the courses to be divided by way of announcing or calling students from the classes" (X=4.09, SS=.87), "Spending most of the time at school by making observations in educational environments and going into education" (X=3.80, SS=1.16)," "To prevent the students to be late for the class and therefore diving the course" (X=4.38, SS=.67), "Encouraging the extracurricular social, cultural and educational activities" (X=4.17, SS=.80), "Making visits to the classes in order to ensure the effectively use of classroom teaching period" (X=3.85, SS=1.13), "Ensuring the coordination between the educational programs of the 1st and 2nd Levels of the school" (X=4.16, SS=.86), "Giving importance to the needs and expectations of the students in the school program" (X=4.12, SS=.79).

The behavior that the administrators show sometimes; "Participating actively to the investigation and selection of the materials regarding the program" has been stated to be (X=3.23, SS=1.26).

Teaching process and assessment of the students

In Table 4, descriptive statistics belonging to the possession levels of assessment of students and educational process of the administrators based on the observations of Teacher candidates have been included.

Table 3. Descriptive statistics relating to the possession levels of the role of administrators about the education program and management of the educational process

School Director...	*Always*		*Frequently*		*Sometimes*		*Rarely*		*Never*		*Average*	*Standard Deviation (SS)*
	%	N	%	N	%	N	%	N	%	N	X	SS
11. Preparing an annual activity plan related to the educational studies of the school	42.4	106	42.8	107	10.8	27	3.6	9	.4	1	4.23	.81
12. Giving importance to the needs and expectations of the students in the school program	35.6	89	43.2	108	18.8	47	2.4	6	-	-	4.12	.79
13. Ensuring the coordination between the educational programs of the 1st and 2nd Levels of the school	38.8	97	45.2	113	11.2	28	3.2	8	1.6	4	4.16	.86
14. Participating actively to the investigation and selection of the materials regarding the program	19.2	48	25.6	64	26.0	65	18.0	45	11.2	28	3.23	1.26
15. Making visits to the classes in order to ensure the effectively use of classroom teaching period	34.8	87	31.6	79	20.4	51	8.4	21	4.4	11	3.85	1.13
16. Encouraging the extracurricular social, cultural and educational activities	40.8	102	37.2	93	20.4	51	1.6	4	-	-	4.17	.80
17. To prevent the students to be late for the class and therefore diving the course	49.2	123	40.0	100	10.8	27	-	-	-	-	4.38	.67
18. Making the courses to be initiated and ended in timely manner	47.6	119	46.4	116	5.2	13	.8	2	-	-	4.40	.62
19. Spending most of the time at school by making observations in educational environments and going into education	34.4	86	32.0	80	18.8	47	9.6	24	5.2	13	3.80	1.16
20. To prevent the courses to be divided by way of announcing or calling students from the classes	37.6	94	38.8	97	19.6	49	3.2	8	.8	2	4.09	.87

Behaviors that the administrators always show are as follows; "making negotiations with teachers in order to debate the situation of the students" (X=3.96, SS=1.09), "negotiate with teachers for the educational programs" (X=3.61, SS=1.14), "revising the school program according to the examination results and making changes if necessary" (X=3.71, SS=1.18), "rewarding students that show outstanding achievements with their behaviors within school and class" (X=4.25, SS=.78), "announcement of the academic standings of the school verbally or in written form" (X=4.17, SS=.78), "revising the studies of the students while assessing the in-class education" (X=4.20, SS=.72).

Table 4. Descriptive statistics belonging to the possession levels of assessment of students and educational process of the administrators

My School Director...	Always		Frequently		Sometimes		Rarely		Never		Average (X)	Standard Deviation (SS)
	%	N	%	N	%	N	%	N	%	N	X	SS
21.To arrange meetings with teachers in order to debate the status of the students	34.4	86	43.6	109	12.0	30	4.4	11	5.6	14	3.96	1.09
22. To negotiate with teachers for the educational programs	22.0	55	40.8	102	21.2	53	8.4	21	7.6	19	3.61	1.14
23.Revising the program of the school according to examination results and making changes when necessary	30.0	75	34.4	86	18.8	47	10.4	26	6.4	16	3.71	1.84
24. Determining the special students and the students that need attention according to the examination results	21.2	53	25.2	63	30.4	76	15.6	39	7.6	19	3.36	1.19
25. Informing students about the academic standings of the school and students	43.2	108	41.6	104	12.8	32	2.0	5	.4	1	4.25	.78
26. Informing the academic standing of the school to teachers verbally or in written form	39.2	98	40.0	100	19.6	49	1.2	3	-	-	4.17	.78
27. Rewarding the students showing outstanding performances with their behaviors within school and class	41.2	103	44.4	111	12.8	32	1.6	4	-	-	4.25	.73
28. Description of the important issues to teachers after in-class observations	40.4	101	41.6	104	14.0	35	2.4	6	1.6	4	4.16	.87
29. Revising the studies of students while assessing in-class education	38.4	96	44.0	110	17.6	44	-	-	-	-	4.20	.72
30. To be in contact with the students so as to talk about the problems of the school	28.4	71	36.4	91	25.2	63	6.0	15	4.0	10	3.79	1.04

Behaviors that the administrators mostly show are given as follows; "announcement of the of the academic standings of the school verbally or in written form" (X=4.17, SS=.78), "clarification of the important subjects to teachers after in-class observations" (X=4.16, SS=.87)," "to be in contact with the students so as to negotiate the problems about the school" (X=3.79, SS=1.04).

Behavior that the administrators show once in a while is determined to be; "determining the special students and the students that need attention according to the examination results" (X=3.36, SS=1.19).

Supporting and development of teachers

Table 5. Descriptive statistics relating to the possession levels of the role of administrators about supporting and developing of teachers

My School Director...	Always		Frequently		Sometimes		Rarely		Never		Average (X)	Standard Deviation (SS)
	%	N	%	N	%	N	%	N	%	N	X	SS
31.Encouraging teachers to show a top level performance	40.8	102	48.8	122	10.4	26	-	-	-	-	4.30	.64
32. To give teachers compliments due to outstanding efforts and achievements	35.6	89	41.2	103	22.8	57	.4	1	-	-	4.12	.76
33.To congratulate teachers in written form due to their special effort and endeavour	33.2	83	43.2	108	20.0	50	2.0	5	1.6	4	4.04	.87
34. Regulating internal studies for teachers to improve avocationally	38.8	97	46.4	116	14.4	36	.4	1	-	-	4.23	.70
35. Informing teachers about the chances that they could improve themselves avocationally	44.0	110	43.6	109	12.0	30	.4	1	-	-	4.31	.69
36. To participate to trainings (in-service training, postgraduate education, etc.) that aim at development avocationally	38.8	97	46.4	116	14.4	36	.4	1	-	-	4.23	.70
37. Duplicating and distributing important articles with regard to education that are included in newspapers and magazines	41.2	103	44.4	111	12.8	32	1.6	4	-	-	4.25	.73
38.Calling for spokesman outside the alcohol in order to give conferences for teachers	30.4	76	33.2	83	23.6	59	8.4	21	4.4	11	3.76	1.10
39.Arranging meetings so as to share new knowledge and abilities that are obtained from in-service trainings	36.0	90	39.2	98	22.0	55	2.4	6	.4	1	4.08	.84
40. Supporting the use of new knowledge and abilities that are obtained from in-service trainings to be used within class	38.0	95	37.2	93	23.2	58	1.2	3	.4	1	4.11	.82

In Table 5, descriptive statistics relating to the possession levels of the role of administrators about supporting and developing of teachers are included according to the observations of the teacher candidates.

Behaviors that the administrators always realize are as follows; "Encouraging teachers to show a top level performance" (X=4.30, SS=.64), "Arranging in-service studies in order that teachers improve avocationally" (X=4.23, SS=.70), "Informing teachers about the chances that they could improve themselves avocationally"

(X=4.31, SS=.69), "To participate to trainings (in-service training, postgraduate education, etc.) that aim at development avocationally" (X=4.23, SS=.70), "Duplicating and distributing important articles with regard to education that are included in newspapers and magazines" (X=4.25, SS=.73). One of the basic indicators of the active teaching leaders is that to be in communication process with teachers and another one is that they support their occupational development (Blase and Blase, 2000).

In the researches of Aksoy and Işık (2008), Can (2007), Çalık and Şehitoğlu (2006), Şişman (2004) and Celep (2004) it was concluded that the behaviors of arranging activities of school administrators are insufficient in supporting teachers and for their arrival just like this research. In fact, the school administrators should support teachers with regard to participating in activities such as panels, conferences by debating their problems (Blase and Blase, 2000).

Behaviors that the administrators frequently show are as follows; "To give teachers compliments due to outstanding efforts and achievements" (X=4.12, SS=.76), "To congratulate teachers in written form due to their special effort and endeavour" (X=4.04, SS=.87)," "Calling for spokesman outside the alcohol in order to give conferences for teachers" (X=3.76, SS=1.10), "Arranging meetings so as to share new knowledge and abilities that are obtained from in-service trainings" (X=4.08, SS=.84), "Arranging meetings so as to share new knowledge and abilities that are obtained from in-service trainings" (X=4.11, SS=.82). Although rewarding teachers is one of the important subjects that should be included in school management (Wong and Wong, 2005), Tonbul (2002) indicates that the negative opinions about reward are not for the reward itself but for the wrong applications.

Regular teaching-learning environment and creating the atmosphere;

In Table 6, descriptive statistics relating to the possession levels of the role of administrators about regular teaching-learning environment and forming the atmosphere are given according to the observations of teacher candidates.

Behaviors that the administrators show always are as follows; "To pioneer creating the "team spirit" among the administrators, teachers, students and other personnel" (X=3.94, SS=.91) , "Ensuring the order and discipline necessary for teaching and learning" (X=4.40, SS=.62), "Preparing physical environments where students and teachers could study with pleasure" (X=4.28 SS=.77) , "Preventing the school to suffer from conflicts between individuals and groups" (X=4.38, SS=.67), "Getting support of family and neighborhood in order to increase the success of students" (X=4.40, SS=.62). A leader who accpets team spirit as a vital importance for the educational institutions should take part side by side with other teachers (Can, 2007). He/she can succeed complex duties with team work in the school, produce new and creative ideas, provide quality service and find solutions to the problems (Elma, 2004). Çağlar (2004) points out that a coordination that will be based on cooperation among the factors forming the school in twenty first century will be focused on.

The atmosphere of the school is really important in terms of its effect to the learning of students. Because it is easier to realize the objectives with help of supporting attitudes and loyalty of the personnel in a school having a positive atmosphere. The administrators should find out the conflicts and problems in advance and apply the appropriate problem solving techniques (Çalık, 2003). One of the basic tasks of the effective school administrators is to give importance to enforce the relationship between school and environment (Sarıtaş, 2005). Because the school administrators individually have to communicate and interact with many people formally or informally within school and outside the school.

Table 6. Descriptive statistics relating to the possession levels of the role of administrators about regular teaching-learning environment and forming the atmosphere

My School Director...	Always		Frequently		Sometimes		Rarely		Never		Average (X)	Standard Deviation (SS)
	%	N	%	N	%	N	%	N	%	N	X	SS
41.To pioneer creating the "team spirit" among the administrators, teachers, students and other personnel.	29.6	74	42.8	107	21.6	54	4,4	11	1.6	4	3.94	.91
42. To give teachers compliments due to outstanding efforts and achievements	40.4	101	41.2	103	11.2	28	4.4	11	2.8	7	4.12	.96
43.Ensuring the order and discipline necessary for teaching and learning	47.6	119	46.4	116	5.2	13	.8	2	-	-	4.40	.62
44. Trying to place the faith that all students in the school could learn and be successful	35.2	88	42.8	107	17.6	44	2.8	7	1.6	4	4.07	.88
45. Preparing physical environments where students and teachers could study with pleasure	47.6	119	34.4	86	17.2	43	.8	2	-	-	4.28	.77
46. To pioneer social activities that will ensure the combination between teachers and students	38.0	95	44.0	110	16.4	41	.8	2	.8	2	4.17	.78
47. Supporting teachers posing new and different opinions about teaching and learning.	37.2	93	36.4	91	18.8	47	5.2	13	2.4	6	4.00	.99
48. Preventing the school to suffer from conflicts between individuals and groups	49.2	123	40.0	100	10.8	27	-	-	-	-	4.38	.67
49 To give priority to the subjects about education in allocating period and resource with regard to the works to be carried out	39.2	98	40.8	102	12.8	32	4.4	11	2.8	7	4.09	.97
50. Getting support of family and neighborhood in order to increase the success of students	47.6	119	46.4	116	5.2	13	.8	2	-	-	4.40	

Behaviors that the administrators frequently show are given as follows; "To give teachers compliments due to outstanding efforts and achievements" (X=4.12, SS=.96), "Trying to place the faith that all students in the school could learn and be successful" (X=4.07, SS=.88)," "To To pioneer social activities that will ensure the combination between teachers and students" (X=4.17, SS=.78), " Supporting teachers posing new and different opinions about teaching and learning" (X=4.00, SS=.99), "To give priority to the subjects about education in allocating period and resource with regard to the works to be carried out" (X=4.09, SS=.97).

THE RESULT AND SUGGESTIONS

Results

Among the teacher candidates taken into the research scope, a rate of %61.2 (153) is women and %38.8 (97) is men. Among teachers candidates forming the study group, the followings are taking teaching practice course, these are; % 36.0 (90) Education of Computer and Instructional Technologies (BÖTE), %20.0 (50) Primary School Teaching, %14.0 (35) Turkish Teaching, %8.0 (35) Guidance Department, %8.0 (20) English Teaching (ELT), %14.0 (20) Preschool Teaching.

The opinions of teachers candidates with regard to the instructional leadership roles of the administrators are as follows: Behaviors that the administrators most highly show are the following behaviors: bringing up the objectives of the school for discussion in board meetings in dimension of "Identifying and Sharing of School Objectives"; providing the courses to be initiated and ended up in timely manner in dimension of "Management of Educational Program and Education Process"; revising the studies of the students while making the assessment of in-class education in dimension of "Education Process and Assessment of Students"; encouraging teachers in order that they show a high level performance and informing them about the opportunities they can improve avocationally in dimension of "Supporting and Improving Teachers"; ensuring the necessary order and discipline for an effective teaching and learning in dimension of "Creating a Regular Teaching-Learning Environment and Atmosphere".

Behaviors that the administrators show at the minimum level are the following behaviors: encouraging teachers' studies oriented to the same objectives in dimension of "Identifying and Sharing of School Objectives" participating to the investigation and selection of the materials regarding the program in dimension of "Management of Educational Program and Education Process"; determining the special students and the students that need attention according to the examination results in dimension of "Education Process and Assessment of Students"; bringing spokesmen from outside the school for giving conferences to the teachers in dimension of "Supporting and Improving Teachers"; supporting the teachers posing new and different opinions about teaching and learning in dimension of "Creating a Regular Teaching-Learning Environment and Atmosphere".

There has been found no significant difference in the opinions of the teacher candidates according to the sex variant.

It has been detected that there is a difference in a rate of 0,05 statistically with regard to the departments of teacher candidates in the opinions of teacher candidates about Instructional leadership of the School Administrators. It has been pointed out that there is significant difference statistically among guidance department and English teaching and pre-school teaching, among Turkish teaching and English teaching and pre-school teaching, among classroom teaching and English teaching and pre-school teaching, among students going for teaching application in BÖTE department and classroom teaching and Turkish teaching according to the departments of teacher candidates.

RECOMMENDATIONS

The regulation which is the base for assignment of school administrations are rearranged, so the sufficiency fields and minimum standards can be determined. The administrators may be required to be educated in "management and inspection of education" regarding the sufficiency fields.

The teachers and school administrators may be subject to in-service trainings about "efficiency leadership in school management" subject.

A similar study may be carried out in which variables such as demographic features of the administrators, the environment where the school is located and academic success of the school are taken into consideration.

A similar study where administrators carrying out duties in Public and Private secondary school education institutions will be compared may be conducted.

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