



# Relation between Secondary School Administrators' Transformational and Transactional Leadership Style and Skills to Diversity Management in the School\*

Veysel OKÇU<sup>a</sup>  
Siirt University

## Abstract

This study investigates the relation between secondary school administrators' transformational and transactional leadership style and skills to diversity management in the school, based on branch teachers' perceptions. The relational survey method was used in the study. The sample for the study was comprised of teachers 735 public school teachers from 34 different schools in the city of Siirt during the academic year of 2010-2011. In the research, "Multifactor Leadership Questionnaire" scale was used to determine the leadership styles of school administrators and "Questionnaire for Diversity Management" scale was used to indicate the degree of behavior related to diversity management. In the result of research it was determined that there was a positive and moderate relationship between school administrators' transformational leadership style and skills to management diversity. This study it was found that there was a positive and moderate relationship between all dimensions of transformational leadership and contingent reward sub-dimension of transactional leadership and administrative practices and policies sub-dimension of diversity management, and between intellectual stimulation and individual support sub-dimensions of transformational leadership and contingent reward sub-dimension of transactional leadership and individual attitudes and behaviors, organizational values and norms dimensions of diversity management. It was also found that there was a negative and weak relationship between management by exception (passive) and laissez-faire leadership dimensions of transactional leadership and individual attitudes and behaviors, administrative practices and policies sub-dimensions of diversity management, and between management by exception of transactional leadership (passive) and organizational values and norms sub-dimension of diversity management. Findings of study reveals that practices, such as individual attitudes and behaviors, managerial practices and politics associated with individualized consideration, dimension of transformational leaders and contingent, dimension of transactional leadership were significantly predictors of management skills diversity in schools. Furthermore practices of dimensions of transformational leadership, individualized consideration, idealized stimulation and of dimensions of transactional leadership, contingent reward significantly predictor dimensions of management diversity in schools in respect to organizational values and norms.

## Keywords

Leadership, Transformational Leadership Styles, Diversity Management, School Manager, Teachers.

Human differences are considered as a phenomenon that needs to be managed in all areas of the life and becomes even more important in the organizational life (Özkaya, Özbilgin, & Şengül, 2008; Sürgevil &

\* This research prepared based on research it was presented as a verbal statement in the Conference: "New Trends on Global Education Conference (GEC-2012)" held in TRNC ON 24-26 September

a **Veysel OKÇU, Ph.D.**, is an assistant professor of Educational Sciences. Quality in education, strategic planning, leadership, organizational commitment and mobbing are among the subjects he studies on. *Correspondence*: Siirt University, Faculty of Education, Siirt, Turkey. Email: veysel.okcu56@gmail.com

Budak, 2008). One of the keys for the organizations to continue their existence in the changing world is to show awareness and respect to the diversity among employees and to regard this diversity as richness. In this respect, diversity management is one of the new approaches required (Memduhoğlu, 2011a). The employees who gather in order to achieve organizational goals such as performance, profitability, productivity and efficiency, on the one hand, try to adapt to their colleagues and organization, and on the other, desire to live freely with their differences (gender, age, physical abilities etc.) and expect these differences to be respected (Sürgevil & Budak, 2008). According to Von Bergen, Soper, and Foster (2000), diversity management entails recognizing, being open to, and utilizing human differences. The goal is to create a positive work environment for all employees and organization. The best way to manage diversity is to provide a positive work environment for the people with different backgrounds and make the relations between these individuals and groups better (Bhadury, Mighty, & Damar, 2000).

In modern terms, diversity management can be achieved when differences in organizations are acknowledged, accepted, and have a place in its integral structure and turned into a lifestyle (cultural mosaic) (Treven & Treven, 2007). Leaders are the persons who can achieve this. Bottery (2000) emphasizes that the presence of leaders is important in terms of providing a fairer and more equal environment and laying the basis for appropriate democratic ideals (as cited in Morrison, Lumby, & Sood, 2006). One of the most significant elements of effective schools is school administrators and their leadership styles. Kreitz (2007) highlights that the leaders who want to manage diversity effectively should adopt a management approach, other than traditional management approaches, which embraces everyone in the organization. Administrators with leadership characteristics are expected to be aware of differences, free of prejudices, to be educated and conciliatory and to lead the cultural change in work environments (Morrison et al., 2006). In today's world where great changes occur, new values rise and the future cannot be predicted, leaders who can chase a new direction are needed. It is stated that transformational leadership is the most suitable leadership style that can adapt to this pace of change (Çelik & Eryılmaz, 2006). Transformational leaders are able to apply appropriate management styles and consider situational conditions in the decisions taken. Adapting to the environmental conditions by perceiving these in situ and timely is a very important

requirement for continuity of the organizational structure. Therefore, transformational leadership reflects the most effective and required leadership styles (Begeç, 2004). According to Bass (1998), transformational leaders pay attention to the potentials and needs of their employees in order to develop the capacity of others. These leaders provide environments where individual differences are respected. Transformational leaders encourage interaction and attach importance to the individual interests of employees (as cited in Steward, 2006). In all leadership styles, it is generally accepted that administrators with leadership characteristics are aware of differences, free of prejudices, to be educated and conciliatory and to lead the cultural change in organizations and work environments (Morrison et al., 2006). The studies on the organizational environment indicate that the reason for employees' job stress comes from the behaviors of organizational administrators (O'Driscoll & Beehr, 1994). The results suggest that the organizational environment of employees and the leadership style of administrators can either encourage or hinder employees (Duxbury, Armstrong, Drew, & Henly, 1984). Feinberg, Ostroff, and Burke (2005) point out that creating environments based on cooperation in the organization is one of the main duties of the transformational leadership. Balay and Sağlam (2004) and Memduhoğlu (2007) also indicate that administrators play a critical role in managing the differences and administrators should be successful in managing those differences strategically in order to turn them into advantage. In this sense, school administrators are responsible of changing and consolidating the understanding of different groups regarding the cultural structure and reflecting this to the common organizational goals of schools. In order to carry out successful education and training activities, both teachers and administrators need to acknowledge these differences and to develop appropriate methods to manage the situation (Sharma, 2005). The fact that schools adopt such management understanding which cares differences and focuses on learning from differences contributes to both the individual development of students and the general success of schools (Güleş, 2012).

Although there are a large number of research abroad related to diversity management since the 1990s, (Cox, 1992; Cox & Blake, 1991; Cox & Nkomo, 1990; Gilbert & Stead, 1999; Houkamau & Boxall, 2011; Jackson, Joshi, & Erhardt, 2003; Loosemore & Lee, 2002; Maldonado, Dreachslin, Dansky, Souza, & Gatto, 2002; Martins, Miliken,

Wiesenfeld, & Salgado, 2003; Milliken & Martins, 1996; Richard, McMillan, Chandwick, & Dwyer, 2003; Prieto, Phipps, & Osiri, 2009; Richard, 2000; Von Bergen et al., 2000; Webber & Donahue, 2001; Williams & O'Reilly, 1998), research in this field in Turkey usually carried out on businesses (Aksu, 2008; Atasoy, 2012; Baykasoğlu & Dereli, 2005; Begeç, 2004; Gümüş, 2009; Helvacıoğlu, 2007; Kaya, 2007; Kayalar & Aytar, 2012; Öncer, 2004; Özkaya et al., 2008; Sürgevil, 2008, Sürgevil & Budak, 2008; Tiryaki, 2008; Toksa, 2012; Yeşil, 2009). As regards educational organizations (Balay & Sağlam, 2004; Balyer & Gündüz, 2010; Çetin, 2009; Güleş, 2012; Memduhoğlu, 2007, 2011a, 2011b; Memduhoğlu & Ayyürek, 2014; Yanaşma, 2011; Yazıcı, Başol, & Toprak, 2009; Yeşil, 2009), this subject has not been explored in detail yet. Furthermore, the literature research has not put forward a study dealing with the relationship between the leadership styles of administrators in our country and diversity management in schools. This research explored whether there is a relationship between the leadership styles of school administrators and diversity management in schools. Thus, it is aimed that both application efforts in schools and the literature will be contributed given that diversity which is considered as a source of richness especially in our country can be evaluated through the leadership behaviors of administrators. Within the framework of this study, answers to the following questions were sought. According to the perception of teachers;

- 1) Are there relation between teachers' diversity management and practices of secondary school administrators' leadership style perceived by teachers?
- 2) Have practices of school administrators' leadership style, meaningful predictive for diversity management?
- 3) How much do secondary school administrators realize leadership styles?
- 4) How much do secondary school administrators realize diversity management?

### **Transformational Leadership and Transactional Leadership**

Bass (1985) suggested a new model in relation to leadership based on certain leadership studies. This suggested model is comprised of two dimensions: Transformational and transactional leadership. Transformational leadership is defined as a move

beyond transactions aimed at designating needs of the followers and affecting their values in order to improve their success and satisfaction (Bass, 1985; Korek, Felfe, & Zaepernick-Rothe, 2010). Burns (1978) defines transformational leadership as the process in which leaders and followers raise one another other to higher levels of morality and motivation. Transformational leadership is a type of leadership that focuses on innovation, change and reform. Transformational leader is a person who realizes his/her employees' dreams about future. A leader that shapes the future on his/her mind with a vision uses four basic management styles such as idealized influence, intellectual stimulation, inspirational motivation and individualized consideration in order to enable that his/her employees are united under a common goal (Akçakaya, 2010, p. 150). Idealized impact is the process through which the leader creates a mission and vision together with his employees (Bass & Avolio 1995; Karip, 1998). Motivating with suggestion is the process through which the leader creates a powerful common feeling of purpose with his inferiors using simple emotional elements (Karip, 1998). Team spirit is activated (Bass, 1989, p. 107). Intellectual warning expresses developing the intellect, being reasonable and careful in solving the problems (Çelik, 1998; Karip, 1998). Individual support is the ability to raise up the employees and create vision for them for the future (Stordeur, D'hoore, & Vanderberghe, 2001).

Transactional leadership, on the other hand, is a leadership style which guides and motivates employees and clearly defines the organizational goals as well as the roles and duties of the employees (Bateman, 2002, p. 471).

In terms of the conditional award aspect of the transactional leadership, the leader realizes the expectations and expected performance mutually with the employees. He/she awards the positive behavior of the employees like working in harmony with the organization and high performance and punishes the negative behavior like noncompliance with the rules or low performance (Bass & Steidlmeier, 1999). There is an efficient exchange transaction between the employees, which is comprised of three dimensions: Conditional reward, management with exceptions and laissez-faire approach (Çelik, 1998; Karip, 1998; Stordeur et al., 2001). In the conditional reward dimension, the leader determines the tasks and targets for his employees. Employees know the rewards they will be granted when they fulfill the targets. In the

management with exceptions dimension, the leader monitors the employees, and intervenes when employees commit any error. The function of the leader in this dimension is to avoid deviation from targets, determine and correct the problematic areas. In the laissez-faire dimension, the leader leaves his/her employees in their own way and does not intervene. He/she avoids making a decision and shuns his/her responsibilities (Avolio & Bass, 2002, p. 97; Çelik, 1998; Howell & Avolio, 1993; Karip, 1998; Stordeur et al., 2001).

### Diversity Management

Diversity management is a management understanding which has been emphasized often especially after the 1990s. Literally, "Diversity" means difference, variety and unlikeness. In the literature, the concept of diversity refers to the difference in the characteristics of individuals in a society (Balay & Sağlam, 2004; Memduhoğlu, 2010, p. 200). Diversity represents the multitude of individual differences and similarities that exist between people (Trevin & Trevin, 2007). According to this definition, diversity is a mixture, a mosaic that incorporates every person, differences and similarities that exist between people as well as their characteristics, processes, systems and variety in the global conditions to which the organization should respond (Sürgevil, 2008).

Memduhoğlu (2010, p. 207) argues that the main areas of diversity regarding the employees in organizations may be addressed in three dimensions. These are: (1) demographic diversity (race, nationality, ethnicity, gender, region/city, age and experience, (2) socio-cultural diversity (religion and philosophical belief, political opinion, adopted values, educational level, economic situation, (3) individual diversity (personality, physical and mental skills, knowledge and abilities etc.). In this sense, it is normal to have disagreements and conflicts in work environments where individuals with such different characteristics meet. Diversity management provides an environment where everyone can contribute to the organization and show all their performance toward the goals of the organization (Budak, 2008, p. 399). According to Von Bergen et al. (2000) diversity management covers recognizing, accepting, respecting, utilizing and being open to every kind of difference among the employees. The aim is to establish a positive work environment for the improvement of all employees and the organization. Individuals coming together to realize the organizational objectives including performance, profitability, efficiency and effectiveness try to adapt themselves to their

colleagues and the organization and at the same time, they want to freely display their differences (gender, age, disability) and expect others to respect them (Sürgevil & Budak, 2008). Diversity management regards the differences among employees as a source of wealth and is based on the principle of maximizing diversity and individual differences as an important potential in ensuring organizational development, realizing manageable organizational outcomes, and providing equal opportunities (Morrison et al., 2006).

The diversity management approach maximizes the potential advantages of diversity while offering practical solutions for the organizations to minimize the potential disadvantages (Mollica, 2003). However, this understanding is not easy to put into practice. An organizational culture which perceives diversity not as a threat but a source of richness and an organizational structure which always embraces dialogue will minimize the potential negative consequences of diversity in those values (Memduhoğlu, 2007; Öncer, 2004). It is pointed out that a number of changes are required in the organizational structure of such a management understanding and to achieve this, it is essential to create an organizational culture that corresponds to diversity management (Barutçugil, 2011; Sürgevil & Budak, 2008). This understanding requires establishing processes which will help effective diversity management, enabling all members of organization adopt diversity and making it a culture shared by everyone as well as a long period of time and determination (Sürgevil & Budak, 2008). Şişman (2006) stated that for the achievement of this aim, democratic education in schools is very effective in terms of revealing and maintaining diversity. Moreover, the leader should support participation and regard himself/herself as a member of the group, rather than an external authority to determine the strategies within the process. Besides, intra-organizational and non-organizational social value systems should be understood and common aspects of these systems should be sought. The leader should also be able to ensure transfer of powers within the organization and exchange of information (Denis, Langley, & Rouleau, 2007) and to regard diversity as a learning opportunity (Lashley & Lee-Ross, 2003). Therefore it is said that such a management approach that gives importance to diversity and is based on learning from diversities will contribute to both the students' individual development and the overall success of the school (Güleş, 2012).

### Relationship between Transformational and Transactional Leadership Styles of School Managers and Diversity Skills Management in School

Diversities management should direct individuals who have different opinions, qualities and understandings into the same purpose and motivate them towards achieving the goals of the organization (Aksu, 2008). That education institutions, having workers who possess many differences such as culture, belief, lifestyle, status, socio-economic position, etc., encounter problems is something natural and expected. Therefore, diversities management is one of the most challenging problem one manager can encounter (Van Der Vuuren, Van Der Westhuizen, & Van Der Walt, 2012). Unless these diversities are managed effectively within organizations, it is inevitable that several problems arise (Barutçugil, 2004, p. 228; Güleş, 2012). Today, diversity management based on consolidation and cohesion policies are applied within organizations rather than assimilation policy in solving problems arising from diversities (Polat, 2012; Tsui, Egan, & O'Reilly, 1992). What is important herein is to be able to acknowledge the diversities, internalize, assess by taking these into consideration in management of the organization and constitute a healthy organizational culture (Öncer, 2004; Speechley & Wheatley, 2001). Organizational culture must have a structure in which common values overweigh those related to single culture (Sarayönlü, 2003). Moreover, school managers are responsible for making all of the individuals benefit from the school and develop the school culture adding value to the school (Ngema, 2009, p. 21). School managers' awareness of all aspects of diversities will help people understand each other better, free from prejudices and lessen conflicts. In this way, it will lead a stronger social adaptation at school (Van Der Vuuren et al., 2012). Managers should establish school policies providing respect for diversities and appreciation of diversities in order to manage diversities at schools (Ngema, 2009, p. 13). In his study Polat (2012) emphasizes that school managers have plenty of workers with diversities and that these diversities should be managed effectively. He emphasizes that to manage diversities at school effectively and contribute rather than disadvantage the organizational purposes, some values should be imbedded into the organization (openness to innovation, self-improvement, democratic attitudes, being fair, respect for diversities, dignifying people, empathy, tolerance, honesty, objectivity, equality, truth,

etc.) and that these values should first be pursued by school managers and then imbedded into the organization with effort.

Managers having a sense of leadership are expected to be aware of diversities, away from prejudices, educated and mediator and lead cultural shift in organizations and workplace environments (Morrison et al., 2006). For the achievement of successful management of diversities, diversities should be a part of organization policy and strategy and have equal importance with other policies and strategies (Öncer, 2004, p. 5). In this sense, it can be stated that a sense of leadership responsive to diversities is a facilitating factor of the process. One of the leadership styles expressed within this context is transformational leadership. Transformational leadership is defined as a leadership behavior in which moral values are considered important. This leadership behavior enhances the level of moral expectancies and humanistic behaviors of both the leader and the workers thus having a transformational effect on both sides (Celep, 2004, pp. 23-24). Transformational leader has a vision shared among workers and regards individual diversities among people and stimulates workers (Lowe & Galen, 1996). Bass (1997) defines the transformational leader as to enhance the necessity levels of his/her workers from the level of security and recognition to the level of self-realization. Transformational leader reinforces organizational feeling of confidence (Podsakoff, MacKenzie, & Bommer, 1996), motivates the workers and even makes them perform far beyond they can do (Bass & Riggio, 2006). Jung, Yammarino, and Lee (2009) state that main feature that makes transformational leadership from other leadership styles is that it emphasizes personal values that workers adopt and regard. According to Sarros, Cooper, and Santora (2008), transformational leader creates awareness in their workers' minds by means of values such as high ideals and freedom, fairness, peace and equality. Transformational leader is also the leader of a democratic school society. Within a democratic school culture, diverse necessities, wishes and purposes are met. Everyone constituting the school society is given opportunity to be active in decision-making. School managers having transformational leadership behaviors regard the diversities at school. He/she has a sense of management based on learning from diversities. Hereby, he/she can be effective in meeting the expectancies and requirements of internal and external environment of the school. In this sense, a positive relationship is expected to be between transformational leader

and diversities management at school, individual attitudes and behaviors, organizational values and norms, managerial policies and applications. Transactional leadership is based on bureaucratic authority and organizational legitimacy. There are issues such as tendency based on short-time, rules and directions, vertical communication, concrete objectives, power deriving from the position and excessive adaptation. Transactional leader takes the preformation of the task and worker obedience as the focus point and associates the worker performance with a rigid punishment and reward system. In short, transactional leader focuses on daily activities of the organization (Çelik, 2003, p. 161; Erdoğan, 2002, p. 50). As transactional leadership is one that is based on saving the day, a positive and meaningful relationship among effective management of diversities at school may not be expected.

Steger and Erwee (2001) have found in their study that school managers do not have enough awareness of diversities management. Ngema (2009) has identified that managers and workers do not have solid institutional policy for practices made related to diversities at school and diversities management. In addition to this, he has revealed that there is lack of common stakeholder participation in diversities management and practices. A research related to whether there is a relationship between diversities management at school environment and transformational and transactional leadership behaviors of school managers has not been found in literature. In this study, this subject is analyzed. This research is expected to contribute to make diversities available at education institutions not be seen as a problem, an effective management and thus to organizational management perceptivity and practices.

### Method

#### Model

The relational survey method was used in the study. The relational survey method is a research model which aims at explaining the existence or the level of change between two or more variables (Karasar, 2007, p. 81).

#### Population and Sampling

The target population of the study consisted of 735 branch teachers in a total of 34 secondary schools under the Ministry of National Education, in the

province of Siirt during the 2010-2011 academic year. Valid data was obtained from approximately 67% (n: 490) of the target population. In order to obtain more reliable data a sample questionnaire was not developed. 34.7% of the teachers participating in the research were women and 65.3% were men. 59% of teachers were married, 41% were single. When the distribution regarding profession rank variable was analyzed, the number of teachers with 1-5 years of service (45.3%) and 6-10 year length of service (34.7%) were both is higher than other groups. The proportion of teachers with 11-15 year service was 9.4%, those with 16-20 year was 4.8% and those with 21 years and above was 5.8%.

#### Data Collection Tools

In the research, Bass and Avolio's (1995) "Multifactor Leadership Questionnaire" scale was used to determine the leadership styles of school administrators, Balay and Sağlam's (2004) "Questionnaire for Diversity Management" scale was used to determine the degree of behavior related to diversity management. The information regarding these scales is given below.

#### Multifactor Leadership Questionnaire (MLQ):

With the aim of determining the leadership styles of school administrators, permission for the use of the "Multifactor Leadership Questionnaire (MLQ)" scale developed by Bass and Avolio (1995). The questionnaire consisted of 20 items for transformational leadership with five sub-dimensions, and 16 items for transactional leadership with four sub-dimensions. The Multifactor Leadership Questionnaire was based on a five-point Likert scale answered as Not at all (0), Once in a while (1), Sometimes (2), Fairly often (3) and Always (4), and scored accordingly. In addition, the arithmetic average obtained for each item was evaluated as 0-0.80: "Not at all," 0.81-1.60: "Once in a while," 1.61-2.40: "Sometimes," 2.41-3.20: "Fairly often," 3.20-4.00: "Always" in order to determine the level of teachers to display the attitude in each item. As a result of the factor analysis, it was observed that the scale represented a two-factor structure. The total variance explained by the first factor called transformational leadership was 42.320% and the eigenvalue of this factor was 13.817. The explained variance of the second factor called transactional leadership was 11.276% and the eigenvalue of this factor was 3.201. The total variance explained by both dimensions was 53.596%. As a result of the reliability analysis, it was observed that the total correlation coefficient of the

items regarding transformational leadership ranged between .46 and .85, and Cronbach's alpha reliability coefficient of this dimension was found as .96. On the other hand, the total correlation coefficient of the items regarding transactional leadership ranged between .36 and .72, and Cronbach's alpha reliability coefficient of this dimension was found as .74. Cronbach's alpha reliability coefficient of the whole scale was .94. In all dimensions of the scale, the item-total correlation of 36 items ranged between .36 and .85.

**Diversity Management Questionnaire (DMQ):** In the study, "Diversity Management Questionnaire (DMQ)" was used. The scale developed by Balay and Sağlam (2004) is a 5-point Likert scale including 28 items. This scale covers three sub-dimensions (personal attitudes and behaviors, organizational value and norms and managerial practices and policies). The items were scaled as "Totally disagree=1" and "Totally agree=5." In the analysis of Balay and Sağlam, it has been determined that the items in the scale focus on three separate factors, and that the scale has a high reliability and validity. However, in this study, the total variance of the first factor personal attitudes and behaviors dimension of the diversity management scale was 9.15 and the eigenvalue of this factor was 4.321. The explained variance of the second factor called the organizational value and norms dimension of diversity was 14.475 and the eigenvalue of this factor was 7.35. The explained variance of the third factor, managerial practices and policies was 28.73% and the eigenvalue of this factor was 12.65. The total variance of these three factors was 52.35%. As a result of the reliability analysis, it can be seen that the total correlation coefficient of the items under the personal attitudes and behaviors factor of the scale varied between .46 and .69 and the Cronbach's alpha coefficient of this dimension was .81. The total correlation coefficient of the items under the organizational value and norms factor of the scale varied between .45 and .71 and the Cronbach's alpha coefficient of this dimension was .87. The total correlation coefficient of the items under the managerial practices and policies dimension of the scale varied between .58 and .70 and the Cronbach's alpha coefficient of this dimension was .95. Cronbach's alpha coefficient of all the dimensions of the scale, related to the diversity management was measured as .96. These values prove that the reliability and validity of the scale is high.

MLQ and MDQ of confirmatory factor analysis with program AMOS were analyzed. As the result of the analysis indicates, some fit indices were examined

in terms of the coherence of the model with the data. Among the mostly used fit indices  $\chi^2$ , GFI, AGFI, CFI, NFI, IFI, RMSEA and AIC can be listed. Among these indices,  $\chi^2$  is sensitive to sample size and therefore, it is necessary to use other indices together with that. In terms of fit indices, criteria like  $\chi^2$ /sd's being less than 5, and GFIs being greater than .90, IFI and CFIs being greater than .95 and RMSEAs being less than .06 are used (Byrne, 1998; Jöreskog & Sörbom, 1993). Moreover, the fact that as fit indices, GFI, NFI, CFI and AGFI values are greater than .90 and RMSEA values are less than .05 points to the fact that the model fills the data well (Hu & Bentler, 1999). Fit indices measured in this study with regard to the fitness of the model, (NFI = .98, CFI = .98, IFI = .99, RMSEA = .044,  $\chi^2$  / sd = 37.82 / 16 = 2.36 < 5.00), point that the model fits well.

Results for the analysis of the standardized model; the factor loadings for transformational leadership are ranged from .66 to .44, while they are ranged from .54 to .32 for transactional leadership. In addition, a strong correlation in positive direction (.67) has been obtained between transactional leadership scale and transformational leadership scale. The factor loadings for sub-dimensions of management of diversity have been found to be in the range of .41 to .62, .43 to .68 and .45 to .69 for individual attitudes and behavior sub-dimension, organizational values and norms sub-dimension and managerial practices and policies sub-dimension respectively. The relationship between sub-dimensions of management of diversity has been found to be a strong correlation with positive direction between all sub-dimensions. The numerical values for the significance of correlation between sub-dimensions are as follows: between individual attitudes and behavior sub-dimension and organizational values and norms sub-dimension (.65), between individual attitudes and behavior sub-dimension and managerial practices and policies sub-dimension (.72) and finally between organizational values and norms sub-dimension and managerial practices and policies sub-dimension (.73). In light of these findings, it has been concluded that both scales are valid and reliable.

### Analysis of the Data

Freemans, percentage, arithmetic mean, standard deviation of data values gathered through scales were analyzed in SPSS program and confirmatory MLQ and MDQ factory analysis was conducted by AMOS 22 program. Relation between transformational and

transactional leadership styles and management skills diversity in schools was measured through Pearson moment correlation coefficient. Multi regression technique was used to clarify at what extend transformational and transactional leadership styles mandate management skills diversity in schools. The research hypotheses were tested at the  $p \leq .05$  and  $p \leq .01$  level.

### Results

In the result of analysis it has been determined that although there is a positive and moderate relationship between school administrators' transformational leadership style and management of diversity, there is positive but low level relationship between school administrators' transactional leadership and management of diversity.

Based on the results of this study, It was found that there was a positive and moderate relationship between all dimensions of transformational leadership and contingent reward sub-dimension of transactional leadership and administrative practices and policies sub-dimension of diversity management, and between intellectual stimulation and individual support sub-dimensions of transformational leadership and contingent reward sub-dimension of transactional leadership and individual attitudes and behaviors, organizational values and norms dimensions of diversity management. It was also found that there was a negative and weak relationship between management by exception (passive) and laissez-faire leadership dimensions of transactional leadership and individual attitudes and behaviors, administrative practices and policies sub-dimensions of diversity management, and between management by exception of transactional leadership (passive) and organizational values and norms sub-dimension of diversity management. Furthermore, all sub-dimensions of the leadership styles other than intellectual stimulation, which is one of the sub-dimensions of transformational leadership, are significant predictors of sub-dimensions of diversity management. According to the perceptions of the teachers, school administrators display transformational leadership behavior at a moderate level and transactional leadership behavior at a low level. The result of the study indicated, "moderate" level opinions of the secondary school teachers regarding the three sub-dimensions of diversity management.

### Conclusion, Discussion and Recommendations

In the result of analysis it has been determined that there is a positive and moderate relationship between school administrators' transformational leadership style and management of diversity. In particular, it can be concluded that as the level of transformational leadership behaviors of school administrators increases their ability to manage diversity can be more effective. These findings are in line with expectations. Transformational leader creates awareness in their workers' minds by means of values such as high ideals, freedom, fairness, peace and equality (Sarros et al., 2008). He outlines a vision that can be shared among employees, emphasizes the personal values that employees adopt and cares for these values. Transformational leaders exhibit a management approach which is far away from prejudices and is based on learning from diversity by caring the diversity in the school and being aware of diversity. In addition, there is positive but low level relationship between school administrators' transactional leadership and management of diversity. Transactional leader focuses on getting done the tasks and obedience of employees, distributes rewards according to performances and implements a strict reward and punishment system. According to research conducted for this context, it is not possible to say that there is a meaningful and healthy relationship between operational leadership behavior and ability to manage diversity in the school of school administrators.

Based on the results of this study, when the relationship between sub-dimensions of the leadership styles of school administrators and sub-dimensions regarding diversity management was examined, it was found that there was a positive and moderate relationship between idealized influence (attribute), idealized influence (behavior), inspirational motivation and individual attitudes and behaviors and organizational values and norms, and between intellectual stimulation, individual support and contingent reward and individual attitudes and behaviors and organizational values and norms dimension. Furthermore, it was found that there was a positive and moderate relationship between administrative practices and policies and all dimensions of transformational leadership (idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, individual support) and contingent reward which is the sub-dimension of transactional leadership. It was also observed



that there was a negative and weak relationship between management by exception (passive) and laissez-faire and individual attitudes and behaviors, administrative practices and policies dimension, and between management by exception (passive) and organizational values and norms. Where school administrators display transformational leadership behaviors they manage diversity better. Balay and Sağlam (2004) and Memduhoğlu (2007) all support that administrators have a key role in managing diversity and where they do so it is an advantage. Von Bergen et al. (2000) stated that when the diversity in the organization is managed well, morale and job satisfaction of the employees increase, individual and organizational effectiveness is enhanced, communication among the employees improves, and disputes are resolved rapidly. Houkamau and Boxall (2011), also demonstrate that there is a positive relation between the policies and practices of diversity management, and organizational commitment, confidence in the organization, and the job satisfaction of the employee. All sub-dimensions of the leadership styles, other than intellectual stimulation, explain approximately 14% of the total variance in the individual attitudes and behaviors dimension regarding diversity management in schools, 18% of the total variance in the organizational values and norms dimension, and approximately 27% of the total variance in the administrative practices and policies dimension. Accordingly, all sub-dimensions of the leadership styles, other than intellectual stimulation, were significant predictors of the three sub-dimensions regarding diversity management. Finding of study reveals that there was strong correlation between transformational leadership of school principals and individualized consideration, a dimension of transformational leadership, in other words, as school principals spend more time with teachers, strive to develop and orientate them and when school leaders consider teacher as valuable stakeholders and try to develop their strong aspects. Thus, it may be asserted that school leaders' transformational behaviors are strongly associated with diversity management. Similarly, when leaders perform more transactional acts in respect to contingent reward, in other words, when school principals express their satisfaction and happiness for teachers' performance, and when they courage teachers with motivating recitals, make them working with enthusiasm, appreciate teachers' performance and when they openly clarified what teachers will get in case they reach planned, desired goals and finally when teachers

are sure of that their leaders are respectful and open to individual diversity. In this research, it can be concluded that school administrators can manage diversity in schools in a more effective manner as a result of adopting especially transformational leadership behaviors. When school principals lead school with idealized influence, a sub dimension of transformational leadership, that is to say, when leaders endeavor for school, when they consider clarification the meaning, goal of school, when they speak out about significant organizational values and norms of school, when they also consider ethical and moral outcomes of decision they make, they will probably be more successful in leading their schools. When principals show more idealized influence and individualized consideration behaviors, it may be easier to establish a working climate, having trust, freedom of expression, being respectful to each other and off bias. Consequently, practices associated with dimension of transformational leadership behaviors gives teachers sense of purpose through collaboration realizing specific goals, in such working place where followers, are respected, love each other, where they share some common ethical values and norms, where they respect each other's diversities and where toleration is dominant, organizational health and followers' well-being is not hard to get. So school leaders must struggle to establish such organizations. Thus, it might asserted that the more dimensions of transformational the principal is, the more academic optimism there will be within the school. Alike, is it possible to reveals that there is a strong relation between schools administrators behaviors and teachers satisfaction, because practices associated with contingent reward, individualized consideration and idealized influence enhances managerial practices and politics in schools. This means that such leaders consider diversity as means of wealthy, and they always act in sense of responsibility. Furthermore, teachers with different aspect are not exposed to discrimination, gender discrimination is not allowed, in such organizations all followers are treated equally, political view or tendencies couldn't be means of privilege and discrimination. Leaders take followers' performance and effectiveness into account not their political view, followers' opinion about any topic and issue are made much of by principals of school, teachers are equally provided by advantages of organization.

Based on the results of this study, according to the perceptions of the teachers, school administrators display transformational leadership behavior at

a moderate level and transactional leadership behavior at a low level. This supports many studies carried out in Turkey on this subject (Buluç, 2009; Cemaloğlu, 2007a, 2007b, 2007c, 2011; Çetiner, 2008; Dursun, 2009; Eryılmaz, 2006; Karip, 1998; Korkmaz, 2005, 2007; Kurt, 2009; Okçu, 2011; Yıldırım, 2006) concluded that school administrators display transformational leadership behaviors more than transactional leadership behaviors. According to the findings of research, secondary school teachers reported that the three sub-dimensions regarding diversity management were "medium-level"; the opportunity for teachers to display their knowledge and skills on diversity management was medium-level, diversities were not evaluated at desired level in line with individual/organizational goals and benefits; organizational values and norms regarding diversity management could not be established precisely; diversity was taken into account at medium-level in the administrative actions and practices and as a consequence, a management understanding based on diversity was not presented at desired level and precisely. In their study of administrators and teachers Balyer and Gündüz (2010) found out that they expressed positive opinion, at the "agree" level, for the sub-dimension personal attitude and behaviors but "lower" level with the sub-dimensions of organizational value and norms, and

managerial practices and policies. They determined that according to the opinions of the teachers, the administrators generally are not at a sufficient level to manage the diversity of the employees. Çetin and Bostancı (2011), found that teachers regard the "diversity management" as the least realized by the administrators. In the study of Memduhoglu (2007) on administrators and teachers, it was determined that they had positive opinion for all three dimensions at the "agree" level. The following recommendations are made in accordance with the results of this research:

With the aim of providing school administrators with transformational leadership skills, school administrators should adopt transformational leadership understanding which is a participative, democratic and modern leadership style. In schools, an organizational climate approaching diversity with tolerance and allowing employees to protect their ethnical and cultural heritage should be established. School administrators should treat all employees objectively. All the members of the school should implement practices strengthening the interaction among the school stakeholders. This study should be carried out at different educational levels (primary and higher education, etc.) using different methods (qualitative) and different data collection tools (such as observation, meeting and interview, etc.).

## References/Kaynakça

- Akçakaya, M. (2010). 21. yüzyılda yeni liderlik anlayışı. Ankara: Adalet Yayınevi.
- Aksu, N. (2008). *Örgüt kültürü bağlamında farklılıkların yönetimi ve bir uygulama* (Doktora tezi, Uludağ Üniversitesi, Sosyal Bilimler Enstitüsü, Bursa). <http://tez2.yok.gov.tr/> adresinden edinilmiştir.
- Atasoy, Z. (2012). *Farklılıkların yönetimi: Üniversite öğrencilerinin ayrımcılık algısının öğrenci başarı düzeyine etkisi üzerine bir araştırma* (Yüksek lisans tezi, Karamanoğlu Mehmetbey Üniversitesi, Sosyal Bilimler Enstitüsü, Karaman). <http://tez2.yok.gov.tr/> adresinden edinilmiştir.
- Avolio, B. J., & Bass, B. M. (2002). *Developing potential across a full range of leadership: Cases on transactional and transformational leadership*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Balay, R. ve Sağlam, M. (2004). Eğitimde farklılıkların yönetimi ölçeğinin uygulanabilirliği. *Süleyman Demirel Üniversitesi Burdur Eğitim Fakültesi Dergisi*, 8, 32-46.
- Balyer, A. ve Gündüz, Y. (2010). Yönetici ve öğretmenlerin okullarında farklılıkların yönetimine ilişkin algılarının incelenmesi. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 32, 25- 43.
- Barutçugil, İ. (2004). *Stratejik insan kaynakları yönetimi*. İstanbul:Kariyer Yayınları.
- Barutçugil, İ. (2011). *Kültürler arası farklılıkların yönetimi*. İstanbul: Kariyer Yayınları.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: The Free Press.
- Bass, B. M. (1989). *Leadership: good, better, best*. In R. L. Taylor & W. E. Rosenbach (Eds.), *Leadership challenge for today's manager* (pp. 112-129). New York: Nichols Publishing.
- Bass, B. M. (1997). Does the transactional-transformational leadership paradigm transcend organizational and national boundaries? *American psychologist*, 52(2), 130-139.
- Bass, B. M., & Avolio, B. J. (1995). *The multifactor leadership questionnaire form 5x*. Palo Alto, CA: Mind Garden.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character and authentic transformational leadership behavior. *Leadership Quarterly*, 10(2), 181-217.
- Bateman, T. S. (2002). *Management: competing in the new era*. Boston: Mcgraw-Hill Irwin.
- Baykasoğlu, A. ve Dereli, T. (2005). Farklılıkların yönetimi. *Önce Kalite Dergisi*, 3(89), 81-87.
- Begeç, S. (2004). *Farklılıkların yönetimi ve Genel Kurmay Başkanlığı barış için ortaklık merkezinde yapılan bir araştırma* (Doktora tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul). [tez.yok.gov.tr/ulusalTezMerkezi/](http://tez.yok.gov.tr/ulusalTezMerkezi/) adresinden edinilmiştir.
- Bhadury, H., Mighty, E. J., & Damar, H. (2000). Maximizing workforce diversity in project teams: A network flow approach. *The International Journal of Management Science*, 28, 143-153.
- Budak, G. (2008). *Yetkinliğe dayalı insan kaynakları yönetimi*. İzmir: Barış Yayınları.
- Buluç, B. (2009). Sınıf öğretmenlerinin algılarına göre okul müdürlerinin liderlik stilleri ile örgütsel bağlılık arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi*, 15(57), 5-34.
- Burns, J. M. (1978). *Leadership*. NY: Harper & Row.
- Byrne, B. M. (1998). *Structural equation modeling with LISREL, PIRELIS and SIMPLIS: Basic concepts, applications, and programming*. Hillsdale: Lawrens Erbaum Associates.
- Celep, C. (2004). *Dönüşümsel liderlik*. Ankara: Anı Yayıncılık.
- Cemaloğlu, N. (2007a). Okul yöneticilerinin liderlik stillerinin farklı değişkenler açısından incelenmesi. *Türk Eğitim Bilimleri Dergisi*, 1, 73-112.
- Cemaloğlu, N. (2007b). Okul yöneticilerinin liderlik stillerinin örgüt sağlığı üzerindeki etkisi. *TSA Dergisi*, 11(2), 1-26.
- Cemaloğlu, N. (2007c). Okul yöneticilerinin liderlik stilleri ile yıldırma arasındaki ilişki. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 33, 77-87.
- Cemaloğlu, N. (2011). The relationship between leadership styles of primary school principals and organizational health of school and workplace bullying. *Journal of Educational Administration*, 49(5), 1-37.
- Cox, T. (1992). *Cultural diversity in organizations*. San Francisco: Berrett - Koehler Publishers.
- Cox, T., & Blake, S. (1991). Managing cultural diversity: Implications for organizational competitiveness. *Academy of Management Executive*, 5(3), 45-56.
- Cox, T., & Nkomo, S. M. (1990). Invisible men and women: A status report on race as a variable in organization behavior research. *Journal of Organizational Behavior*, 11, 419-431.
- Çelik, S. ve Eryılmaz, F. (2006). Öğretmen algılarına göre endüstri meslek lisesi müdürlerinin dönüşümcü liderlik düzeyleri (Ankara ili örneği). *Politeknik Dergisi*, 9(4), 211-224.
- Çelik, V. (1998). Eğitimde dönüşümcü liderlik. *Eğitim Yönetimi Dergisi*, 4(16), 423-442.
- Çelik, V. (2003). *Eğitimsel liderlik*. Ankara: PegemA Yayıncılık.
- Çetin, N. (2009). *İlköğretim okullarında yöneticilerin öğretmenler arasındaki farklılıklarını yönetme yeterlilikleri (Bursa ili örneği)* (Yüksek lisans tezi, Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya). [tez.yok.gov.tr/ulusalTezMerkezi/](http://tez.yok.gov.tr/ulusalTezMerkezi/) adresinden edinilmiştir.
- Çetin, N. ve Bostancı, A. B. (2011). İlköğretim okullarında yöneticilerin öğretmenler arasındaki farklılıklarını yönetme yeterlilikleri (Bursa ili örneği). *Sakarya Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(2), 6-15.
- Çetiner, A. (2008). *İlköğretim okulu müdürlerinin dönüşümcü liderlik davranışlarını gösterme düzeylerine ilişkin öğretmen görüşleri (Burdur ili örneği)* (Yüksek lisans tezi, Süleyman Demirel Üniversitesi, Sosyal Bilimler Enstitüsü, Isparta). [tez.yok.gov.tr/ulusalTezMerkezi/](http://tez.yok.gov.tr/ulusalTezMerkezi/) adresinden edinilmiştir.
- Denis, J. L., Langley, A., & Rouleau, L. (2007). Strategizing in pluralistic contexts: Rethinking theoretical frames. *Human Relations*, 60(1), 179-215.
- Dursun, Y. (2009). Öğretmenlerin tükenmişlik düzeyleri ile yöneticileri için algıladıkları dönüşümcü ve etkileşimsel liderlik stilleri arasındaki ilişki (Karabük ilköğretim okulları örneği) (Yüksek lisans tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara). [tez.yok.gov.tr/ulusalTezMerkezi/](http://tez.yok.gov.tr/ulusalTezMerkezi/) adresinden edinilmiştir.
- Duxbury, M. L., Armstrong, G. D., Drew, D. J., & Henly, S. J. (1984). Head nurse leadership style with staff nurse burnout and job satisfaction in neonatal intensive care units. *Nursing Research*, 33, 97-101.
- Erdoğan, İ. (2002). *Eğitimde değişim yönetimi*. Ankara: PegemA Yayıncılık.

- Eryılmaz, F. (2006). *Endüstri meslek lisesi okul müdürlerinin dönüşümcü liderlik özelliklerine sahip olma düzeyleri (Ankara ili örneği)* (Yüksek lisans tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara). tez.yok.gov.tr/ UlusalTezMerkezi/ adresinden edinilmiştir.
- Feinberg, B. J., Ostroff, C., & Burke, W. W. (2005). The role of within-group agreement in understanding transformational leadership. *Journal of Occupational and Organizational Psychology*, 78, 471-488.
- Gilbert, J. A., & Stead, B. A. (1999). Stigmatization revisited: Does diversity management make a difference in applicant success? *Group & Organization Management*, 24(2), 239-256.
- Güleş, H. (2012). Öğütlerde farklılıkların yönetimi: Okullara ilişkin bazı çıkarımlar. *The Journal of Academic Social Science Studies*, 5(8), 615-628.
- Gümüş, M. (2009). *İşletmelerde farklılıkların yönetimi*. Bursa: Marmara Kitap Merkezi Yayıncılık.
- Helvacıoğlu, N. (2007). *Çokuluslu işletmelerde rekabet avantajı sağlamanın bir aracı olarak kültürel farklılıkların yönetimi* (Doktora tezi, Afyon Kocatepe Üniversitesi Sosyal Bilimler Enstitüsü, Afyon). tez.yok.gov.tr/ UlusalTezMerkezi/ adresinden edinilmiştir.
- Houkamau, C., & Boxall, P. (2011). The incidence and impacts of diversity management: A survey of New Zealand employees. *Asia Pacific Journal of Human Resources*, 49(4), 440-460.
- Howell, J. M., & Avolio, B. J. (1993). Transformational leadership, transactional leadership, locus of control and support for innovation: Key predictors of consolidated-business-unit performance. *Journal of Applied Psychology*, 78(6), 891-902.
- Hu, L. T., & Bentler, P. M. (1999). Cut off criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.
- Jackson, S., Joshi, A., & Erhardt, N. (2003). Recent research on team and organizational diversity: SWOT analysis and implications. *Journal of Management*, 29(6), 801-830.
- Jöreskog, K., & Sörbom, D. (1993). *Lisrel 8: Structural equation modelling with the SIMPLIS command language*. Chicago: Scientific Software International, Lincolnwood.
- Jung, D., Yammarino, F. J., & Lee, J. K. (2009). Moderating role of subordinates' attitudes on transformational leadership and effectiveness: A multi-cultural and multi-level perspective. *The Leadership Quarterly*, 20(4), 586-603.
- Karasar, N. (2007). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayın Dağıtım.
- Karip, E. (1998). Dönüşümcü liderlik. *Kuram ve Uygulamada Eğitim Yönetimi*, 4(16), 443-465.
- Kaya, İ. (2007). Azınlıklar, çokkültürlük ve Mardin. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 9, 44-55.
- Kayalar, M. ve Aytar, O. (2012). Küresel iş dünyasında kültürel farklılıkların yönetimi: Türk girişimciliği. *Süleyman Demirel Üniversitesi Vizyoner Dergisi*, 4(7), 47-64.
- Korek, S., Felfe, J., & Zaepernick-Rothe, U. (2010). Transformational leadership and commitment: A multilevel analysis of group-level influences and mediating processes. *European Journal of Work and Organizational Psychology*, 19(3), 364-387
- Korkmaz, M. (2005). Duyguların ve liderlik stillerinin öğretmenlerin performansları üzerindeki etkisi. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 43, 401-422.
- Korkmaz, M. (2007). Örgütsel sağlık üzerinde liderlik stillerinin etkisi. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 49, 57-91.
- Kreitz, P. A. (2007). Best practices for managing organizational diversity. *The Journal of Academic Librarianship*, 34(2), 101-120.
- Kurt, T. (2009). *Okul müdürlerinin dönüşümcü ve işlemler liderlik stilleri ile öğretmenlerin kolektif yeterliği ve öz yeterliği arasındaki ilişkilerin incelenmesi* (Doktora tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara). tez.yok.gov.tr/ UlusalTezMerkezi/ adresinden edinilmiştir.
- Lashley, C., & Lee-Ross, D. (2003). *Organization behaviour for leisure services*. Burlington: Elsevier Ltd.
- Loosemore, M., & Lee, P. (2002). Communication problems with ethnic minorities in the construction industry. *International Journal of Project Management*, 20, 517-524.
- Lowe, K. B., & Galen, K. K. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. *Leadership Quarterly*, 7(3), 385.
- Maldonado, R., W., Dreachslin, J. L., Dansky, K. H., Souza, G., & Gatto, M. (2002). Racial/ethnic diversity management and cultural competency: The case of Pennsylvania hospitals. *Journal of Healthcare Management*, 47(2), 111-124.
- Martins, L. L., Miliken, F. J., Wiesenfeld, B. M., & Salgado, S. R. (2003). Racioethnic diversity and group members' experiences: The role of the racioethnic diversity of the organizational context. *Group and Organization Management*, 28(1), 75-106.
- Memduhoğlu, H. B. (2007). *Yönetici ve öğretmen görüşlerine göre Türkiye'de kamu liselerinde farklılıkların yönetimi* (Yüksek Lisans Tezi, Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara). tez.yok.gov.tr/ UlusalTezMerkezi/ adresinden edinilmiştir.
- Memduhoğlu, H. B. (2010). Farklılıkların yönetimi. H. B. Memduhoğlu ve K. Yılmaz (Ed), *Yönetimde çağdaş yaklaşımlar* içinde (s.199-228). Ankara: Pegem Akademi Yayıncılık.
- Memduhoğlu, H. B. (2011a). Liselerde farklılıkların yönetimi: Bireysel tutumlar, örgütsel değerler ve yönetsel politikalar. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 7(2), 37-53.
- Memduhoğlu, H. B. (2011b). Okullarda farklılıkların örgütsel doğrularını: Bir örnek olay incelemesi. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, 30(2), 115-138.
- Memduhoğlu, H. B. ve Ayyürek, O. (2014). *Öğretmenlerin ve okul yöneticilerinin görüşlerine göre anaokullarında farklılıkların yönetimi*. *Eğitim Bilimleri Araştırmaları Dergisi*, 4(1), 175-188.
- Milliken, F. J., & Martins. L. L. (1996). Searching for common threads: Understanding the multiple effects of diversity in organizational groups. *Academy of Management Review*, 21(2), 402-433.
- Mollica, K. A. (2003). The influence of diversity context on white men's and racial minorities' reactions to disproportionate group harm. *The Journal of Social Psychology* 14(4), 415-431.
- Morrison, M., Lumby, J., & Sood, K. (2006). Diversity and diversity management: Messages from recent research. *Administration & Leadership*, 34(3) 277-295.
- Ngema, J. A. (2009). *An investigation of the role of the primary schools principals in management diversity*. (Master's thesis, University of Zululand, South Africa). Retrieved from <http://uzspace.uzulu.ac.za/handle/10530/946>
- O'Driscoll M. P., & Beehr, T. A. (1994). Supervisor behaviors, role stressors and uncertainty as predictors of personal outcomes for subordinates. *Journal of Organizational Behavior*, 15, 141-155.

- Okçu, V. (2011). İlköğretim okulu yöneticilerin liderlik stilleri ile öğretmenlerin örgütsel bağlılık ve yıldırma (*mobbing*) yaşama düzeyleri arasındaki ilişki (Doktora tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara). tez.yok.gov.tr/UlusalTezMerkezi/ adresinden edinilmiştir.
- Öncer, A. Z. (2004). *İşletmelerde bireysel, örgütsel, yönetsel farklılık kaynakları ve farklılaşma stratejileri: Unilever Unity projesi kapsamında bir araştırma* (Doktora tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul). tez.yok.gov.tr/UlusalTezMerkezi/ adresinden edinilmiştir.
- Özkaya, M. O., Özbilgin, M. ve Şengül, C. M. (2008). Türkiye’de farklılıkların yönetimi: Türk ve yabancı ortaklı şirket örnekleri. *Seçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 19, 359-374.
- Podsakoff, P. M., MacKenzie, S. B., & Bommer, W. H. (1996). Transformational leader behaviors and substitutes for leadership as determinants of employee satisfaction, commitment, trust, and organizational citizenship behaviors. *Journal of management*, 22(2), 259-298.
- Polat, S. (2012). Farklılık yönetimi için gerekli örgütsel değerler. *Kuram ve Uygulamada Eğitim Bilimleri*, 12, 1397-1418.
- Prieto, L. C., Phipps, S. T. A., & Osiri, J. K. (2009). Linking workplace diversity to organizational performance: A conceptual framework. *Journal of Diversity Management*, 4(4), 13-22.
- Richard, O. (2000). Racial diversity, business strategy and firm performance: A resource based view. *Academy of Management Journal*, 43(32), 164-177.
- Richard, O., McMillan, A., Chandwick, K., & Dwyer, S. (2003). Employing an innovation strategy in racially diverse workforces. *Group and Organization Management*, 28(1), 107-126.
- Sarayönlü, S. K. (2003). *Çokuluslu ve uluslararası örgütlerde kültürel farklılıkların yönetimi* (Yüksek Lisans tezi, Ankara Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara). tez.yok.gov.tr/UlusalTezMerkezi/ adresinden edinilmiştir.
- Sarros, J. C., Cooper, B. K., & Santora, J. C. (2008). Building a climate for innovation through transformational leadership and organizational culture. *Journal of Leadership & Organizational Studies*, 15(2), 145-158.
- Sharma, S. (2005). Multicultural education: Teacher’ perceptions and preparation. *The Journal of Collage Teaching and Learning*, 2(5), 53-64.
- Speechley, C., & Wheatley, R. (2001). *Developing a culture for diversity in a week*. London: HodCer & Stoughton.
- Steger, M., & Erwee, R., (2001). Managing diversity in the public sector: A case study of a small city council. *International Journal of Organizational Behaviour*, 4(1), 77-95.
- Stewart, J. (2006). Transformational leadership: An evolving concept examined through the works of Burns, Bass, Avolio and Leithwood. *Canadian journal of Administration and Policy*, 54, 1-25.
- Stordeur, S., D’hoore, W., & Vanderberghe, C. (2001). Leadership, organizational stress, and emotional exhaustion among hospital nursing. *Journal of Advanced Nursing*, 35(4), 533-542.
- Sürgevil, O. (2008). *Farklılık ve işgücü farklılıklarının yönetimine analitik bir yaklaşım* (Doktora tezi, Dokuz Eylül Üniversitesi, Sosyal Bilimler Enstitüsü, İzmir). tez.yok.gov.tr/UlusalTezMerkezi/ adresinden edinilmiştir.
- Sürgevil, O. ve Budak, G. (2008). İşletmelerin farklılıkların yönetimi anlayışına yaklaşım tarzlarının saptanmasına yönelik bir araştırma. *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 10(4), 1-28.
- Şişman, M. (2006). Eğitimde demokrasi ve sosyal adalet: Türkiye eğitim sisteminin değişmeyen miti. *Türk Eğitim Sisteminde Yeni Paradigma Araştırmaları Bildiriler Kitabı* içinde (s. 291-305). Ankara: Eğitim Bir-Sen Yayınları.
- Tiryaki, A. (2008). *İşletmelerde modern liderlik yaklaşımları ve çalışan motivasyonu ilişkisine yönelik bir uygulama* (Yüksek Lisans Tezi, Yıldız Teknik Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul). tez.yok.gov.tr/ UlusalTezMerkezi/ adresinden edinilmiştir.
- Toksa, H. (2012). *Farklılıkların yönetiminde liderin hareket seçeneklerinin, grup performansı üzerindeki etkileri* (Yüksek lisans tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul). tez.yok.gov.tr/UlusalTezMerkezi/ adresinden edinilmiştir.
- Treven, S., & Treven, U. (2007). Training in diversity management. *Journal of Diversity Management*, 2(1), 1-7.
- Tsui, A. S., Egan, T. D., & O’Reilly, C. A. (1992). Being different: Relational demography and organizational attachment. *Administrative Science Quarterly*, 37, 549-580.
- Van Der Vuuren, H. J., Van Der Westhuizen, P. C., & Van Der Walt, J. L. (2012). The management of diversity in schools-A balancing act. *International Journal of Educational Development*, 32(1), 155-162.
- Von Bergen C. V., Soper, B., & Foster T. (2000). Unintended negative effects of diversity management. *Public Personnel Management*, 3(2), 112-137.
- Webber, S., & Donahue, L. (2001). Impact of highly and less job-related diversity on work group cohesion and performance: A meta-analysis. *Journal of Management*, 27(2), 141-162.
- Williams, K., & O’Reilly, C. (1998). Demography and diversity in organizations: A review of 40 years of research. *Research in Organizational Behavior*, 20, 77-140.
- Yanaşma, G. (2011). *Farklılıklar yönetiminin yönetsel etkinliğe katkıları: Çorumda kamu kurum örneği* (Yüksek lisans tezi, Hitit Üniversitesi, Sosyal Bilimler Enstitüsü, Çorum). tez.yok.gov.tr/UlusalTezMerkezi/ adresinden edinilmiştir.
- Yazıcı, S. Başol, G. ve Toprak, G. (2009). Öğretmenlerin çok kültürlü eğitim tutumları: Bir güvenilirlik ve geçerlilik çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi*, 37, 229-249.
- Yeşil, S. (2009). Kültürel farklılıkların yönetimi ve alternatif bir strateji: Kültürel zeka. *Kahramanmaraş Sütçü İmam Üniversitesi İİBF Dergisi*, 11(16), 100-131.
- Yıldırım, C. (2006). *Okul müdürlerinin liderlik stillerinin örgütsel sağlık üzerindeki etkisi (Ankara ili örneği)* (Yüksek lisans tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara). tez.yok.gov.tr/UlusalTezMerkezi/ adresinden edinilmiştir.