

Leadership Behaviors of School Administrators, Performance Practices and Examination of Teacher Views on Institutionalization in Terms of Various Variables

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Extensive Summary

1. Introduction

In conjunction with economic and technological developments, great social changes and transformations are experienced among today's world. While defining this age, there are various terms used like; Information Age, Internet Age, Technology Age, Informatics Age, Speed Age, Space Age, Nano-technology Age, Genealogy Age, New Economy Age, the Age of Industry 4.0, the Age of Industry 5.0 Age, the Age of Me. These different and new concepts have been constituted with the transition to the new era, resulting from rapid technological advances and changes in social, economical, political, military and socio-cultural areas established and effective changes are observed every day (Şen 2017: 150).

One of the most important factors in this process is the individual; mainly technology; the evaluation and interpretation of the relationship with all relevant variables emerge as an inevitable reality (Şen, 2017: 251). This process, affecting all institutions, also affects educational institutions and structures. This process requires schools to be able to respond to innovations. For this reason, it is very important for the personnel in the school to be united around the organizational goals, the organizational commitment levels are high and even the ones who are responsible for the organization. At this point; school administrators' roles, tasks and managers are becoming increasingly complex. In a rapidly changing environment, administrators will successfully move schools into the next century; school, in the current society and students, teachers, parents, internal and external stakeholders have a very good

understanding of the individual, including administrative staff, are expected and improve themselves continuously to provide leadership for the school to be successful. It is important that the managers lead by effective, productive, visionary, motivating, knowledgeable and pioneering leaders for the lifting of many problems in school management and the permanent development of school education.

Carmeli et al (2006), and Carmeli et al (2006b) in their research, corporate executives, leadership behavior of employees that affect their behavior towards modernity, top management leadership behaviors, they determined that improve the performance of the institution.

School administrators must support teachers and create an environment for self-improvement. In this way, high performance exhibitions can be achieved by revealing the skills of teachers. If teachers have adopted their principals as leaders; work motivations, satisfaction from their work and integration with the school can easily be achieved (Şişman, 2004).

In order that the performances of the teachers can be high; within the context of performance appraisal studies, situations should be assessed objectively and performance improvement activities should be produced. "Improving the learning conditions and the development of teachers can only be a success with a strong organizational leadership and institutional support," said Karip and Köksal (1996), this idea of "Leadership in terms of contribution to student achievement and other organizational objectives to be achieved are seen as an integral part of effective school concept" (Yilmaz, 2010: 27-28, Shama, Colamaz, 2011: 319-321).

2.Method

The purpose of this study is to demonstrate the importance of institutionalization and leadership styles on the performance of teachers in special education institutions. In the study, it is aimed at the importance of institutionalization, what kind of leadership types are and how they affect the processes of institutions, their performance and development of solution proposals.

A total of 133 teachers and administrators working in all branches of a private educational institution in Istanbul have been implemented. Sampling method is preferred when sampling is easy. SPSS 15.0 program was used in the analysis of the data. Demographic information on teachers' gender, age, education status and occupational seniority is presented as frequency and percentage analysis. The Skewness coefficient was used to test the normality of scores on performance practices, leadership approaches and institutionalization practices. It can be interpreted that the scores within ± 1 of the skewness coefficient used in the normal distribution feature of the continuously variable scores do not show a significant deviation from the normal distribution. In cases where the scores are not normally distributed, normal distribution should be achieved by using square root, logarithmic or inverse transformations in order to use parametric tests (Büyüköztürk, 2011: 40). Because it was determined that the scores did not show a normal distribution in the normality test, logarithmic transformations were used and converted scores were used in t and ANOVA tests. Two independent sample t tests in comparison with gender, educational status and occupational status; one-way analysis of variance (ANOVA) test. The level of significance in the analyzes was determined as 0.05 ($p < 0,05$).

3. Findings

In the education system, the school is an important sub-system, and the success of schools is one of the most critical variables for the success of the education system. At this point, school managers at the micro level are a key factor. The school manager's decisions, motivation and work style all affect the process. High motivation in the organization will affect the performances of the employees, which will increase the success of the institution.

School administrators need to work to increase the performance of teachers and to grow the institution. Growth is pre-requisite, sustainability. If sustainable growth is pre-requisite, it is institutionalized. From this point of view, the aim of this study was to determine the opinions of school administrators about leadership behaviors, performance practices and institutionalization in terms of various variables of teacher opinions.

When the genders of the respondents were examined, it was determined that the number of female participants was higher than male participants. According to this survey, 83 of the 133 people surveyed were female and 50 were male. It may be useful to determine the number of male and female trainers in educational establishments taking into account the needs of the institution. For example, it is thought that it would be beneficial to have a sufficient number of male and female teachers according to their needs in guidance counseling.

When the age of the questionnaire is examined, it can be said that the maximum number of teachers is between 26-30 years. The lowest age range is composed of teachers between the ages of 20-25. Private institutions have a certain experience; it can be observed that young and dynamic workers are preferred more. As Şanal (2011) stated in his work, One of the aims of institutionalization and corporate entrepreneurship activities is the rapid adaptation of innovations to business. Both the efficiency increase and the adaptation to the innovations refer to the concentration of the group of ages 31-40 and experience a group that is more experienced than the 20-25 age group, but the young age group supports the work of being open to innovation and expressing that the dynamic structure will be the advantage of enterprises.

When the educational status of the participants is examined, it is determined that the most graduate graduates are in charge. In terms of age criterion, it is considered that the young people are assigned to the educational institutions and thus the graduate students are directed to graduate and doctorate programs. Successful leadership, supportive and participatory leadership behaviors come to the forefront in the leadership behaviors of the managers as the education institutions are formed from high level employees (Küçük, 2008: 88).

According to teacher opinions, the most important leadership approaches are "good communication with the employees", "giving importance to the decisions of the employees positively affecting the organizational commitment", "motivating the rewards according to the talents", "instructional leadership approach being effective in management" and "effectiveness". According to the teachers, the leadership approaches with the least emphasis were identified as "super leadership", "visionary leadership" and "empowering leadership".

It was found out that the opinions of the administrators regarding the leadership approaches are meaningful in terms of the points of the opinion that the "visionary leadership approach provides management effectiveness". The point average of the opinions of women teachers about the management's visionary leadership approach to management effectiveness is significantly higher than the male teachers' scores.

According to the teachers' views, the most important institutionalization practices are "to take into account the proposals and demands of the employees, to influence the productivity in the positive direction", "to lead the employees in the change of the basic duty of the management" and "to succeed in the activities of the managers and employees in the power of institutionalization". According to the teachers, institutionalization practices with the least precaution are determined as "not to go out of institutional rules when there is a problem".

The scores of teachers with high scores on opinions on institutionalization practices and the scores on leadership behaviors of managers were also high. It has been found that the teachers who have high scores on the opinions of the managers about the performance applications have high scores on the leadership approaches of the managers.

4. Conclusion and Discussion

In order to enable institutions to adapt to rapidly changing and developing world conditions, it is necessary to update all management decision-making and implementation processes by developing new applications and methods that will gain competitive advantage and increase individual and institutional performance. In the realization of this change, the most important source of difference is the element that can create difference. The concept of Stakeholder Management, which covers the processes of evaluating and managing all internal and external stakeholders, has a very important place in terms of the management of the individual. Performance applications should be carried out by considering the needs and wishes of these different personnel working in institutions. These practices should be transformed and managed in a harmonious manner under the direction of students, parents and other groups. On the other hand, in terms of today's business world, institutionalization processes must also be internalized in order to adapt to change and innovation. The level of institutionalization is high; the most important variables of today's world in which institutions that have effective, effective and efficient management and leadership processes, objective implementations that increase the performances of employees and institutions, and institutions that adopt corporate governance principles can have an undeniable power in terms of sustainable growth and development. Both micro and macro level, educational institutions, management of the education system together with all stakeholders; For the individual who is at the head of the most important variables for the future, rapid change and transformation have vital importance in this process. In this context, the management of educational institutions is directly influential in the future and the management of change.