Evaluation of Teachers within the Scope of Leadership Roles (Demirci Sample)

Remzi Yıldırım [1]
Manisa Celal Bayar University

Hamit Özen [2]
Eskişehir Osman Gazi University

Abstract

The leadership in the field of education is seen as a concept associated with activities, which are carried out, beyond the status. It is an expected situation that the education managers fulfill the leadership roles. However, teachers, one of the most important stakeholders of educational organizations, need to carry out their leadership roles when necessary and to continue their professional development to realize these roles. With the research, the teachers in educational organizations have been evaluated within the scope of leadership roles. In this sense, through the "Teacher Leadership Scale", it was tried to determine the expectation levels and perception levels regarding the concept of leadership in the existing organizations of teachers. The research was carried out in Manisa Demirci District with primary education teachers and branch teachers working in primary schools. By means of printed forms, the data were collected by reaching 239 teachers among the 315 teachers who worked in the related schools in the academic year of 2017 - 2018. In the analysis of the data, SPSS 23 package program was used. Teachers' expectations and perception levels were analyzed using minimum, maximum, arithmetic mean and standard deviation for each sub – dimension and total data set. Mann Whitney U and Krusskal Wallis Analysis were used to determine whether there was a meaningful difference between the expectation and perception levels according to the gender of the teachers, the teaching branch and professional seniority in the data set without normal distribution. In the analysis of the relationship between expectation and perception, Spearman's Rank – Order Correlation Analysis was used. According to the findings obtained, significant difference was found in favor of the expectation level of the teachers. However, there was no significant difference between expectations and perception levels in terms of gender, teaching branch and professional seniority. There is a "weak" relationship between expectations and perception levels. As a result, there is an expectation among the teachers about the concept of teacher leadership. However, the perception of teacher leadership in the institutions they work is relatively low.

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[1] **Remzi Yıldırım** is a PhD instructor at the department of Educational Sciences in Faculty of Education in Manisa Celal Bayar University, Turkey

Correspondence: yildirimremzi@hotmail.com

[2] **Hamit Özen** is an assistant professor at the department of Educational Sciences in Faculty of Education in Eskişehir Osman Gazi University, Turkey

Introduction

One of the factors that provide human being prevails in his struggle for life can be seen his accession to power source as required by the era. Being in information age makes information today an important power source. Appreciate the value of knowledge and using knowledge effectively in production period becomes necessity (Özgözgü and Atılgan, 2017). In this scope the interest towards education services providing knowledge acquisition in all societies has increasingly continued especially since the Second World War Being successful in received education is an expected situation. It can be said qualifications and efficiencies of teachers has a seperate place in reaching this expected success.

In 2006 the Ministry of National Education conducted a study on "General Efficiencies of Teaching Profession" and right after updated this study interrelatedly with 3 main efficiencies as "professional knowledge", "professional skill" and "attitudes and values", 11 sub efficiencies and 65 demonstrations (MEB, 2017). With this updated study efficiency fields that the teachers have to acquire, were emphasized according to the requirements of today.

Organizations are formed with gathering of individuals to achieve their common purposes. In organizations there can be not only individuals in management position that present vision, direct course of events or leave an impression on partners but also members that provide this situation with their "leadership" characteristics (Uğur and Uğur, 2014). It is possible for teachers to support their efficiencies with their influencing skills. This influence should not be limited just for students in class but also widen with leadership behaviours involving other partners (Öztürk and Şahin, 2017). Can (2006) emphasizes informal leadership roles of teachers beside their formal leadership roles in form of head of department and attracts attention to four strategies in development of this situation. These can be ordered as continuing leadership roles out of class, sharing of experiences with colleagues, considering skills of colleagues and participating to school activities. In literature scanning that Wenner and Campbell (2017) cunducted within the scope of teacher leadership, they emphasized that researches about this subject has been increased over the past decade and these researches directed to the questions such as how teacher leadership can be legalized, if a theory regarding teacher leadership can be developed or not and how the backbreaking effect of teacher leadership on teacher can be reduced. Smylie and Eckert (2018) about leadership in the future, emphasized foresights aiming to achive some basic functions in the organization such as;

- Determining mission, vision and basic values,

- Developing profession, coordination, control, communication, questioning, learning and improvement systems,

- Developing and managing supportive organizational circumstances,

- Developing, achieving and assigning sources (human, social, economic etc.),

- Observing and managing the relation of school with the environment.

Beycioğlu and Aslan (2010) considered leadership today as displaying common leadership behaviours with team and with their study revealed three dimensions in teacher leadership as "Institutional development", "Professional development" and "Cooperation with colleagues". In related dimensions leadership roles that the teachers display will have positive contributions to organization and stated dimensions can be explained as follows;

Institutional development

Influence of organization around as a whole can be accepted as an indicator of institutional development. As institutional development associates with the whole of organization, desire and the effort of each member of organization displaying in this direction carry a meaning. In educational organizations it is clear that school managers have important effects on development and changing however it should be stated that teacher leadership has a different importance in achievement and sustainment of the targeted development and changing. It can be said that volunteer and active roles will be achieved with teacher leadership in school centered activities. It is possible that teacher leadership affects school culture and contributes to organizatonal development (Can, 2007). Although researches about teacher training see qualifications that teachers have to have, they show that their effect should be beyond class in form of involving school (Can, 2009). This effect can be ordered as taking part in professional working groups, affecting parent participation, trying to provide source, being volunteer in coordinated activities, preparing reports and information about school, achieving official duties effectively, applying and taking part in strategic plan period, helping acquisition and choosing of required materials, increasing success by organizing extrascholastic activities.

Professional Development

When reason for being of whole education system is associated with raising up future generations the best way, the importance of qualification required in education services comes forefront. It is a known reality that teacher qualifications affect the quality of education directly (Şişman, 2006). In this respect in pre – service trainings provided in teacher training and in – service training taken in profession there should be opportunities providing contribution to teacher development (Demir and Köse, 2016). Besides these opportunities the behaviours that teachers will display in profession in this way and the effect of these behaviours on organization are also important. It can be said that behaviours such as consulting with colleagues, learning from colleagues, showing devoted effort for success, being constructive, giving value to colleagues, providing participation of others in taking decision, developing teaching period according to level of a student, feeling trust and giving trust, being participant and sharing will contribute to professional development.

Cooperation with Colleagues

In achieving the aim of organizations, it is a necessary situation that the partners of organizations work together accordantly and behave together. In information society cooperation and communication are considered as an important subtitle on behalf of learning and renewing skills of individuals (Anagün and Atalay, 2017). Yılmaz, Oğuz and Altınkurt (2017) pointed the importance of teachers guiding and supporting their colleagues in terms of contribution to organization culture. As teacher leadership necessitates collaborative work among teachers, it carries this situation beyond classical leadership (Eryaman, 2007; Bozkuş, Taştan and Turhan, 2015). The leadership behaviours of teachers regarding this dimension can be as; helping new participant teachers, supporting and showing effort to increase professional development in organization, sharing experiences and actual developments, participating studies and projects.

It can be said that increasing power of knowledge and gradual complexification of education system necessitate teachers that are the most important factors of this system, to be more dynamic and autonomy in the system. At this point supporting teacher leadership by strengthening teacher autonomy seems to be an important situation (Strong and Yoshida, 2014). Within the scope of leadership roles teachers are expected to be creative, affect his surrounding and contribute organizational changing and development via this way (Dağ and Göktürk, 2014). Demir (2015) emphasized that teacher leadership is considered as a key factor in terms of reorganizing of schools and expertizing of teachers. So, it can be said that teachers achieving leadership roles by contributing organizational development, continuing professional development and being in cooperation with colleagues will be effective in reaching targets determined by education organizations.

The requirement of identifying expectations of teachers with their own points of view regarding teacher leadership as well as their evaluations for actual situation formed the problem of this research and the problem sentence of research was identified like this:

"What is the teachers' own expectation and perception level for teacher leadership?"

Within the scope of problem sentence how the leadership roles should be in schools that the teachers are working and how this situation actualizes, was tried to be identified.

The answer for these sub problems was searched in the direction of problem sentence obtained in research.

1) Is there a significant difference in expectations and perceptions of teachers towards teacher leadership?

2) Is there a significant difference in expectations and perceptions of teachers towards teacher leadership according to gender?

3) Is there a significant difference in expectations and perceptions of teachers towards teacher leadership according to teaching branches?

4) Is there a significant difference in expectations and perceptions of teachers towards teacher leadership according to professional working year?

5) Is there a relation between expectations and perceptions of teachers towards teacher leadership?

The aim of research is to reveal beliefs of teachers towards teacher leadership and actual situation regarding teacher leadership in working conditions. With this aim teacher leadership was handled within the scope of institutional development, professional development and cooperation with colleagues. The research seemed to be important in terms of showing teacher approaches towards leadership roles thought to have effect in reaching targets of education organizations and how this situation actualizes at what rate in organizations. Also, it is expected to provide contribution for function of education organizations with findings and results of research. The research is limited with the evaluations of teachers working in primary schools in Manisa – Demirci District.

Methodology

This research in which expectations and perceptions towards teacher leadership in schools were searched, was conducted according to quantitative research methods. With quantitative research methods that are known as positive opinion, researched subject can be observed and analysed objectively and independently from researcher (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2013). Generally quantitative research methods are based on descriptive and experimental models. According to Şimşek (2012) as descriptive models reveal reality as it is, research subject is conducted over the whole of population or sampling representing population (Karasar, 2012). In this research descriptive model from quantitative research models, was used.

Population and Sampling

All teachers working in primary schools in Manisa province Demirci district were identified as population. It was tried to reach to sampling of research within the scope of 95% relaibility level and 5% error margin as Şahin (2012) pointed at. In this means 239 teachers among 315 teachers that are working in schools forming the population, were reached. Sampling reflecting population is an important situation. In sampling choice identification of some properties of participants as scale and choosing sparticipants randomly are known as simple contingent (random) sampling (Karasar, 2012).

In identification of participants, the schools where teachers are working, were obtained as stratified sampling criterion after that sampling for each school was taken by using random sampling method. Research datas were collected in 2017 – 2018 academic year. Population and sampling are as given in Table 1.

Table 1. According to Schools Number of Teachers Forming Population and Sampling

School name	Teacher in charge (N)	Teachers forming sampling (n)
75.Yıl	38	22
Atatürk	18	18
Cengiz Topel – Enver Armağan	19	14
Cumhuriyet	17	12
Fatih	19	15
Makine Kimya – H. Çamtepe	27	20
Mustafa – Zehra – Saliha Kul	10	10
Ziya Gökalp – Nurettin	29	23
Durhasan	16	13
İcikler	21	15
Mahmutlar	24	15
Esenyurt	21	18
Kargınışıklar	13	13
Kılavuzlar	22	18
Minnetler	21	13
Total	315	239

Distribution of teachers forming sampling according to gender, teaching branch, professional working year variables, is shown in Table 2.

Table 2. Distribution of Teachers Forming Sampling According to Some Variables

Variable	Property	f	%
Gender	Female	119	49.8
	Male	120	50.2
Teaching Branch	Basic Education Teachers	87	36.4
	Branch teachers	152	63.6
Professional working year	0 – 5 years	71	29.7
	6 – 10 years	77	32.2
	11 – 15 years	32	13.4
	16 – 20 years	16	6.7
	21 – 25 years	20	8.4
	26 years and over	23	9.6

Data Collection Tool

In research "Teacher Leadership Scale" developed by Beycioğlu and Aslan (2010) was used to collect data. In development period of measurement tool totally 29 items were formed based on literature, expert opinions for items were taken, necessary regulations were done later items were evaluated by different experts, with adding 5 Likert type rating scale to items measurement tool was made ready for pre – application. In measurement tool there are two main parts that participants can mark expectation and perception levels of behaviours towards teacher leadership. After pre – application done with the participation of 296 teachers and 21 managers, obtained datas were identified to be ready for factor analysis and by making exploratory factor analysis total correlation of items were calculated. According to analysis results 4 items were taken out in pre – application. In measuring tool item total correlation values in perception part were found as ".47 – .92" whereas in

expectation part they were found as ".51 – .77". Regarding reliability studies internal consistency and retest coefficients were calculated. Within the scope of reliability level Cronbach – alpha internal consistency coefficient in expectation part was found as ".93" whereas in perception part it was found as ".95". Within fortnight period the scale was repeated with total of 40 teachers and managers. Pearson correlation coefficient between paired points for expectation part was found as "r=.80" whereas for perception part it was found as "r=.87" and accordingly the reliability of mesuring tool against time was provided. With its last form, measuring tool was consisted of two parts in form of expectation and perception, three sub dimensions and totally 25 items.

Data Collection Period

Permission applications regarding data collection were done to related units and after taking permission data collection period was started. Datas were collected from participants via printed form. Before data collection the participants were informed about the aim of research, according to confidentiality policy the results would only be used within the scope of research and requested to fill in the scale sincerely. With filling of given scales by participants data collection period for each education institution was completed.

Analysis of Datas

The datas were analysed by SPSS 23 programme. In analysis period significancy level was taken as 0.05.

As analysing expectation and perception levels of participants towards teacher leadership which is the main problem of research, for each sub dimension and data set minimum, maksimum, arithmetic mean ($\bar{x}$) and standart deviation (*sd*) values were examined.

In analysis of quantitative datas, in order to identify which test groups known as parametric and nonparametric would be used, some parameters were examined such as if data set shows normal distribution or not (Kul, 2014), some group sizes are under or over 30 (Yılmaz ve Yılmaz, 2005). Normality tests were applied to obatined datas and since number of total participants is over 50 (Bütüner, 2008) Kolmogorov Smirnov Test was based on. By this means in the scope of both expectation and perception parts significancy level for institutional development, professional development, cooperation with colleagues' dimensions and for all, was found as (p=.00) and it was decided that datas do not show normal distribution.

As analysing if there is significant difference in expectation and perception levels towards teacher leadership which is the first sub problem of research, Mann Whitney U Analysis was used. Gender and teaching branch variables were collected under two groups whereas professional working year was collected under six groups. By this means as analysing expectation and perception levels towards gender and teaching branch variables which are the second and third sub problems of research, Mann Whitney U Analysis was used. As analysing expectation and perception levels towards Professional working year variable which is the fourth sub problem of research, Krusskal Wallis Analysis was used. As analysing the relationship between the expectation and the perception levels towards teacher leadership which is the last sub problem of research, Spearman Rank Correlation Analysis was done.

Findings and Comments

In this part findings obtained by analysing of datas within the scope of problem sentence and sub problem sentences of research and comments towards these findings were given place.

Findings and Comments towards Research Problem Situation

As problem sentence of research is "What is the teachers' own expectation and perception level for teacher leadership?", by this means obtained findings and comments are given in Table 3 for expectation part and in Table 4 for perception part.

Table 3. Expectation Levels of Teachers towards Teacher Leadership

Dimension	n	Minimum	Maximum	x̄	*sd*
Institutional Development	239	21.00	45.00	39.0335	5.32780
Professional Development	239	34.00	55.00	52.6569	3.47975
Colleague Cooperation	239	15.00	25.00	22.9498	2.18031
Total	239	78.00	125.00	114.6402	9.69299

Table 4. Perception Levels of Teachers towards Teacher Leadership

Dimension	n	Minimum	Maximum	x̄	*sd*
Institutional Development	239	13.00	45.00	31.0628	6.72761
Professional Development	239	27.00	55.00	47.2762	6.33908
Colleague Cooperation	239	11.00	25.00	19.3682	3.55485
Total	239	52.00	125.00	97.7071	15.02120

Total point arithmetic mean of expectation level was found as 114,64 (always) whereas total point arithmetic mean of perception level was found as 97,70 (frequently). Generally arithmetic mean points towards teacher leadership were found high both for expectation and perception level. It can be said this situation could be generated from experienced developments in teacher efficiencies and increased technical skills of teachers. Obtained findings point that teachers find themselves more efficient in both expectation and perception levels. Also, expectation level points were found higher than perception level points. It can be said that this is an expected situation.

Arithmetic averages for institutional development dimension were found as 39,03 (always) for expectation level whereas for perception level they were found as 31,06 (frequently). In institutional development dimension in item 9 "*Being volunteer in participating studies towards development of school*" got the highest arithmetic average for both expectation level (x̄=4,67 – always) and perception level (x̄=3,98 – frequently). According to these findings it can be said that teachers are in tendency of contributing their institutions at the highest rate and directly by taking place in intramural activities. In institutional development dimension in item 6 "*Taking in charge in Professional working groups in province, region or country level*" got the lowest arithmetic average for both expectation level (x̄=3,93 – frequently) and perception level (x̄=2,76 – sometimes). According to evaluations of teachers it can be said that taking in charge in extrascholastic working groups affects institutional development indirectly and it is a situation that is less preferred and observed associated with various reasons.

Arithmetic averages for professional development dimension were found as 52,65 (always) for expectation level whereas for perception level they were found as 47,27 (always). In professional development dimension in item 19 "*Behaving colleagues as a valuable member of school*" expectation level as (x̄=4,91 – always / *sd*=0,33) got the highest arithmetic mean and in item 24 "*Reassuring to the students*" expectation levels as (x̄=4,91 – always / *sd*=0,29) got the highest arithmetic mean. For expectation level item 22 "*Being example in giving an opportunity for participating and sharing learning activities*" got the lowest arithmetic mean as (x̄=4,64 – always). Similarly in professional development dimension item 24 got the highest arithmetic mean as (x̄=4,64 – always) for perception

level. For perception level item 20 "*Making an effort for effective participation of colleagues in taking decisions about school*" got the lowest arithmetic mean as ($\bar{x}$=4,11 – frequently). According to these findings it can be said that reliability level of students towards teachers is considered as an important indicator on behalf of professional development. According to item 24 that got the highest point in both levels it can be said that teachers care about approaches of students at evaluation point of their professional development. When the items got the lowest points are considered, it can be said that teachers primarily continue their professional developments for themselves and on the behalf of their students. Also, as it was mentioned in item 19 giving value to their colleagues can be interpret as being open to different ideas in terms of their professional development.

Arithmetic averages for colleague cooperation dimension were found as 22,94 (always) for expectation level whereas for perception level they were found as 19,36 (frequently). In colleague cooperation dimension in item 1 "*Helping teacher candidates, trainee teachers and newly appointed teachers*" got the highest arithmetic average for both expectation level ($\bar{x}$=4,77 – always) and perception level ($\bar{x}$=4,32 – always). In colleague cooperation dimension in item 5 "*Participating in studies or research project processes (preparing, conducting and participating)*" got the lowest arithmetic average for both expectation level ($\bar{x}$=4,31 – always) and perception level ($\bar{x}$=3,30 – sometimes). According to the findings obtaned over this dimension it can be said that embracing new participants and helping them is considered as a prior situation on behalf of colleague cooperation. Teachers helping new participants without externalising can be considered as an important beginning in terms of colleague cooperation. It can be seen via item 5 that there is a demand of taking part in various projects and studies however this situation does not occur at the same rate. Although this difference between expected and perceived situations can be considered as normal, it can be said that various informal structures in organization play role at this point.

Findings and Comments towards First Sub Problem of Research

As the first sub problem sentence of research is "Is there a significant difference between expectations and perceptions of teachers towards teacher leadership?", the findings and comments obtained as a result of Mann Whitney U Analysis were given in Table 5.

Table 5. Mann Whitney U Analysis Showing the Difference of Points of Teachers for Each Dimension and Total towards Teacher Leadership According to Expectation and Perception Levels

Dimension	Level	N	Mean Rank	Rank Sum	U	p
Institutional Development	Expectation	239	317.23	75818.00	9983.000	.000
	Perception	239	161.77	38663.00		
Professional Development	Expectation	239	308.90	73827.00	11974.000	.000
	Perception	239	170.10	40654.00		
Colleague Cooperation	Expectation	239	311.12	74358.50	11442.500	.000
	Perception	239	167.88	40122.50		
Total	Expectation	239	319.88	76452.50	9348.500	.000
	Perception	239	159.12	38028.50		

According to Table 5 the points got for each dimension and total towards teacher leadership depending on expectation and perception level, show significant difference in favour of expectation level (p=.00). Although this generated condition is considered as an expected situation, the research shows consistency with the obtained findings towards research problem situation.

Findings and Comments towards Second Sub Problem of Research

As the second sub problem sentence of research is "Is there a significant difference between expectations and perceptions of teachers towards teacher leadership according to gender?", the findings and comments obtained as a result of Mann Whitney U Analysis were given in Table 6 for expectation part and in Table 7 for perception part.

Table 6. Mann Whitney U Analysis Showing the Difference of Expectation Points of Teachers for Each Dimension and Total towards Teacher Leadership According to Gender Variable

Dimension	Gender	n	Mean Rank	Rank Sum	U	p
Institutional Development	Female	119	126.86	15096.50	6323.500	.125
	Male	120	113.20	13583.50		
Professional Development	Female	119	127.24	15141.00	6279.000	.092
	Male	120	112.83	13539.00		
Colleague Cooperation	Female	119	121.57	14467.00	6953.000	.720
	Male	120	118.44	14213.00		
Total	Female	119	126.16	15013.50	6406.500	.169
	Male	120	113.89	13666.50		

According to Table 6 the points got for each dimension and total towards teacher leadership at expectation level depending on gender do not show significant difference (p>.05). This situation can be interpreted as expectation level does not change according to gender about teacher leadership and the expectation points of male and female teachers towards teacher leadership are equal.

Table 7. Mann Whitney U Analysis Showing the Difference of Perception Points of Teachers for Each Dimension and Total towards Teacher Leadership According to Gender Variable

Dimension	Gender	N	Mean Rank	Rank Sum	U	p
Institutional Development	Female	119	125.53	14938.00	6482.000	.218
	Male	120	114.52	13742.00		
Professional Development	Female	119	124.63	14830.50	6589.500	.302
	Male	120	115.41	13849.50		
Colleague Cooperation	Female	119	125.05	14881.50	6538.500	.259
	Male	120	114.99	13798.50		
Total	Female	119	125.36	14918.00	6502.000	.232
	Male	120	114.68	13762.00		

According to Table 7 the points got for each dimension and total towards teacher leadership at perception level depending on gender do not show significant difference (p>.05). This situation can be interpreted as perception level does not change according to gender about teacher leadership and the perception points of male and female teachers towards teacher leadership are equal.

Findings and Comments towards Third Sub Problem of Research

As the third sub problem sentence of research is "Is there a significant difference between expectations and perceptions of teachers towards teacher leadership according to teaching branches?", the findings and comments obtained as a result of Mann Whitney U Analysis were given in Table 8 for expectation part and in Table 9 for perception part.

Table 8. Mann Whitney U Analysis Showing the Difference of Expectation Points of Teachers for Each Dimension and Total towards Teacher Leadership According to Teaching Branch Variable

Dimension	Teaching Branch	n	Mean Rank	Rank Sum	U	p
Institutional Development	Basic Education Teacher	87	121.06	10532.50	6519.500	.856
	Branch Teacher	152	119.39	18147.50		
Professional Development	Basic Education Teacher	87	125.63	10930.00	6122.000	.320
	Branch Teacher	152	116.78	17750.00		
Colleague Cooperation	Basic Education Teacher	87	127.78	11116.50	5935.500	.178
	Branch Teacher	152	115.55	17563.50		
Total	Basic Education Teacher	87	124.29	10813.00	6239.000	.467
	Branch Teacher	152	117.55	17867.00		

According to Table 8 the points got for each dimension and total towards teacher leadership at expectation level depending on teaching branch do not show significant difference (p>.05). This situation can be interpreted as expectation level does not change according to teaching branch about teacher leadership and the expectation points of basic education and branch teachers towards teacher leadership are equal.

Table 9. Mann Whitney U Analysis Showing the Difference of Perception Points of Teachers for Each Dimension and Total towards Teacher Leadership According to Teaching Branch

Dimension	Teaching Branch	n	Mean Rank	Rank Sum	U	p
Institutional Development	Basic Education Teacher	87	115.67	10063.00	6235.000	.463
	Branch Teacher	152	122.48	18617.00		
Professional Development	Basic Education Teacher	87	112.60	9796.00	5968.000	.209
	Branch Teacher	152	124.24	18884.00		
Colleague Cooperation	Basic Education Teacher	87	122.44	10652.50	6399.500	.678
	Branch Teacher	152	118.60	18027.50		
Total	Basic Education Teacher	87	116.39	10125.50	6297.500	.541
	Branch Teacher	152	122.07	18554.50		

According to Table 7 the points got for each dimension and total towards teacher leadership at perception level depending on teaching branch do not show significant difference (p>.05). This situation can be interpreted as perception level does not change according to teaching branch about teacher leadership and the perception points of basic education and branch teachers towards teacher leadership are equal.

Findings and Comments towards Fourth Sub Problem of Research

As the fourth sub problem sentence of research is "Is there a significant difference between expectations and perceptions of teachers towards teacher leadership according to Professional working year?", the findings and comments obtained as a result of Krusskal Wallis Analysis were given in Table 10 for expectation part and in Table 11 for perception part.

Table 10. Krusskal Wallis Analysis Showing the Difference of Total Expectation Points of Teachers towards Teacher Leadership According to Professional Working Year Variable

Professional Working Year	N	Mean Rank	X^2	df	p
0 – 5	71	123,32			
6 – 10	77	111,86			
11 – 15	32	121,25			
16 – 20	16	133,56	2.303	5	.806
21 – 25	20	129,75			
26 years and over	23	117,33			
Total	239				

According to Table 10 the total points got towards teacher leadership at perception level depending on Professional working year do not show significant difference (X^2=2,303, sd=5, p=.806). This situation can be interpreted as perception level does not change according to Professional working year about teacher leadership and the points of teachers towards teacher leadership according to professional working year, are equal.

Table 11. Krusskal Wallis Analysis Showing the Difference of Total Perception Points of Teachers towards Teacher Leadership According to Professional Working Year Variable

Professional Working Year	N	Mean Rank	X^2	df	p
0 – 5	71	119,63			
6 – 10	77	116,44			
11 – 15	32	113,03			
16 – 20	16	104,50	9.094	5	.105
21 – 25	20	113,03			
26 years and over	23	159,61			
Total	239				

According to Table 11 the total points got towards teacher leadership at perception level depending on Professional working year do not show significant difference (X^2=9,094, df=5, p=.105). This situation can be interpreted as perception level does not change according to professional working year about teacher leadership and the points of teachers towards teacher leadership according to Professional working year, are equal.

Findings and Comments towards Fifth Sub Problem of Research

As the fifth sub problem sentence of research is "Is there a relation between expectations and perceptions of teachers towards teacher leadership?", the findings and comments obtained as a result of Spearman Rank Correlation Analysis were given in Table 12.

Table 12. Spearman Rank Correlation Analysis Showing the Relation between Expectation and Perception Level Total Points of Teachers

Variable	N	r_s	p
Expectation – Perception	239	.346	.000

According to Table 12, there is a weak relation between total points got at expectation-perception level towards teacher leadership (r_s=.34, p=.00). Within the scope of research this situation can be considered as while teachers are evaluating actual situation towards teacher leadership, they express their perception levels objectively without affecting from their expectation levels.

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Discussion, Result and Suggestions

In this part discussions conducted in the light of findings obtained within the scope of research, attained results and given suggestions take part.

It is in question that the paradigm belonging to period humankind lives, reflects to all fields. Within historical period when achieved stages are considered, it can be said that we are in continuous change and development. Toffler (1980) defines this period as agricultural society for a thousand period, industrial society for period of three hundred years and for the last period as information society. However, these days are started to be mentioned as Industry 4,0 period where there is embodiment of product or service accaording to demand, search of flexibility and perfectness in production and service, as it is in all fields blowing of winds of change in education field (Yazıcı and Düzkaya, 2016). The main actors of this change can be ordered as increased knowledge, vary of philosophies about knowledge, increasing of thinking limits, changes in values and expectations, increasing of labour force, production and product variety etc. Within the scope of Industry 4,0 for success of transformation one of the eight criterion that is thought to be successful is education and continuity of professional development (Çeliktaş, Sonlu, Özgel and Atalay, 2015). In the context of all these changes the importance of education services that has an important place in social mobility of individuals, does not reduce on the contarary it gradually increases. By this means the expectations towards the roles of teachers that have great part in the content of education and in presentation of education services, increase in parallel to experienced developments (Eryaman & Riedler, 2009). Teacher leadership held within the scope of research and expectations towards teachers come out in the frame of this leadership approach can be considered as one of the efficiency fields that teachers have to have. Today when it is thought that the content of education cannot be limited with school, the teachers are expected to contribute institutional development within the scope of leadership roles, continue their professional developments and make cooperation with their colleagues.

It is seen that teacher leadership as one of the concepts that has to be supported to increase the quality of education, frequently finds response in literature. In this research in which teacher leadership is evaluated according to expectation and perception levels of teachers, teachers interiorising this subject and showing behaviours towards this way can be seen as main result according to obtained findings. Also, as expected situation expectation levels of teachers were found higher than perception levels. Besides this, the weak relation came out between expectation and perception levels shows at what rate teachers are in expectation about this subject and at what rate their expectations achieved in actual situation. There was not obtained any difference both at expectation and perception levels and sub levels of teachers according to gender, teaching branch and professional working year. At this point there reached a conclusion that teacher leadership is an accepted concept in the eye of all teachers.

Within scope of research discussion, result and suggestions according to sub dimensions regarding teacher leadership are as follows;

Institutional Development Dimension

When institutional development is thought as one of the qualifications that education institutions are expected to have, it is seen that leadership concept is among indicators ordered towards period as Cheng, Tam and Tsui (2002) stated. It is an expected situation that leadership roles of education managers are seen both in their status and in their conducted studies. However, as education content leadership concept is held in terms of business rather than status today (Dempster et al., 2017). By this means it can be said that teachers showing leadership behaviours towards various activities will provide positive contribution to institutional development. On the basis of this dimension the tendency of teachers towards participating to studies towards school development is among observed results. Besides this, although evaluations done towards more specific activity fields got high point again, it fell behind general content. On the basis of this dimension there reached a conclusion that

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there is a general tendency in teachers however at some points due to various reasons this tendency decreases. For the activity fields in which tendency is little, reasons such as the existence of resistence point or insufficieny in leading point can be asserted. In this scope on behalf of institutional development it can be suggested to conduct studies such as forming a team by management for activities with low participation, making period guidance, increasing sensibility. Also, it should be careful about persistency of solutions produced for continuing of participation and conducting activities providing contribution to institutional development. By this means the importance of involving teachers by managers to decision periods, supporting situations revealing teacher leadership, giving time and opportunity for teachers in this way, providing education and source at necessary points, can be emphasized.

Professional Development Dimension

One of the power sources effective in obtaining and maintaining of leadership is expertise power. It is possible to maintain expertise power defined as special skill, knowledge and abilities of leader (Can, 2010) via professional development. As a dimension of teacher leadership for professional development İlğan (2013) stated that student is valuable in proportion to his effect to learnings. As supporting this saying at this dimension, the highest point that teacher evaluations have, was taken via item of relable given to students. By this means the effort of teacher to maintain his professional knowledge and professional development is among important factors that give reliable to student and increase the quality of education. Education managers and experts generally show a wide consensus in supporting professional developments of teachers however there occurs problems about this subject due to questions such as what is important for teachers, how the organization is done, how the support is given, how sustainability is provided (Lieberman and Miller, 2007). As a result, obtained research results show that teachers are concerned and willing in terms of professional development. About professional development the highness of readiness level of teachers can be seen as an important advantage on behalf of incresing quality of education. In order to maintain this situation doing legal regulations that will open the ways of teachers in professional development, increasing personal benefits, using various motivating equipments and organizing trainings can be suggested to education managers.

Cooperation with Colleagues

Another dimension of teacher leadership can be considered as contributing achievement of aims of organization by affecting formal and informal groups in education organizations. The existence of cooperation among teachers in terms of providing Professional development and increasing quality in education organizations via this way carries a seperate importance (Archibald et al., 2011; Desimone et al., 2002). By this means activities such as supporting new participants, affecting developments of colleagues, sharing experiences, discussing actual developments and participating in various studies, can be conducted. According to findings obtained within the scope of research, there reached a conclusion that the teachers are rather willing in studies defined as colleague cooperation. However, at perception level participating in various studies are not seen as high as at expectation level. In addition, there observed sufficiencies especially at involving studies and project point. It can be said that there is the effect of school culture at this point. Uğurlu and Yiğit (2014) state that forming effective school culture and open school climate can increase volunteer participation to these kinds of behaviours. It can be suggested that in terms of increasing colleague cooperation school managers present social environments for teachers to recognize eachother and use various motivating tools in this way. Also, it can be said that it is necessary to solve problems that teachers encounter in terms of work load and time to conduct these kinds of studies.

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